



Risk Management Training for Educational Staff at the An-Naba Ciasem-Subang Foundation to Improve Service Effectiveness

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ABSTRACT

Effective educational services require good risk management to anticipate operational obstacles and maintain service quality. However, at the An-Naba Ciasem–Subang Foundation, there are still limitations in the understanding and skills of educational staff in identifying, analyzing, and mitigating risks that could potentially disrupt work processes. This community service activity aims to enhance the capacity of educational staff through structured risk management training. The program provides a tangible contribution in the form of a risk management training model based on active participation and contextualization, which can be adapted by other educational institutions to strengthen the effectiveness of their services. The activity began with a needs analysis through observation, interviews, and consultations with foundation leaders. The training was conducted in ten sessions, covering theoretical material, case studies, simulations, and practical exercises in developing risk mitigation plans. Evaluation was conducted through pre-tests and post-tests, direct observation, and participant satisfaction surveys. The results showed an average increase in participants' knowledge scores from 65 to 88, positive changes in attitudes toward the implementation of risk SOPs, and improved skills in identifying and mitigating risks. Ninety percent of participants stated that the training was highly beneficial, and the foundation formed an internal risk management team as a follow-up. The

training successfully achieved its objectives, namely enhancing the risk management capacity of educational staff, which contributed to improved service effectiveness. This model has the potential to be replicated in other educational institutions with adjustments to local contexts.

Keywords: *risk management, educational staff, service effectiveness, training, community service*

ABSTRAK

Pelayanan pendidikan yang efektif memerlukan tata kelola risiko yang baik untuk mengantisipasi hambatan operasional dan menjaga kualitas layanan. Namun, di Yayasan An-Naba Ciasem–Subang masih ditemukan keterbatasan pemahaman dan keterampilan tenaga kependidikan dalam mengidentifikasi, menganalisis, dan memitigasi risiko yang berpotensi mengganggu proses kerja. Kegiatan pengabdian kepada masyarakat ini bertujuan meningkatkan kapasitas tenaga kependidikan melalui pelatihan manajemen risiko yang terstruktur. Program ini memberikan kontribusi nyata berupa model pelatihan manajemen risiko berbasis partisipasi aktif dan kontekstual, yang dapat diadaptasi oleh lembaga pendidikan lain untuk memperkuat efektivitas layanan. Kegiatan diawali dengan analisis kebutuhan melalui observasi, wawancara, dan konsultasi dengan pimpinan yayasan. Pelatihan dilaksanakan dalam sepuluh sesi, mencakup materi teori, studi kasus, simulasi, dan praktik penyusunan rencana mitigasi risiko. Evaluasi dilakukan dengan pre-test dan post-test, observasi langsung, serta survei kepuasan peserta. Hasil menunjukkan peningkatan rata-rata skor pengetahuan peserta dari 65 menjadi 88, perubahan positif pada sikap terhadap penerapan SOP risiko, dan peningkatan keterampilan dalam identifikasi serta mitigasi risiko. Sebanyak 90% peserta menyatakan pelatihan sangat bermanfaat, dan yayasan membentuk tim manajemen risiko internal sebagai tindak lanjut. Pelatihan ini berhasil memenuhi tujuan yang ditetapkan, yakni meningkatkan kapasitas manajemen risiko tenaga kependidikan, yang berdampak pada peningkatan efektivitas layanan. Model ini berpotensi direplikasi di lembaga pendidikan lain dengan penyesuaian konteks lokal.

Kata Kunci: *manajemen risiko, tenaga kependidikan, efektivitas layanan, pelatihan, pengabdian kepada Masyarakat.*

INTRODUCTION

Risk management in Islamic educational institutions such as Islamic boarding schools and educational foundations is often neglected, even though operational, academic, financial, and security risks can significantly hinder the effectiveness of services Ekaningsih (Ana et al., 2022) highlight that, although essential, risk management systems in Islamic boarding schools have not been developed systematically (Holidin & Julaiha, 2025) reveal how educational institutions face internal and external risks without mitigation structures, thereby disrupting service quality (Purnama & Wahyu Hidayat, 2025) state that Islamic boarding school without adequate risk identification tend to lose their stability and strategic role in Islamic education. Furthermore, research at MI Ma'arif NU 02 Samarinda by (Holidin & Julaiha, 2025) notes that inconsistencies in the implementation of preventive and corrective strategies result in suboptimal educational services. In the context of formal education, SMK Al-Hadi Bandung notes that without risk management, educational quality often declines due to unforeseen events such as system failures or sudden curriculum changes (Rahmawati & Hidayat, 2024) In the context of Basic Education, a study at SD Negeri Puncakmulya identified infrastructure constraints and external policies that, if not addressed systematically, undermine the quality of the learning environment (Sifa Azahra, 2022).

Various studies have offered risk mitigation approaches in the context of Islamic education. Anggraini, Muadin, & Ilyasin (2023) demonstrate that risk management strategies—from identification to evaluation—are necessary to maintain the quality of learning at SMA Madina Citra Insani (Helda Yusfarina Anggraini et al., 2023). Hidayat & Sodik (2024) emphasize that the processes of risk identification, monitoring, and evaluation need to be systematically integrated into the operations of Islamic boarding schools such as Miftahul Khoir Bandung (Hidayat & Sodik, 2023). Ekaningsih et al. (2022) present how the implementation of Islamic value-based risk management at Manba'ul Ulum Islamic boarding school Banyuwangi supports institutional resilience during the pandemic (Ana et al., 2022). The study by Holidin & Julaiha (2025) at MI Ma'arif NU 02 Sindangsari demonstrates the effective use of preventive strategies (training, disaster mitigation SOPs, internal audits) and corrective strategies (system improvements and partnerships) to enhance the quality of Islamic education services (Holidin & Julaiha, 2025). Additionally, research findings at SD Negeri Puncakmulya (Haikal & Saepudin, 2024) demonstrate how the systematic application of risk management—including identification, prevention, risk transfer, and evaluation—positively impacts the maintenance of basic education quality in accordance with ISO 9001:2015 standards (Sifa Azahra, 2022).

Although a number of studies have discussed risk management in educational institutions—particularly schools and Islamic boarding schools—their focus tends to be based on operational or descriptive evaluations, and has not been developed into ready-to-use training modules. For example, a study at the Miftahul Khoir Islamic Boarding School in Bandung emphasizes the importance of risk identification, monitoring, and evaluation, but does not include structural training elements (Hidayat & Sodik, 2023). At SMKN 4 Bandung, operational practices are reinforced through SOPs, internal training, and learning tools, but they are still limited to the vocational context, without adapting Islamic boarding school values (Miftahuldzanah & Hidayat, 2025). A study at SMK Muhammadiyah 1 Kadungora shows that effective risk management increases students' interest in learning, but it has not yet been designed as a training program for Islamic boarding school teaching staff (Fitri & Hidayat, 2023). Meanwhile, research on school safety emphasizes evacuation training and anti-bullying policies as common risk mitigation strategies, without any direct connection to Islamic boarding school-based education services (Dewi Hartatik, 2024). Furthermore, research at SD Negeri Puncakmulya shows a systematic approach (based on ISO 9001:2015) in basic education risk management, but it does not adequately accommodate the cultural and structural context of Islamic-based institutions (Sifa Azahra, 2022). Thus, the uniqueness of this study lies in the development of a participatory risk management training module integrated with Islamic values, specifically designed for educators at the An-Naba Ciasem-Subang Foundation—filling the gap between general theory and contextual practice that has not been addressed in existing literature.

Previous literature emphasizes the importance of structure and process in risk management. Ekaningsih highlights the basic value of risk and the need for a management process through an Islamic approach (Ekaningsih et al., 2022). Hidayat & Sodik (2024) emphasize the need for mitigation strategies in modern Islamic boarding schools (Hidayat & Sodik, 2023). A study by Purnama & Hidayat (2025) identified obstacles and designed strategies to improve learning effectiveness (Purnama & Wahyu Hidayat, 2025). Khoerunnisa & Hidayat (2024) also noted important phases in the development of the Islamic boarding school curriculum (Khoerunnisa & Hidayat, 2024). Holidin & Julaiha (2025) demonstrate a practical model for improving service quality through preventive and corrective risk mitigation (Holidin & Julaiha, 2025).

The contribution of this research is to formulate and implement a contextual risk management training module designed for educational personnel at the An-Naba Ciasem-Subang Foundation. This module combines a participatory approach, Islamic values such as amanah and maslahah, and interactive methods such as simulations and case studies of pesantren institutions. Thus, this research not only enriches the literature on risk management in Islamic education but also provides a practical example of training that can be adopted by other pesantren to enhance the effectiveness of institutional services.

METHOD

This section aims to support the validity and reliability of the study by explaining the basis for selecting the approach, methods, procedures, and techniques for data collection and analysis – in accordance with Krippendorff's guidelines (2019). This community service program uses a participatory approach and descriptive-qualitative methods so that the training intervention is responsive to the real needs of the participants. According to the journal J-ABDI: Journal of Community Service, "The approach used in this program is a participatory approach, where the community is involved in every stage of the activity" (Paramarta et al., 2023). The descriptive-qualitative approach is useful for understanding contextual phenomena in depth in a religious educational environment (Niswah et al., 2025).

Data collection techniques were carried out by: (1) Direct observation during the training period, (2) FGD (Focus Group Discussion) to explore participants' views, (3) Pre-test and post-test as a measure of learning impact, (4) Reflection and simulation, exploring the effectiveness of participants' understanding in practice. To identify the root causes of problems, a fishbone diagram was used. This visual technique is relevant and frequently used in the context of education and risk management (Cakrawala et al., 2025).

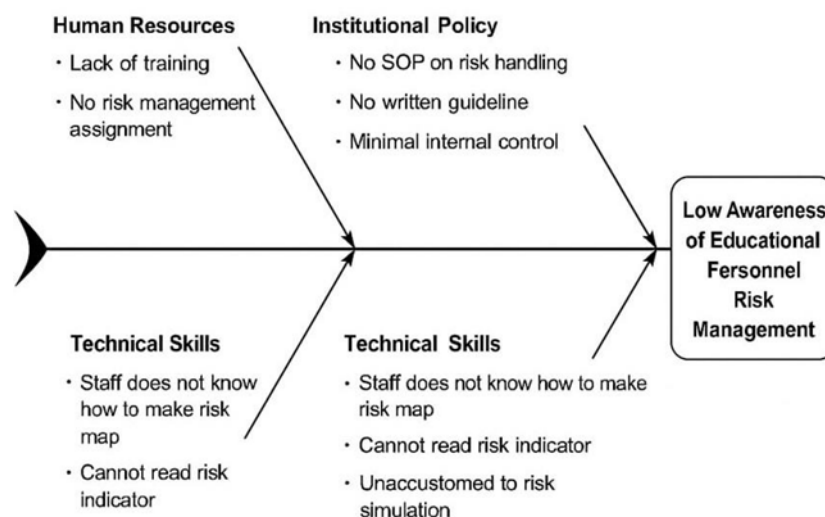


Figure 1. Fishbone diagram – Root causes of low-risk management awareness among education personnel

The implementation of the training activities is divided into five systematic stages: (1) Initial analysis; observation, interviews, and document analysis to evaluate the initial conditions. Participatory strategies enable the active involvement of participants in understanding the issues (Rosanti & Salito, 2025). (2) Module Design and Training; Developing risk management materials based on Islamic values such as amanah and maslahah, developed based on preliminary analysis and participant participation. (3) Module Development; The module is supplemented with case

studies, checklists, and simple evaluation tools; tailored to practices in Islamic boarding schools. (4) Training Implementation; Conducted over two intensive days using simulations, discussions, and group reflections. (5) Post-Training Evaluation; Conducted through post-tests and focus group discussions (FGD) to measure changes in participants' understanding and commitment to risk management.

RESULTS AND DISCUSSION

I. Main findings of the present study

The risk management training program conducted at the An-Naba Ciasem-Subang Foundation showed positive results in increasing the awareness and understanding of educational personnel regarding the importance of risk management in their work. The pre-test results showed that only 26% of participants understood the basic concepts of risk management. However, after two days of training involving simulations and risk mapping, that number increased to 82% in the post-test.

The active participation of participants in risk management simulations and group discussions showed an increase in awareness of the importance of risk mitigation in terms of physical safety, information security, and operational continuity in educational institutions. In addition, participants successfully identified more than 15 potential risks in their work environment, which they had not previously documented formally. This fact shows that the training successfully filled gaps in knowledge and risk management practices that were previously unstructured and received little attention.

II. Comparison with other studies

These findings are consistent with research conducted by Calisanie et al. (2025), which shows that simulation-based training is effective in improving preparedness for disasters and risks in school environments, especially when conducted systematically and participatively. They used virtual reality as a training medium and found that it improved the emergency response skills of students and staff (Calisanie et al., 2025).

Similar results were also reported by Pranata et al. (2022) in their study on training teachers and school cadres to deal with disasters. The training they conducted encouraged improved risk documentation and structured internal evaluation in schools based on locality and culture (Pranata et al., 2022).

Ruci and Lestary (2022) emphasize the importance of strengthening internal control systems in Islamic boarding school-based education institutions. In their study at the Al I'tishom Islamic Boarding School, they found that the lack of formal training and risk documentation led to weak quality control and potential operational losses.

This finding is also reinforced by Iskandar & Sutrisno (2020), who state that without continuous training and a risk reporting system, Islamic educational institutions tend to be reactive in handling incidents. This is in line with the results of training at the An-Naba Foundation, which shows that a participatory and contextual approach can build a sustainable risk-aware culture. In addition, Abdurrahman et al. (2025) show that value-based change management can improve the quality of education in several Islamic boarding schools (Abdurrahman et al., 2025)

Finally, Abdullah (2025) emphasizes the importance of *maslahah* values in forming an Islamic agency theory that is relevant to institutional management (Haryanti & Slam, 2024). Herlina's study (2023) emphasizes that the implementation of risk management in Islamic educational institutions will be more effective if Islamic values such as trustworthiness,

responsibility, and masalah are used as the basis for the training approach. The integration of values with technical practices makes it easier for participants to accept the material and apply it in their work context.

Thus, the results of the training at the An-Naba Foundation reinforce and expand on previous findings, namely that local, participatory, and value-based training interventions can improve the understanding and readiness of educators to manage risk professionally.

III. Implication and explanation of findings

The main implication of this finding is that strengthening the risk management capacity of educational personnel not only improves preparedness for potential service disruptions, but also contributes to improving the overall effectiveness of educational services. When risks are mapped and addressed systematically, the service process becomes more reliable, secure, and structured.

Furthermore, the results of this training can be used as a model to be applied in other Islamic educational institutions with similar characteristics, especially in terms of limited resources and internal control systems that are still developing.

A significant contribution of this program is the establishment of a risk awareness culture among educational personnel, who previously tended to be reactive and informal in dealing with potential risks. This training has successfully transformed the risk management approach from an intuitive one to a more systematic and data-driven one.

As stated by Wibowo et al. (2022), effective training must be able to bridge the gap between theory and practice in the field. These findings emphasize the importance of integrating simulation-based training and evaluation in strengthening the capacity of educational institutions (Wibowo et al., 2022).

Pre-implementation

Analysis

A comprehensive pre-implementation analysis was conducted prior to this Community Service program to identify the specific needs, challenges, and potential of the target community, namely the educational staff at the An-Naba Ciasem-Subang Foundation. In the initial phase, a situational evaluation was conducted through direct observation within the foundation's environment, informal interviews with educational staff and foundation administrators, and focused discussions with internal stakeholders.

The main objective of this analysis is to ensure that the risk management training activities designed are truly relevant, contextual, and responsive to the real issues faced by educational personnel. Factors taken into consideration include:

1. The socio-cultural conditions of Islamic boarding schools and foundations, including the values embraced in daily work practices.
2. The diverse educational backgrounds of teaching staff.
3. The level of awareness of risk management in the work environment.
4. The availability of internal initiatives related to improving the quality of educational services.
5. Concern for operational sustainability and work safety.

The results of this preliminary study were used as the basis for designing a program that is not only useful and effective, but also sustainable and aligned with the goals and values embraced by the community. As a follow-up to the situation analysis, the implementation team

formulated the problems faced and the solutions that could be applied. This formulation is presented in the form of a Problem–Solution–Indicator–Outcome Matrix (Table 2), which serves as a reference for the implementation and evaluation of activities.

Table 2. Matrix of Identified Problems, Solutions, Indicators, and Outcomes

Problems Identified	Proposed Solutions	Indicators	Outcomes
Limited understanding of risk management among educational staff	Conduct structured risk management training sessions	Improvement in pre-test and post-test scores	Increased knowledge and awareness of risk management concepts
Lack of skills in identifying and analyzing potential risks	Provide case studies, simulations, and practical exercises	Participants' ability to identify and analyze risks in workshop activities	Enhanced practical skills in risk identification and analysis
Absence of standardized SOPs for risk handling	Develop and implement written risk management SOPs	Existence and adoption of SOP documents by staff	Availability and application of risk SOPs in daily operations
Low awareness of the importance of preventive measures	Conduct awareness sessions and discussions on risk impacts	Participants' responses and reflections during discussions	Increased preventive attitudes and proactive actions towards risk
No dedicated internal team for managing risks	Form an internal risk management team within the foundation	Official decree and team formation	Sustainable risk management structure in the institution

Design

The design of this Community Service program was developed based on the results of an initial needs analysis conducted during the pre-implementation stage. This program is specifically tailored to address the specific problems faced by educational personnel at the An-Naba Ciasem-Subang Foundation, particularly those related to the low level of understanding and application of risk management in operational activities.

The approach used is participatory and collaborative, involving educators, foundation administrators, and local stakeholders from the planning stage to implementation (Sukino et al., 2023). This strategy aims to ensure the relevance of the material, increase the sense of ownership, and encourage the sustainable application of training results.

The activities are designed to promote empowerment, capacity building, and sustainable outcomes through the integration of educational, social, and practical components. This ensures that interventions are not only theoretical, but also applicable to the conditions and resources available in the foundation's environment.

The program is implemented in stages, starting from the first meeting to the tenth meeting. The initial meetings (1 to 6) focus on strengthening basic knowledge and understanding of risk management concepts, while the subsequent meetings (7 to 10) focus on hands-on practice, developing risk mitigation SOPs, and forming an internal risk management team.

Table 3. Curriculum for the First Activity Program

Session	Topic	Activities	Learning Materials
Session 1	Introduction to Risk Management	Opening, participant introductions, explanation of objectives and program overview	Presentation slides, program booklet
Session 2	Basic Concepts of Risk Management	Lecture and interactive discussion	PowerPoint presentation, reading materials
Session 3	Types and Sources of Risk in Educational Institutions	Group discussion and brainstorming	Case studies, flipchart, markers
Session 4	Risk Identification Techniques	Workshop and simulation exercises	Risk identification templates, worksheets
Session 5	Risk Analysis and Evaluation	Group work and presentation	Risk analysis matrix, sample evaluation tools
Session 6	Developing Risk Mitigation Plans	Hands-on practice in groups	Risk mitigation plan templates
Session 7	Implementing Risk Control Measures	Simulation and roleplay	SOP documents, implementation guidelines
Session 8	Monitoring and Reviewing Risk Management Practices	Lecture and discussion	Monitoring checklists, review forms
Session 9	Establishing an Internal Risk Management Team	Group decision-making activity	Organizational chart templates, terms of reference
Session 10	Program Evaluation and Closing	Post-test, feedback collection, closing remarks	Post-test sheets, feedback forms

Development

The development of this Community Service program follows a systematic process that begins with identifying the problems faced by educational staff at the An-Naba Ciasem-Subang Foundation, followed by a comprehensive assessment of local needs. This analysis serves as the foundation for the formulation of the service program, which is developed through a combination of reviews of current literature, consultations with experts in risk management and education, and direct input from the target community.

Based on this input, the program objectives, strategies, and implementation methods were refined to ensure effectiveness and suitability with the socio-cultural context of the foundation's environment (Bakri, 2021). The next step is to test the concept through focus group discussions (FGD) and limited simulations, aimed at gathering feedback and enhancing the relevance of the training materials and methods. Additionally, within the framework of digitalization in the Society 5.0 era, (Zamroni & Haq, 2023). Emphasizing the need to adapt Islamic education strategies to be technologically and socially relevant.

This iterative process allows for a balanced integration of academic insights and community perspectives, resulting in a structured, implementable, and community-oriented service model. A series of steps in program planning and development are illustrated in Figure 3, which shows the process flow from problem identification to program design finalization.

Program Development

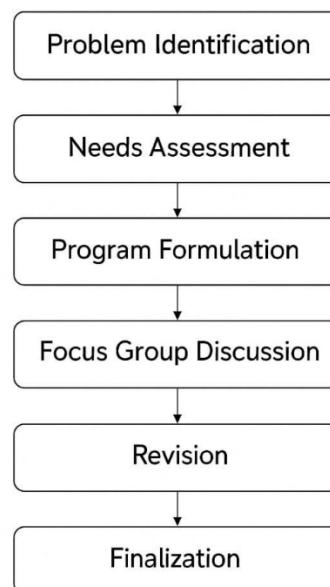


Figure 3. Process flow from problem identification to program design finalization

Implementation

The implementation phase is the core stage of the Community Service program, where all previously designed activities are implemented together with local partners and stakeholders. Activities are carried out according to the agreed schedule, curriculum, and methods, ensuring the active participation of the An-Naba Ciasem-Subang Foundation's educational staff as the main target group.

During this phase, continuous monitoring is implemented to check the progress of implementation and allow for real-time adjustments to the strategy if necessary. This is important to maintain the momentum and effectiveness of interventions in the field. This approach is reinforced by a study by Subakti & Kuswati (2021), which found that the quality of implementation and monitoring are key factors in the success of community training programs (Islamiyah et al., 2021).

Furthermore, this approach supports the creation of an interactive, inclusive, and collaborative learning environment, where participants not only absorb material, but also share

knowledge and learn together in a supportive atmosphere. This has proven effective in improving practical skills and building a sense of community ownership of program outcomes (Siregar et al., 2023).

Table 4. Schedule and Details of Activity Implementation

Meeting	Date/week	Main Topic	Activity	Method	Output/Indicator
1	Week 1	Introduction to Risk Management	Introduction to the concept of risk and types of risk in educational institutions	Interactive lecture	Participants understand the basic concept of risk ($\geq 70\%$ pre-test score)
2	Week 1	Risk Identification	Risk identification exercises in the workplace	Group discussions, case studies	Participants are able to create a list of risks in their respective units
3	Week 2	Risk Analysis	Risk level assessment (impact & probability)	Simulation, practice	Participants fill in the risk matrix correctly
4	Week 2	Risk Mitigation Strategy	Risk prevention & management strategy planning	Participatory workshop	Mitigation plan developed for ≥ 3 key risks
5	Week 3	Preparation of Risk Mitigation SOP	Preparation of draft risk mitigation SOP	Group discussion and writing	Draft SOP completed for each work unit
6	Week 3	Risk Awareness Culture	Discussion of risk awareness values and behaviors	Lectures, educational videos	Participants are able to name ≥ 5 risk awareness behaviors
7	Week 4	Risk Management Simulation	Evacuation/emergency response simulation	Role-play	field simulation Participants are able to carry out simulation procedures correctly
8	Week 4	Risk Monitoring and Evaluation	Incident recording and reporting training	Report writing exercises	Incident reports are compiled with a minimum of 1 example per participant
9	Week 5	Formation of Risk Management Team	Discussion of roles, duties, and working mechanisms of the team	FGD	Team formed with clear organizational structure

10	Week 5	Follow up plan	Sustainability plan development	Workshop & presentation	Follow-up plan document approved
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Post-implementation

A post-implementation evaluation was conducted to assess the impact and effectiveness of the risk management training program. This process included gathering feedback from participants through questionnaires and interviews, assessing changes in knowledge, attitudes, and skills related to risk management, and identifying areas requiring reinforcement or further development.

The results of this evaluation are recorded as lessons learned and used as a basis for formulating recommendations for future programs. Such an evaluative approach is crucial for ensuring the effectiveness and sustainability of programs, as outlined in the research by Muh Ibnu Sholeh (2023) in the journal *Communaautaire: Journal of Community Service*, which emphasizes that continuous evaluation and monitoring can enhance the quality of Islamic education and support systematic improvements. (Sholeh, 2023).

To ensure that the positive impact of the program continues after the training period, consultations were held with foundation administrators and community leaders to formulate sustainability strategies, such as the formation of an internal risk management team, follow-up training, and the involvement of new participants. With this approach, risk-aware behavior is expected to become part of the long-term institutional culture.

Table 5. Post-Implementation Evaluation of the Program

Indicators	Evaluation Methods	Findings
Increased knowledge of risk management	Pre-test and post-test	The average score of participants increased from 65 to 88
Changes in attitude towards the implementation of risk SOPs	Attitude questionnaires and interviews	85% peserta menyatakan siap menerapkan SOP baru di unit kerja
Improved risk identification and mitigation skills	Observation of practices and case studies	Participants are able to identify ≥ 5 risks and formulate mitigation plans
Level of participant satisfaction with the training	Satisfaction survey (Likert scale)	90% of participants stated that the training was very useful
Follow-up plan for program sustainability	Group discussion with foundation leaders	Agreement on the formation of an internal Risk Management Team and annual training

CONCLUSION

The Risk Management Training Program for Educational Personnel at the An-Naba Ciasem–Subang Foundation successfully met the expectations outlined in the Introduction chapter. Evaluation results indicate a significant improvement in participants' knowledge, attitudes, and skills related to identifying, analyzing, and mitigating risks in the workplace. The implementation of participatory training methods, supported by continuous evaluation, has proven effective in enhancing the effectiveness of educational services at the foundation.

The alignment between the issues identified at the beginning of the program and the training outcomes shows that this intervention is relevant, targeted, and capable of providing real solutions. Active participant involvement and support from foundation leaders further strengthen the program's sustainability through the formation of an internal risk management team.

These findings have the potential to be further developed through research and community service in other educational institutions, with a focus on adapting training curricula to local contexts. In addition, this approach can be applied to strengthen risk management systems in various types of educational organizations, both formal and non-formal, thereby having a positive impact on the quality of services in a sustainable manner.

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