Strategies for Increasing Community

by Lukman Hakim

Strategies for Increasing Community Participation in Education Implementation in Madrasah Aliyah

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ABSTRACT

The purpose of this study was to obtain strategies to increase community participation in the implementation of education in Madrasah Aliyah. This research used a descriptive qualitative research method. The nature of the researcher-respondent relationship was revealed by using this method. The research was conducted at Madrasah Aliyah Negeri 1 Mataram. The participants included school principals (N=1) and teachers (20). Data were collected through observation, documentation, and interviews. The data analysis used was Miles and Huberman model, namely data reduction, data presentation, conclusion drawing, and triangulation. The results of the data analysis concluded that Madrasah Aliyah Negeri 1 Mataram provided five strategies to increase community participation in the education process, namely; counselling clinic, academic and non-academic program, building a national-minded character, new student admission, giving equal responsibility to the community for the development of education process. Each strategy involves the participation of a different community. These strategies were designed to achieve educational goals. The results of this study have implications for an in-depth understanding of the principal as the top leader in the school to enable everyone in the school community to actively participate.

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1. INTRODUCTION

The government's policy on legalizing community participation is outlined in "Government Regulation of the Republic of Indonesia Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2012 concerning Education Management and Implementation." Regional policies include "Mataram Mayor Regulation Number: 19 of 2012 concerning Amendments to Mayor's Regulation Number 5 of in 2011 concerning Procedures and Mechanisms for Management of Educational Contributions. "According to the Mayor of Mataram Regulation Number 19 of 2012 Article 3 paragraph (5), "Principals of schools/madrasahs are required to discuss the school income and

expenditure budget plan with the school/madrasa committee and parents/guardians of students whose results are submitted to the Mayor through the head of the Regional Education, Youth, and Sports Office and a copy to the Regional People's Representative Council at the beginning of each academic year." Education exists to meet the needs of the community, and the education system influences and even determines the community's progress or decline (Ali & Abdullah, 2019). So, community participation in education states that public relations in educational institutions aim to implement the roles and functions of committees in schools as community communities in schools. Education and society cannot be separated. They both need each other.

Based on these regulations and the findings of observations made at Madrasah Aliyah Negeri in Mataram, it is concluded that community participation in the provision of education remains low and is impressed by the activities of providing educational donations only. However, community participation in schools remains limited, particularly in terms of building facilities and infrastructure (Sada, 2017). Community participation, on the other hand, should be more innovative in all aspects that support educational implementation, so that the quality of educational outcomes can be determined by current global conditions. This means that the active participation of the community is critical to achieving educational quality (Asha, 2019; Jabeen, Haq, & Hussain, 2018). Thus, community participation becomes a meaningful contribution to advancing education and quality (Aref, 2010; Parji & Prasetya, 2020). Currently, these contributions are not only concept-oriented, but their actions have a fairly positive influence on educational implementation (Siswanto, 2013). The process of community and parent participation in the school environment is to provide input, make decisions, and gather support that is needed to encourage national development such as education and improve school quality (Kusumaningrum, Ulfatin, Maisyaroh, Triwiyanto, & Gunawan, 2017). It was concluded that community involvement became a supporting medium in the development of education in schools. Every activity organized by the school must always include the community.

Hungered students, a narrow curriculum, unmotivated teachers, high absenteeism and dropout rates, and ineffective school administration can all have an impact on the teaching and learning process (Godfrey, 2016; PANIGRAHI, 2013). As a result, the school committee's approach to community participation plays a role in the school's development (Hakim, 2020). Because each school has a unique network of community participation, schools must consider the context of the community's existence (Wedam, Quansah, & Debrah, 2015; Kaluge, 2018). Furthermore, community involvement usually results in more equitable use of school resources and increased transparency in financial transactions, which encourages potential donors to improve school performance and ensure quality in education delivery (SOFOLUWE & AKINSOLU, 2015). As a result, the community is required to assist the government in developing programs such as the construction of classrooms in environment-based secondary schools to ensure that all students who pass exams and are eligible to enter secondary school do not miss out on this opportunity (Kambuga, 2013).

As a result, the gap in this research lies in the research focus, which differs from previous research, which is oriented to the analysis of strategies used by schools in building community participation for educational implementation. This is evident from the differences in previous studies described previously. The research that has been done is often related to community participation which is oriented to the contribution of the costs of activities in schools. Communities are rarely involved in making decisions about policies and the development of education in schools. Therefore, schools must have the right strategy to involve the community in every school activity or activity.

So, the purpose of this study was to obtain strategies to increase community participation in the implementation of education in Madrasah Aliyah. The results of the study were expected to provide benefits to the awareness of all parties or stakeholders such as parents, teachers, education offices or students so that they can jointly build the participation of all parties so that the education held can meet current global needs. Moreover, the strategy studied in this study focuses on the various efforts made by madrasah aliyah in activating all parties.

2. METHODS

The descriptive qualitative research method was used in this study. Using this method, the nature of the researcher-respondent relationship was revealed. The development of community participation in this context is linked to researchers' roles as observers and interviewers, so the ability to interact, communicate, understand, and study the environment is critical to obtaining original, accurate, objective, and correct data (Creswell, 2012). The research was conducted at Madrasah Aliyah Negeri 1 Mataram. The data was collected from March to July 2022. The headmaster (N=1) and teachers were among those who took part (20). Observation, documentation, and interviews were used to collect data. For two months, observation activities included watching the school and attending committee or community meetings. The findings of these observations are documented in field notes so that they can be used to analyze school-based strategies for increasing community participation.

The document was based on community meeting reports. The student interviews were carried out. The strategy to increase community participation in the educational process was discussed with the headmaster and teachers. Because the questions to be asked had been tailored to the research topic, the interviews were conducted in a structured format. This interview was conducted using a Google form with a series of predetermined answer options related to the research topic. Participants were sent Google forms via WhatsApp. The questions were designed to elicit strategies for increasing community participation in the implementation of education at Madrasah Aliyah, based on previous research findings by Zafa (Zafa, 2014);

1) Plan: a deliberate and purposeful course of action devised in advance of the actions;
2) The ploy is a manoeuvre designed to outwit an opponent or competitor;
3) A pattern is a realized consistency in a series of actions, whether or not they are intended.
4) Position: a location or match about the surrounding environment;
5) Perspective is a deeply ingrained way of seeing the world.

The Miles and Huberman model is used to analyze data, which includes data reduction, data presentation, concluding, and triangulation (Miles, Huberman, & Saldaña, 2014). During the reduction process, researchers collect data and categorize it based on the needs of the research problem. Then, based on the results of the data analysis, continue with the process of presenting data in the form of graphs and narratives. Furthermore, data analysis yields conclusions in the form of solutions to research problems.

3. FINDINGS AND DISCUSSION

As a form of strategy to increase community participation in the implementation of education at Madrasah Aliyah Negeri 1 Mataram, the results of data analysis collected from documents, observations, and interviews are presented in five main focus sections. The following table displays the results of data processing.

Table 1. Strategy for increasing the community participation

	Plan	Ploy (Strategy)	Pattern (Activity)	Position	Perspective
1	Counselling clinic	a. Determine the students' issue b. Consult with the homeroom teacher. c. Consult with the parents. d. Regular evaluation	a. Determine the students' issue b. Giving the student regular assessments c. Using religious activity to conduct coaching for students	Teachers, parents and students	Discipline factors, neglectful parents, environmental factors, and internal student factors all contribute to problematic children's attitudes.
2	Academic and non-	Analyze the needs of students and the	a. English Club b. Arabic Club	Teachers, parents and students	a. The global challenge for students

	academic program	globalization context for industry needs.	c. Technology-related workshops or training		b. Technological development c. Knowledge development
3	Building a national-minded character	Instilling nationalist values in all learning activities	Identification of national values in historical or nationalist teaching materials used in training activities	Teacher and students	The advancement of technology has resulted in such easy access to information that it has an impact on cultural and national values.
4	New student Admission	The school accepts students not only through the achievement path but also through tests.	1. Using achievement 2. Using test	Teachers, committee, parents	Everyone has the same chance of getting into a top school.
5	Giving the community equal responsibility for the development of education delivery	Involve parents and stakeholders in decision-making to improve educational quality.	1. Regular meetings with the committee 2. The school has communicated with the committee regarding the distribution of a percentage of the committee's donations for various school activities.	Teachers, parents, committees, or stakeholders	The quality of education necessitates a strong system with the participation of all parties involved in education implementation.

According to the findings presented in table 1, schools' strategies for increasing community participation in the provision of education. Five strategies have been developed, and they do not solely focus on the involvement of parents, stakeholders, or school committees. Schools, on the other hand, devise strategies to increase participation in all aspects. According to the findings of interviews with school principals, the school desired the participation of the entire school community as well as school external parties who could be active in the implementation of education, as stated in the following quote;

"As the headmaster of MAN 1 Mataram, the first step I took was to review the vision of the discussion with some friends, because the vision of the madrasa had not been updated in 15 to 20 years." The mission outlines the seven main points for how we will proceed. The development of a vision and mission statement is the starting point for this madrasa. The madrasas in question are religious, academically successful, morally upright, physically fit, skilled, and have a national perspective with a heart-calming design. Then, for the teachers, we create a breakdown that includes a mission and what we do to achieve the vision. We plan to involve all communities and school members as a result of the results of resolving the concept of vision and mission (interview with the headmaster)."

Thus, the study's findings provide an understanding that the community and all school members must cooperate according to their respective roles for the education provided to be of high quality and relevant to current global developments. Furthermore, community involvement can improve children's education and learning. This creates opportunities for equitable distribution of educational quality (Pradhan et al., 2014; SOFOLUWE & AKINSOLU, 2015; Parji & Prasetya, 2020). Community

involvement in education is not limited to Indonesia; ministries of education around the world have encouraged community involvement (Pradhan et al., 2014).

The strategy developed by Madrasah Aliyah Negeri 1 Mataram is by the Mayor of Mataram's Regulation No. 19 of 2012, Article 3 paragraph (5), which states, "Principals of schools/madrasahs are required at the beginning of each academic year to discuss the school income and expenditure budget plan with the school/madrasa committee and parents/guardians of students whose results are submitted to the Mayor through the head of the Regional Education, According to the definition of community participation in education, public relations in educational institutions seek to:

   a. Increase participation, support, and concrete assistance from the community in the form of personnel, infrastructure and funds for the smooth achievement of educational goals;
   b. Creating and instilling a greater sense of community responsibility for the effective and efficient continuation of education programs in schools;
   c. Involving the community in problem-solving at the school;
   d. Maintain and develop a positive image for the school among its stakeholders, specifically the internal and external public;
   e. Providing more opportunities for product users/graduates and related parties to participate in improving educational quality.

Individuals, families, and communities take responsibility for their well-being and develop the ability to contribute to the development of their own lives and society through community participation. As a result, the concept of community participation is based on including development beneficiaries in the development process. As a result, one of the characteristics of participation is that it encourages beneficiaries to collaborate in development (Godfrey, 2016). Madrasas can benefit from community human resources, and vice versa, the community can benefit from madrasas' human resources. The collaborations listed above can be tailored to the needs of madrasas and communities. Institutional collaboration must be capable of providing useful values and progress in education and society.

Furthermore, the participation of this community is highly dependent on the school's ability to use an approach that is relevant to all parties involved. Furthermore, the level of participation and approach taken by the school can have an impact on community members' participation in all school activities. Involving community participation poses a significant challenge. Some examples of community involvement in education implementation that have been studied by Godfrey (2016) and Maynard & Howley (1997) are members of the community involved in basic education by preparing children for school by providing food, school uniforms, and stationery. Parents are also involved in their children's homework and in monitoring teachers' and children's attendance. As a result, the community is one of the most important factors in supporting educational programs; government efforts to increase community participation in the implementation of education in schools; community assistance will foster a sense of community ownership of learning and raise public awareness of the need to improve the quality of education in schools (Musyarapah & Helmiannoor, 2019).

These community-based education programs should be supported to provide students with additional, location-based educational opportunities (Iyengar, 2021). Because community participation is the most important factor that can improve educational quality (Zulfikar, Siburian, & Purba, 2018; Kusumaningrum et al., 2017). A good forum is required for the linkage of participation in an organization. A large container is extremely important. This container, which serves as a bridge between internal and external schools, can house all of the community's good intentions. As a result, the external position is critical for the long-term viability of an educational system; such things cannot be regarded as mere shadows at the institutional level. The school committee is positioned as an external feedback loop, that is, external feedback generated by the school's interaction with the outside school environment. This finding clearly demonstrates that every school must have the appropriate strategy in place to provide education in the school environment. As Dinie (2017) has discovered that, depending on the context of the school improvement program, the realm of community participation

can be expressed in a variety of ways. In fact, strategies for increasing community participation differ due to factors in the school environment as well as the characteristics of all school members.

4. CONCLUSION

According to the findings of the data analysis, Madrasah Aliyah Negeri 1 Mataram has devised five strategies to increase community participation in education. Schools develop strategies that can involve all internal and external parties of the school so that participation is strong and the education provided is of higher quality and can meet the challenges of educational needs in today's global era. The strategy developed is also consistent with the school's vision and mission statement. This means that these findings provide an understanding that schools have a comprehensive strategy design through all aspects related to the implementation of education. So, all parties involved with schools, such as teachers, principals, administrative staff, students, parents, stakeholders from the government, practitioners, industry or the private sector have an important contribution to getting a quality education.

The findings of this study have implications for a comprehensive understanding of the principal as the school's top leader, allowing everyone in the school community to actively participate. Furthermore, these findings provide recommendations to schools, particularly principals, to always review the needs of educational outputs so that graduates can meet current global needs. Furthermore, technological advancements enable rapid changes in people's lives and industries. However, the results of this study still have limitations because they only focus on strategies designed by schools in activating community participation and expanding research participants such as parents, and other stakeholders so that analytical data can be taken from internal perceptions of school residents and external parties.

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