The Participation of the Community

by Lukman Hakim

The Participation of the Community in Enhancing Education Quality

Lukman Hakim

Universitas Islam Negeri Mataram, Indonesia

Corresponding Author: Lukman Hakim, E-mail: lukmanuinmataram21@gmail.com

ABSTRACT

The existence of a school community is very important in order to promote effective education, it aims to mobilize and improve the quality of education in accordance with the needs of the community. The existence of the school communities which represented in the school committee is a basis that is able to make a major contribution to the implementation of learning in schools/madrasas. However, in reality, the function of the school committee in Indonesia, especially in primary schools in NTB, still cannot be carried out to the fullest. This study used a qualitative research approach, a type of case design using a multi-case design. Data collection is done through observation, interviews, and documentation. Data sources were obtained from school principals, teachers, Foundation administrators, parents, and school committees. Data analysis across cases is explanatory. Data analysis starts from a single case and then inter-case analysis. Data were analyzed by checking the data from the form of dominant and less dominant analysis. Checking the validity of the data is done through credibility, transferability, dependability and confirmation. The results of the study shown that; 1) the form of community participation are contributive and consultative. The findings of this study are the development of community participation with basically comprehensive community, the initiative can be define as advisory agency, supporting, controlling and legislator. The concept enables the creation of a superior program and god images of institutions.

Keywords: *Enhancing Education Quality, Elementary School*

INTRODUCTION

Education is a shared responsibility between the government (madrasah-school), family and community as a community. This implies that parents and the community have a responsibility to participate, think, and provide assistance in the implementation of education in schools. Community empowerment in education is essential for the implementation of good elementary education. According to Ngesu, Gakuru, Okuro, & Kahingi (2013), people in rural areas have low morals and negative attitudes towards the education of their children due to the high cost of living, high unemployment, and low morale have had a negative impact on community

participation in developing early childhood development education centers. The same opinion stated that it has found that poverty poses serious challenges to the efforts of rural communities to provide educational support resources for their children at home and school. According to How ley and Maynard argue that parents not involved in and outside basic education usually fail to see the value of their children and have a resistance attitude towards participation in education (Chevedza, Wadesango, & Kurebwa, 2012).

The results of observations in the field obtained information that the existence of the school committee community, especially in three research locations namely Madrasah Islam Negeri (MIN) Karang Baru Mataram, Madrasah Islam Swasta (MIS) Al-Ittihadul Islamiyah Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Soleh Sekarbela Mataram, West Nusa Tenggara has not run optimally in the management of educational programs. As for some specific problems that have been identified from the community that have been formed, among others; 1) the community does not yet have a high level of accountability; 2) the community has not been fully involved in monitoring education performance; 3) the community is still lacking in providing advocacy about better school education service, and 4) the community has not fully encouraged learning inside and outside the school. The problem is still exacerbated by the management of education in schools that are not efficient, democratic, equitable, and participatory.

From the results of the literature review and identification of the problems that there is a large gap between the initial plan of formation and community development (such as the school committee) which refers to Decree of the Minister of National Education Number 75/2016, regarding School Committees, with real conditions in the field. The existence of communities in *madrasah*/schools has not fully been able to encourage improvement in the quality of education services. This is due to the fact that there is still a low understanding of the community and stakeholders about the position, role and function of the school committee. In fact, school committees play a major role, especially in the process of successful education. In *Permendikbud No. 75*, In 2016 the school committee is an independent institution consisting of parents/guardians of students, school communities, and community leaders who care about education (Kementerian Pendidikan dan Kebudayaan, 2016). In the reference, the director general of primary and secondary education states that our schools are at the heart of the community. They have a rich tradition of parental and community involvement in education (Tim Pengembangan Dewan Pendidikan Dan Komite Sekolah, 2013). The education minister stressed that the participation of school committees in the school community was at the heart of the community. The community has a rich tradition about the participation of parents and society in education.

Furthermore, there are a number of factors that have caused the school committee to be unable to carry out their roles and functions, one of which is not maximizing the socialization by the school and the community. The government, in

this case, the Ministry of National Education which is the initiator, should provide information well to all elements that can implement or accept the policy. The model of socialization carried out by the government is still bad and far from the principle of democracy which actually wants to be carried out in the formation of school committees. There are several problems that are most fundamental in relation to the formation of school committees: first, socialization is still top-down. The path used is the bureaucracy, from the Ministry of National Education to the Education office at the provincial and district/city levels, continuing the sub-district, teachers at the school. Meanwhile, people who were not included in the bureaucratic path of the Ministry of National Education made public service advertisements that were broadcast on almost all television stations. In addition to the short exposure time, the content in this advertisement is not clear. The school committee is described as only mobilizing or playing a role as a fund collector from the community. Second, the lack of understanding of teachers and parents of students towards the school community. This is due to the poor socialization being the main cause of the teacher being the downstream part of the educational bureaucracy and parents of students do not get complete information about the school community. Third, the school community is formed by the principal. This is intended to be considered to have run a government program; meaning only formality, so that there is no pressure from the service. The existence of the school community is still minimal in schools.

In conducting socialization, it can be seen that the school community which is part of the school-based management (SBM) policy is just a project. Thus, the roles and functions of the school community that should be embedded and explained and mandated in the law as the basis for legality do not go as expected. It is not surprising that what is used to implement the school community still uses a top-down and very bureaucratic approach. In making policy there is no room for people to participate. Besides that, philosophically the policy regarding the school community is still problematic, especially not yet clear where the school community is directed. Furthermore, the government continues to stimulate democratization or encourage privatization in schools. In the Ministerial Decree concerning the school community being used as an agent of democratization, in fact, the Ministry of National Education justified the school community which was more of a role as an agent of privatization. It seems that the school community was used as an answer to the government's inability to provide education funding.

From the problems that arise in the role of community communities through the existence of school communities, the government is making efforts to solve through the launch of empowerment programs to improve the performance of the school-madrasah community. This program is carried out in a bottom-up manner by the District / City Education Board so that the empowerment program develops through the needs of the school community in performance improvement activities. Activities that have been planned in the empowerment program include management of school relationships with the community and continuous development so that the operational

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activities of education in schools run effectively and efficiently. Thus, the community provides positive responses and beliefs about the implementation of the education process and the stated educational goals can be achieved.

Based on these regulations it is clear that the school community was formed not to become a bill collector, but to replace various roles that were previously controlled by the government, so that school management could be more participatory, open, accountable, and reflect stakeholder needs. The existence of the school community should be able to suppress a variety of irregularities, especially financial problems, namely the cost that is always a problem in the community that causes high school fees.

The establishment of school communities as a forum to accommodate the aspirations and needs of the community, as well as a body that serves to help schools improve their performance for the realization of quality education services and learning outcomes (Engkoswara & Komariah, 2010). Furthermore, community participation is very dependent on the way and creativity of the school in using a relevant approach to all parties involved. In addition, the level of participation and approach were taken by the school can have an impact on the participation of community members in each school activity. The connection of participation in an organization requires a good place. This becomes important in the creation of accommodative containers and can accommodate a variety of positive wills of the community which is the intermediary part between internal and external schools. Thus, external positions play a very important role in the continuation of an education system and such things do not deserve to be regarded as merely complementary to school institutions. The school community is positioned as an external feedback loop, namely external feedback that arises from the interaction of the school with the school's external environment (Tim Dosen UPI, 2011).

However, on the other hand, there has been no initiative from the community or teachers to form a school community that really plays a role in the world of education. Furthermore, there is an impression made by the school by changing the name of BP3 into a school community or forming a school community by appointing parents who are considered able to cooperate with the school. As a result, the school community is only a place to channel the aspirations of school formalities and spearhead in attracting support from parents of students. In conducting socialization, it can be seen that the school community which is part of the school-based management (SBM) policy is just a project. Thus, the roles and functions of the school community as a participation form that should be embedded and explained and mandated in the law as the basis for legality do not go as expected.

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Based on several phenomena, finding problems, this study seeks to provide solutions to the problem of developing a community's participation that is able to strengthen the role and function of the community itself. Therefore, this study offers a different concept from previous research. The research carried out is more oriented to the concepts and models of community-based and global community-based development that are in line with government regulations regarding the roles and functions of the school community. This becomes interesting to study because the existence of communities represented in the school community is a basis that contributes greatly to improving the quality of learning in schools, views on communities in various schools that exist between educational institutions. The problem of the participation of the school community is not just a matter of the presence of representatives of parents in improving the quality of education. Thus, the problem of this research is the role of community development in improving the quality of education in elementary schools (Multycases Study in MIN Karang Baru, MIS Al-Ittihadul Islamiyah Ampenan, dan SDIT Anak Sholeh di Kota Mataram Nusa Tenggara Barat?

RESEARCH METHODOLOGY

This study uses a qualitative research approach that is descriptive turn. The researcher uses qualitative methods because it considers the suitability of qualitative methods that are more relevant when dealing with multiple facts. This method presents directly the nature of the relationship between researchers and respondents. This method can adjust to a lot of sharpening mutual influence and to the patterns of value faced. In this context, more researchers as observers and interviewers related to the development of community participation, so that the ability of interaction, communication, understanding, and the environment under study is very important in order to obtain original, accurate, objective, and true data.

The types of data in this study are divided into two, namely primary data and secondary data. Primary data is obtained in the form of verbal and behaviour of the subject (informant) relating to the form of community participation, approaches and models used in developing community participation. Secondary data comes from other parties that are not directly related to the data needed that is not obtained directly from the research subject. This secondary data is in the form of observations and interviews as well as documents, photographs and objects that can be used as complementary primary data. Primary data sources in this study were subjects who were considered to know a lot about the data needed and collected by researchers, namely the school

community, principals, teachers, parents of students, and administrators of the foundation. The secondary data sources in this study include school documents and photo documentation of activities in the implementation of education. The collecting data technique used in the study consisted of observation, interviews, and documentation.

In analyzing multicasts of research design data, the researchers conducted two stages, namely (1) data analysis in single or individual cases and (2) cross-case data analysis. Checking the validity of the data in this study is done to ensure the trustworthiness or validity of the data obtained. Checking the validity of research data in this study uses the theory of Lincoln and Guba which consists of 4 steps as follows, 1) credibilities, transferability, dependability, and confirmability

RESULT AND DISCUSSION

The concept of community participation in improving the quality of primary school education in the city of Mataram is done through observation, interviews and documentation. Based on the findings of the researchers it was found that schools have the concept of community participation to improve the quality of collaborative consultative elementary school education. The combination of the two forms of participation is a very balanced mix in the use of community roles that have been formed in schools. Collaboration between different schools and communities is also important. The cooperation built aims to improve the quality of education from the curriculum to the provision of educational facilities and infrastructure. By working collaboratively, resources and information can be shared and projects can be coordinated. Community participation in education improves the performance of children in school and is a driving factor for children to pursue higher education. The exposure of each set of data from each school is as follows:

a. Passive community development in elementary schools. In this case, it is very necessary to provide input, especially regarding the policies taken in the school.

b. Contractual community development in improving the quality of education in elementary schools. In this case, one of the communities often gets an invitation from the school. Before it was determined what kind of support in the form of activities that led to agreements between the school and the government, usually provide reasonable reasons related to cooperation with other parties, because these madrasas are not private schools so that nothing has been borne by the government is actually charged to the community

c. Community Development in Improving the Quality of Education in Consultative Primary Schools. The school community performs several activities: (1) oversees the policy-making process; (2) oversee extracurricular activities in schools; (3) supervise the scheduling of school programs; and (4) oversee budget allocations.

d. Mobilization and community development participation. Regarding the school community as a driver, the school community carries out several activities. These activities include things: (1) connecting madrasas with parents of students and the

community; (2) identifying educational aspirations in the community; (3) make proposals for policies and programs for school; (4) socializing school policies to the community; (5) accommodating and communicating public complaints related to school policy; (6) identifying community resources; and (7) coordinating community assistance for education in school.

Community participation through the existence of the school community has a very important role to play in achieving the success of the education implementation program in elementary schools. In addition, community participation can improve children's education and learning. Research has shown that community, family and community participation in education has a positive impact on children's learning and can also increase children's learning potential which results in long-term effects on children's lifelong learning.

According to Mnaranara (2010) which consists of the school community is identical to passive, contractual, consultative, mobilization and public participation. There are various forms of community participation in education. Local residents can participate through finance, material contributions, labour and ideas. There is an increase in the number of studies in community participation in education. Community participation, or the framework and model of partnership, has been developed by scholars and researchers for educational institutions in an effort to increase collaboration between communities and parents in education.

Community is an important part of implementing the learning and education process in educational units. The implementation of learning is intended to be a whole set of education starting from planning, implementation, and evaluation as well as the output of educational institutions. With the fulfilment of all components of education, including the community as part of education stakeholders, it is hoped that quality education is not only an idea or a vision that cannot be realized, but with the involvement and participation of these components as the basis for achieving good quality and output and having excellence as reflection of the quality of education.

In the process of learning activities carried out by schools to meet the needs of the learning community, of course, it requires the help of other people, both psychological and material. So that appears an argument at the level of the most primary needs other than economics. Of course, the answer is the quality of education which is the community's need for schools that ensure. Schools have and rely on the names of quality, both facilities and facilities.

Therefore, the school community is a translation that is more specifically the parents of students. Where parents send their children to school so that they can become adults who benefit their lives and society in general but citizens who are sensitive to the circumstances of their own environment. Practically, it is often heard that parents want their children to be able to excel in school rather than being intelligent in the intellectual but spiritual fields. Furthermore, this means that the primary needs of the second community fall in the world of education and education that are able to organize and provide services are both academic and non-academic,

that are known in the world of schooling are quality teaching and learning processes. Thus, Coleman and Parkins that the existence of put out which gave birth to quality also educated citizens. Various problems are faced, with all the limitations or weaknesses of the education providers that they have both in terms of energy, costs, time that meets educational standards if seen in schools in big cities, especially schools with international standards (Miller, 1993).

On the other hand, the implementation of engagement and community relations does not await the request of the school community, but schools, communities and foundations strive actively and always seek alternatives and take more initiative to carry out various activities to create harmonious correlation and cooperation between school residents. If examined, it seems to be more directed towards the pattern of relations to meet the needs of the community about matters relating to the school. This means that the school gets feedback from the community so that every step taken is based on the relationship between school residents to continue to intensify cooperation between the two parties that benefit each other and provide intensive appreciation and support to each other.

This is also what is applied or implemented by the school community to foster the participatory power of the community to continue in building school life. All are aware that school and administrators are unable to do anything without the help that parents must provide in order to make their students more advanced and create a strong generation in the face of competition. Competition between each generation is realized by parents and school administrators so that there are various types of models to encourage parents to actively participate in various ways.

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The application of a community management system at Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan and Sekolah Dasar Islam Terpadu (SDIT)

Anak Sholeh Mataram is to model the involvement of the school and madrasah community in Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram by mapping, then making preparations, carrying out the determined action plan between the community and the school or the Islamic boarding school in Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram

Based on the findings of the data show that community development in MIN Karang Baru, Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram that the forms of participation have been developed from the three schools are consultative-contributive participation. The two combinations of forms of participation are forms of participation originating from outside through dependent-independent communities.

The results of the data analysis show that school community participation has been well implemented, but it cannot be said to be optimal or perfect. The realization of the development of participation played or carried out by the community in MIN Karang Baru, Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram. Children began to appear from the process of recruiting or receiving new students every year. The existence of community participation influences prospective students and guardian parents.

This meant that community leaders and administrators were still in the spotlight of parents in choosing schools for their sons and daughters. Thus, the personality of the figure or figure of the community leader gives a great spotlight on the thinking and paradigm that is formed in the community to determine the place of education for their sons and daughters. In general, in Indonesian society, especially for people who still see the figure or charisma of a chairman of a foundation or community held by someone. The existence of someone's figure is still a role model for goodness in the social life of the community.

From these roles that have not been implemented in the three schools and the school is to ensure that teacher's salary is paid regularly and Approve manual budget because it is considered to be purely school responsibility, in the three schools which are advanced public and private schools. The same was seen in the A Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram.

The existence of a community with its expertise or character is important but it is more important to the existence of a set in it. If the community comes from academics becomes a magnet that indirectly makes other people experience interest in educational institutions (schools). As stated by the school principal, there is a statement that, if the community comes from academics parents are very interested in sending their children to MIN Karang Baru, Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram, although the community leader blends more with the community, what matters is that he is an academic. So, people in Karang Baru have different views, especially on one's

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social status. For the community, someone who has a higher level of education can have good implications especially in the implementation of the education process in MIN Karang Baru, Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram,

This reason becomes logical for the community. Especially in rural Indonesia, people who have high academic levels are still rare. They still think that academic people are people who have a lot of good and can have a positive influence on the level of change in their lives. The level of public trust in the New MIN Karang Baru, Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram, is derived from the activeness of the school community in the administration of education. The various community school participation in various events shows a high level of social care for school needs and positive feedback displayed by the school community. This created a different stigma or view of the community towards the MIN Karang Baru, Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram, especially in the school community.

Furthermore, the participation of the school community in the learning and teaching process is very large. They together with the school conduct an evaluation and improve the needs of the learning and teaching process. In addition, some activities carried out by the school community are not only oriented to the level of education, in terms of strengthening friendship and disseminating information regarding the education process at Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram,

On the other hand, the school community formed FPOMG (*Forum Persatuan Orang Tua Murid Guru*). This forum is useful for conveying the development of the New Karang MIN. Various activities are held for the benefit of all teachers, children, parents so that they have a close level of unity, for example, the implementation of ESQ training, the practice of buying and selling for students, compensation activities, solidarity actions for Palestinians, and student days. Some of these activities provide a level of unity and unity between parents, children and teachers increases. Students are also directly involved in various activities. This is able to improve character education values for students. However, from several activities that have been carried out the school community still has several obstacles to run school activities that interact, empower resources and create family nuances so that it becomes a harmonious force in realizing harmonization between relations. Schools as educational institutions (internal) contribute to the satisfaction of cooperation and the community as an (external) monitoring institution.

With regard to parental participation to monitor and guide students to learn when at home, parents should do so that the implementation of education in schools gets maximum results. The process of education for children does not depend solely on education in schools, but the guidance of parents as the main actors in providing education to students is very large. Moreover, the outside environment will greatly

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have implications for student behaviour. Families through the involvement of parents as executors of the education process at home are expected to be able to filter and evaluate each attitude and action taken by students. Even though the programs from the school community and the school have been good and provide positive values, this will not be perfect if it is not balanced with the assistance of parents. As a public education institution located in the centre of Mataram city with very strategic geographical access, it is a plus for the MIN Karang Baru, Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram, The seriousness of the management of the MIN Karang Baru, Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram, was able to put this school into an academic and extracurricular (non-academic) educational institution.

Achievements are achieved thanks to a very harmonious collaboration. The unity of direction is in line with all the components involved in the implementation of education. Not to be separated from that is the step and strategic model of the school-madrasah community because of the activeness and contribution that the community provides greatly supports the achievement of many expected achievements. Among the forms of participation can be seen from the work of the school community in the formation and programs of Student and Teacher Parents Association, for example, mental spiritual development of students. In addition, the ESQ training model is carried out in collaboration between the community and the teacher in the hope of increasing the ability of cognition, emotions, and even spiritual students' awareness and intelligence. ESQ training involving the ESQ team in the Mataram turned out to make the madrasa environment more harmonious relations and relationships, especially among students. In the harmonization activities the school is followed up with buying and selling practice activities and activities which aim to train participants to interact, in communication there are various actors or roles, namely as sellers and other students as buyers.

Another form of activity that can improve students' ability to sacrifice and empathize with the existence of others is the activity of providing compensation to orphanages, donations of clothing suitable for use before the increase in class and graduation in the sixth grade. These activities train students from an early age to be able to socialize early on. Other activities that are a form of parental participation, especially the community, are extra activities such as martial arts, scouts. This activity was able to deliver the sons and daughters of the MIN Karang Baru, Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram, representing the Mataram city, even Nusa Tenggara Barat in national events, for example the first karate champion held in Pekanbaru around January 2015. There are many more trophies and winners that can be seen. The role of the community as described above is in line with the situation that the school community was formed with the intention that there is a school community

organization that is concentrated, consistent, and has loyalty and cares about improving the quality of the school.

CONCLUSION

The concept of community development in improving the quality of education in elementary schools in MIN Karang Baru, Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram, are several types, namely passive, contractual, consultative, community mobilization and participation. Of the various kinds above, the dominating ones are consultative contributors who are adjusted. Nevertheless, community development in improving the quality of education in elementary schools in MIN Karang Baru, Madrasah Ibtidaiyah Al-Ittihadul Islamiyah Al Ijtihad Ampenan, and Sekolah Dasar Islam Terpadu (SDIT) Anak Sholeh Mataram, is a Collaborative Contributors, but Underfer's community development theory is not fully operational. Associated with the existence of contributive dominance in all three schools. Therefore, the researchers emphasized Participatory Contributions in community development which prioritized encouraging the involvement of community roles in the learning process activities.

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