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Risk Management in Islamic Education Transformation: RAMESPA Pagambiran's Strategy for Building Innovation and Sustainable Collaboration

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Abstract
The transformation of Islamic education management in mosque youth communities requires strategies that encourage innovation, collaboration, and sustainability. This study aims to analyze RAMESPA Pagambiran's risk management to improve the effectiveness of Islamic education programs. The research method used a quantitative approach with a risk map scale-based survey of RAMESPA members. Four risk dimensions were analyzed: operational, financial, human resources (HR), and collaboration/partnership, with an average score of 1–5 for each indicator, then calculated into a total score. The results show operational risk of 12 (high), HR of 9–12 (high), financial of 16–20 (critical), and collaboration of 9 (moderate). Financial risk, particularly financial management with a score of 20, is a critical factor. HR risk emphasizes the importance of improving the competence and motivation of members, while collaboration risk indicates the need for strategic networks to support innovation and sustainability. In conclusion, systematic and sustainable risk management enables RAMESPA Pagambiran to run Islamic education programs effectively, innovatively, and with a social impact. Mitigation strategies include strengthening member capacity, diversifying funding sources, and developing strategic partnerships to expand the contribution of Islamic preaching and education in the community.

Keywords:
Risk Management; Islamic Education; RAMESPA Pagambiran; Innovation; Sustainability

A. INTRODUCTION

Islamic education today faces major challenges in adapting to increasingly complex and digital global dynamics (Muxammadali oʻg, 2025). The transformation of Islamic education requires changes not only in the curriculum and learning methods, but also in its management system in order to adapt to uncertainty, social risks, and changes in student needs (Kurniawan, 2025). In this context, mosque-based youth organizations play a strategic role as drivers of innovation in Islamic education at the community level. One organization that exemplifies this role is RAMESPA (Remaja Masjid Pagambiran), which focuses on religious activities, youth development, and community-based Islamic education

As activities become more complex and inter-institutional collaboration increases, Islamic educational organizations are required to have effective risk management systems to ensure the sustainability of their programs and innovations (Budiman et al., 2025). Risk management in Islamic education is important for identifying potential obstacles in operational, human resource, financial, and collaborative aspects that can affect the effectiveness and sustainability of educational programs. Several previous studies have discussed the application of risk management in formal educational institutions such as madrasas, Islamic boarding schools, and Islamic universities, with a focus on governance, management quality, and program sustainability.

The approaches used in these studies are generally qualitative, emphasizing case studies and in-depth interviews to understand risk management patterns in educational institutions (Liu et al., 2025). For example, some studies highlight the importance of organizational culture and leadership in reducing institutional risk, while others emphasize the importance of digitization and technological innovation in anticipating academic risk (Bencsik et al., 2022). However, quantitative research measuring the level of risk in non-formal religious organizations such as mosque youth groups, especially those that play an active role in community-based Islamic education transformation, is still very limited (Choir & Aziz, 2024).

As activities become more complex and inter-institutional collaboration increases, Islamic educational organizations are required to have effective risk management systems to ensure the sustainability of their programs and innovations (Jemmy & Riyadi, 2025). Risk management in Islamic education is important for identifying potential obstacles in operational, human resource, financial, and collaborative aspects that can affect the effectiveness and sustainability of educational programs (Mutamimah et al., 2022). Several previous studies have discussed the application of risk management in formal educational institutions such as madrasas, Islamic boarding schools, and Islamic universities, with a focus on governance, management quality, and program sustainability (Badrun, 2024).

Therefore, this study attempts to fill this gap by analyzing the level of risk in the transformation of Islamic education management at RAMESPA Pagambiran using a descriptive quantitative approach. This study is expected to provide an empirical model for assessing and managing risks in community-based religious organizations, while offering risk mitigation strategies to support innovation, collaboration, and sustainable impact in Islamic education (Bozkus, 2023). The objectives of this study are to identify, measure, and analyze the level of risk faced by RAMESPA Pagambiran in the process of transforming Islamic education management and to formulate management strategies to support the sustainability of community-based Islamic education innovation and collaboration.

B. METHODS

Research Approach

This research uses a descriptive quantitative approach to measure and describe the level of risk faced by the RAMESPA Pagambiran organization in the transformation of Islamic education management (Saini & Bates, 1984). Risk measurement is carried out by combining two main dimensions, namely the level of likelihood and the level of impact of risk, using the 5x5 Risk Analysis Matrix as the main measuring tool (Whitman, 2012).

Population and Sample

The population in this study consisted of all active members of RAMESPA Pagambiran who were involved in educational activities and organizational management. The sample was taken purposively, with the criteria being members who had been active for at least six months and were involved in program implementation. A sample of 40 respondents was selected to obtain representative data on risk perception within the organization.

Research Instruments

The research instrument in this study was a questionnaire designed to measure the risk perceptions of RAMESPA Pagambiran members regarding various risks faced in the process of Islamic education management transformation. The questionnaire measures two main aspects, namely the likelihood of risk occurrence and the impact of risk on four main risk dimensions, namely operational risk, financial risk, human resource risk, and collaboration and partnership risk. Respondents were asked to provide separate assessments for each aspect using a 5-point Likert scale, with categories ranging from very rare to very frequent for likelihood, and insignificant to very significant for risk impact. The data obtained from this instrument was then analyzed using a 5x5 risk matrix, which multiplied the likelihood and impact scores to determine the quantitative risk level, thereby identifying areas of risk that needed to be prioritized for mitigation within the organization.

Data Analysis Techniques

To measure the level of risk faced by the RAMESPA Pagambiran organization in the transformation of Islamic education management, this study uses a 5x5 risk matrix approach that integrates two main dimensions, namely the level of risk occurrence and the level of its impact (Derse & Polat, 2021). Each combination of these two dimensions produces a risk score that describes the priority of risk management quantitatively. These risk scores are then categorized into several risk levels, ranging from low to critical, to facilitate interpretation and decision-making in the organization's risk mitigation strategy. The risk matrix used in this study is presented in the following table.

Table 1. 5x5 Risk Analysis Matrix

No	Level of Possibility \ Level of Impact	1 (Insignificant)	2 (Minor)	3 (Moderate)	4 (Significant)	5 (Very Significant)
1	5 (Very Frequent)	Moderate (5)	High (10)	High (15)	Critical (20)	Critical (25)
2	4 (Frequent)	Low (4)	Moderate (8)	High (12)	Critical (16)	Critical (20)
3	3 (Sometimes)	Low (3)	Moderate (6)	High (9)	High (12)	High (15)
4	2 (Rare)	Low (2)	Low (4)	Moderate (6)	Moderate (8)	High (10)
5	1 (Very Rare)	Low (1)	Low (2)	Low (3)	Low (4)	Moderate (5)

Each risk score is calculated by multiplying the probability level and impact level assessed by respondents. The scores are then categorized into four main risk levels: Low (1–4), Medium (5–9), High (10–15), Critical (16–25). Descriptive statistical analysis is performed by calculating the average and distribution of risk scores for each dimension to identify priority risks that require attention and mitigation strategies.

C. RESULT & DISCUSSION

Results

Operational Risk

Operational risk analysis is conducted to evaluate obstacles that may arise in the implementation of Islamic education activities and programs at RAMESPA Pagambiran. These risks include the availability of facilities, the effectiveness of scheduling, and the readiness of members to carry out activities (Jarrow, 2008). The assessment is conducted using a 5x5 risk matrix, which combines the level of risk occurrence and the level of its impact. The results of the assessment for each operational risk indicator are presented in Table 1 below, which shows the risk scores and categories. Below is the RAMESPA Pagambiran Operational Risk Assessment table.

Table 2. RAMESPA Pagambiran Operational Risk Assessment

No	Operational Risk Indicators	Probability Level (1–5)	Impact Level (1–5)	Risk Score (Probability × Impact)	Risk Category
1	Availability of educational facilities	4	3	12	High
2	Effectiveness of program scheduling	3	4	12	High
3	Member readiness for activities	4	3	12	High

Based on Table 1, we can draw the conclusion that all RAMESPA Pagambiran operational risk indicators are in the high category with a risk score of 12. This indicates that risks related to the availability of educational facilities, program scheduling effectiveness, and member readiness have a high probability of occurring and a significant impact on the success of organizational activities. In other words, operational obstacles remain a major challenge in the transformation of Islamic education management at RAMESPA. These results indicate the need for mitigation strategies that focus on improving facilities, improving the scheduling system, and increasing the readiness and capacity of members so that education programs can run more effectively and innovatively.

Financial Risk

Financial risk analysis is conducted to evaluate the level of instability in funding and financial management that could affect the sustainability of Islamic education programs at RAMESPA Pagambiran. These risks include the stability of funding sources, the adequacy of the program budget, and the organization's financial planning and management (Fu et al., 2024). The assessment was conducted using a 5x5 risk matrix, which combines the level of risk occurrence and the level of its impact. The results of the assessment for each financial risk indicator are presented in Table 2 below.

Table 3. Financial Risk Assessment of RAMESPA Pagambiran

No	Operational Risk Indicators	Probability Level (1–5)	Impact Level (1–5)	Risk Score (Probability × Impact)	Risk Category
1	Stability of funding sources	4	4	16	Critical
2	Budget adequacy for programs	4	4	16	Critical
3	Financial planning and management	5	4	20	Critical

Based on Table 2 above, we can draw the conclusion that all RAMESPA Pagambiran financial risk indicators are in the critical category, with risk scores between 16 and 20. This indicates that instability in funding sources, budget adequacy for programs, and financial planning and management are highly likely to occur and have a very significant impact on the sustainability of Islamic education programs. In other words, financial risk is a major factor that can hinder the transformation of Islamic education management in this organization. These results emphasize the need for mitigation strategies that focus on diversifying funding sources, careful budget planning, and transparent and effective financial management, so that innovation and collaboration in education programs can be carried out sustainably.

Human Resource Risk

Human resource risk analysis is conducted to evaluate the capacity, motivation, and involvement of RAMESPA Pagambiran members in implementing Islamic education programs. HR risks include member competence, motivation and engagement, as well as capacity building and training (Oyewole et al., 2024). The assessment was conducted using a 5x5 risk matrix, which combines the level of risk occurrence and the level of impact. The results of the assessment for each HR risk indicator are presented in Table 3 below.

Table 4. RAMESPA Pagambiran Human Resource Risk Assessment

No	Operational Risk Indicators	Probability Level (1–5)	Impact Level (1–5)	Risk Score (Probability × Impact)	Risk Category
1	Member competency	3	4	12	High
2	Member motivation and engagement	3	3	9	High
3	Capacity building and training	3	4	12	High

Based on Table 3 above, we can draw the conclusion that the HR risk score is in the high category, with scores ranging from 9 to 12. This indicates that the competence, motivation, and capacity development of members have a high probability of occurring and a significant impact on the implementation of Islamic education programs. HR risk is a major concern because the quality and involvement of members directly affect the success of innovation and collaboration within the organization. These results emphasize the need to increase capacity through training, empowerment, and member motivation strategies so that the transformation of Islamic education management at RAMESPA can run effectively and sustainably.

Collaboration and Partnership Risks

Collaboration and partnership risk analysis is conducted to evaluate RAMESPA Pagambiran's ability to collaborate with external institutions and other communities that support Islamic education programs. These risks include cooperation networks with other institutions, the ability to establish sustainable partnerships, and external support for education programs. The assessment was conducted using a 5x5 risk matrix, which combines the level of risk occurrence and the level of impact. The results of the assessment for each indicator of collaboration and partnership risk are presented in Table 4 below.

Table 5. Risk Assessment of RAMESPA Pagambiran Collaboration and Partnership

No	Operational Risk Indicators	Probability Level (1–5)	Impact Level (1–5)	Risk Score (Probability × Impact)	Risk Category
1	Cooperation network with other institutions	3	3	9	Moderate
2	Ability to establish sustainable partnerships	3	3	9	Moderate
3	External support for education programs	3	3	9	Moderate

Based on Table 4 above, we can draw the conclusion that the collaboration and partnership risk scores are in the moderate category, with a risk score of 9 for each indicator. This indicates that risks related to cooperation networks, partnership-building capabilities, and external support have a moderate likelihood of occurring and a moderate impact on the sustainability of Islamic education programs. Although these risks are lower than other dimensions, there is still room to strengthen synergies with various external parties. These results emphasize the importance of developing sustainable collaboration strategies so that the RAMESPA partnership network can be expanded and support the transformation of Islamic education management more effectively.

Discussion

Operational Risk Analysis in Islamic Education Transformation at RAMESPA Pagambiran

The results show that the risk score for the availability of educational facilities is 12, which is categorized as high. This indicates that although RAMESPA Pagambiran has the basic facilities to run Islamic education programs, there are obstacles that can hinder the effectiveness of activities (Shofitri et al., 2024). Limited facilities can affect participant comfort, the smooth running of activity schedules, and the organization's capacity to implement programs optimally. Thus, the availability of facilities is an important aspect that needs to be strengthened so that the transformation of education management can run more effectively.

The effectiveness of program scheduling received a risk score of 12, which is also in the high category. This indicates that coordination and scheduling of activities still face significant obstacles. Schedule inconsistencies can cause some programs to be delayed or conflict with each other, thereby reducing the potential for innovation and collaboration within the organization. More structured scheduling based on program priorities can be an effective mitigation measure to reduce this risk.

The member readiness indicator shows a risk score of 12, which falls into the high category. This finding indicates that although RAMESPA members are motivated, there are challenges related to readiness in carrying out tasks and responsibilities during the program. These readiness factors include understanding of the material, skills, and availability of time. The unpreparedness of members can reduce the quality of program implementation and limit the innovative impact of Islamic education activities.

Overall, operational risks at RAMESPA Pagambiran indicate significant obstacles in the three main indicators. The high operational risk score emphasizes the need for mitigation strategies that include improving facilities, more systematic scheduling, and increasing member readiness through training and internal coordination. This mitigation is key to ensuring that the transformation of Islamic education management not only runs smoothly but also encourages innovation, collaboration, and program sustainability.

Financial Risk Analysis to Support the Sustainability of Islamic Education Programs at RAMESPA Pagambiran

The results of the study show that the risk score for funding stability is 16, which falls into the critical category. This indicates that uncertainty in funding sources could be a major obstacle to the sustainability of Islamic education programs run by RAMESPA Pagambiran. Dependence on a single or undiversified funding source increases the likelihood of operational disruptions if the funding source is unavailable. Therefore, maintaining the stability and diversification of funding sources is an important step in financial risk mitigation (Raimi et al., 2024).

The indicator of budget adequacy for the program has a risk score of 16, which is classified as critical. This finding confirms that the availability of an adequate budget is very important for the implementation of educational activities, including the purchase of facilities, speaker fees, and operational needs. A budget shortage can hamper planned programs and reduce the quality of implementation. More realistic budget planning and appropriate priority allocation are mitigation strategies that need to be implemented.

Financial planning and management scored 20 on the risk scale, which is considered critical. This result indicates that the effectiveness of financial planning and management greatly determines RAMESPA's ability to run programs sustainably. Suboptimal management can lead to waste, late payments, or a shortage of funds when needed. Therefore, improving financial management capacity, implementing accountability systems, and conducting regular monitoring are important steps to reduce this risk.

Overall, RAMESPA's financial risk is in the critical category, emphasizing that financial aspects are a determining factor in the success of Islamic education management transformation. The high financial risk score indicates that without proper mitigation, program sustainability, innovation, and collaboration may be hampered. A comprehensive mitigation strategy, including diversification of funding sources, careful budget planning, and transparent financial management, is key to ensuring that Islamic education programs can run sustainably and have maximum impact.

Human Resource Risk Analysis in Improving the Capacity and Performance of RAMESPA Pagambiran Members

The results of the study show that the competency risk score of members is 12, which is in the high category. This indicates that the abilities and skills of members in implementing Islamic education programs need to be strengthened. Uneven competencies can affect the quality of activities, the effectiveness of material delivery, and the achievement of educational goals. Therefore, competency development through regular training and internal guidance is an important strategy to reduce this risk (Meyer et al., 2011).

The indicators of member motivation and engagement received a risk score of 9, which is in the high category. This finding indicates that although most members are motivated, active engagement in each program still needs to be improved. Low levels of engagement can hinder the implementation of activities and reduce the expected impact of innovation. Motivation strategies, rewards, and improved internal communication are relevant mitigation measures to strengthen member engagement.

The capacity building and training indicator has a risk score of 12, which is in the high category. This confirms that the availability of consistent training programs that meet the needs of members is still limited. Lack of training can lead to skills gaps and hinder members' ability to implement programs effectively. Therefore, continuous and needs-based training planning is an important effort to reduce this risk.

Overall, HR risks at RAMESPA are in the high category, emphasizing the importance of member quality and readiness as key factors for the success of Islamic education management transformation. These risks can hinder innovation and collaboration if not handled properly. Mitigation strategies focused on improving competence, motivation, engagement, and continuous training are key to ensuring that education programs can be implemented effectively, innovatively, and sustainably.

Risk Analysis of Collaboration and Partnership to Support Innovation and Sustainability of the RAMESPA Pagambiran Program

The results of the study show that the risk score for collaboration networks with other institutions is 9, which is classified as moderate. This indicates that RAMESPA has a collaboration network, but the capacity and quality of collaboration can still be improved. Limited collaboration networks can restrict access to additional resources, information, and external support that are important for the development of Islamic education programs. Therefore, strengthening relationships with external institutions is a mitigation strategy that needs to be considered (Santos et al., 2020).

The indicator of the ability to establish sustainable partnerships also received a risk score of 9, which is in the moderate category. This finding shows that although RAMESPA is capable of establishing initial partnerships, the sustainability of long-term relationships still faces challenges. Unsustainable partnerships can reduce resource support and affect program continuity. Appropriate mitigation strategies include long-term collaboration planning, agreement monitoring, and regular communication with partners.

External support for education programs has a risk score of 9, which is categorized as moderate. This indicates that contributions from external parties, whether in the form of funds, facilities, or additional human resources, are still relatively limited. Limited external support can restrict RAMESPA's capacity to implement innovations or expand the reach of its programs. Therefore, improving advocacy, networking, and promotional strategies are important mitigation measures to increase external support.

Overall, the risk of collaboration and partnership is in the moderate category, indicating that although the risk is not as high as other dimensions, strengthening collaboration remains an important aspect for the success of Islamic education management transformation. These risks impact the organization's capacity to develop innovations, establish strategic partnerships, and maintain program sustainability. Mitigation focused on strengthening networks, sustainable partnerships, and increasing external support will ensure that RAMESPA is able to maximize collaboration as a driver of innovation and sustainable impact.

D. CONCLUSION

The results of the study show that RAMESPA Pagambiran faces significant risks in the transformation of Islamic education management. Operational risk has an average score of 12 (high category), human resource risk 12–9 (high category), financial risk 16–20 (critical category), and collaboration risk 9 (moderate category). These findings confirm that financial instability, limited member capacity, and operational effectiveness are the main factors that can affect the sustainability of Islamic education programs. The high financial risk score, for example 20 in financial management, indicates the need for mitigation focused on strengthening planning and diversifying funding sources to maintain program continuity.

As a sustainability measure, RAMESPA needs to strengthen member capacity through training and mentoring, improve facility availability and scheduling effectiveness, and develop strategic partnerships with educational institutions, da'wah organizations, and community groups. This mitigation strategy not only reduces operational, financial, and human resource risks, but also strengthens innovation, collaboration, and the social impact of the program. With measurable and sustainability-oriented risk management, RAMESPA Pagambiran can develop as a productive and innovative Islamic education community that contributes significantly to da'wah and community development.

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