

Community Participation Management in Education at Public Elementary School 04 Manggalewa

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ABSTRACT. The purpose of this study is to determine the management of community participation. This research method uses a qualitative type with a case study approach. The Public Elementary School 04 Manggalewa has conducted the research. The data collection technique in this study used a structured interview using guidelines. Participants were selected using purposive consisting of the principal, teachers, and parents of students. The data analysis technique used the Stake model and analyzed with the Atlas.ti version 8 software. This study's results indicate that community participation management consists of four things, namely, ability, coordination, control, and contribution. This capability needs to be considered for schools in Indonesia in building and developing schools through community involvement. Suggestions to school principals, teachers, and parents to improve relationships and open communication and sustainability in realizing better education.

Keywords: *Community, participation management, school, development.*

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INTRODUCTION

Management is one of the most important things in education. It is a science and art that regulates the process of utilizing existing resources, including human resources, effectively and efficiently (Mahmudah, 2016), designed to plan, organize, mobilize, and control in achieving specific goals (Mahmudah & Cahya, 2020). *Educational management* is a process that needs to be implemented in schools so that educational purposes are achieved. Meanwhile, school management means structuring by utilizing potential sources, both human and non-human, to achieve school goals. Furthermore, community management forms a good community order in society's continuity of life (Villela, 2013).

From the above understanding, it can explain that the management of community participation in education is a process that utilizes human resources in the form of financial, material, and ideas in helping to achieve educational goals. It can use the problem to guarantee educational products that provide more incredible benefits from the educational process relevant to what is happening in the field (Kholis *et al.*, 2014). Public participation so far has generally been limited to financial support, while other supports such as thoughts, morals, and goods or services have received little attention (Haswindy & Yuliana, 2018). School accountability to the community is also weak. Schools do not have the burden to be accountable for implementing education to the community, especially parents of students, as one of the main elements with interest in education (stakeholder).

Therefore, the need for educational products is seen from the quality or ability of graduates who have competence in competing following the knowledge they master in school has become the community's needs (Sholiht, 2017). Therefore, parents want a complete education for their children, as a young generation who develop into fully educated and capable citizens (Chusnah, 2008). This research is focused on community support and participation in the delivery of education, especially in schools (Uceng *et al.*, 2019). In increasing community participation, schools can carry out activities or carry out community programs, for example, environmental hygiene, and assist traffic around the school; the simple program will foster community sympathy (Budimansyah, 2008). They were holding an open house that allows the public to know about school programs and activities. Of course, on such occasions, schools need to highlight programs that interest the public. School bulletins, magazines, or information sheets are organized periodically containing school activities and programs that are informed to the community (Sagala, 2018).

This research was conducted by Normina (2016) to mobilize community participation, especially students' parents, to build the school's image. By imagining the school as a superior school, community participation will automatically flow, either from parents or official or non-official institutions. The research results are effective forms of public participation in the form of financial, material, ideas, and ideas for the community or parents of students who have a level of thought and educational insight and hold policies (Normina, 2016).

Compared with previous research, this study understands that developing education is the school's responsibility and shared responsibility by opening a forum with the community by involving the school committee and community leaders (Hashim, 2009). Moreover, applying the community in activities held by the school can cause community sympathy in participating. In ways like this will minimize public assumptions about the school and determine the extent to which community participation in education at the school. Based on the background of the problem, this study aims to assess the management of community participation in education at Public Elementary School 04 Manggelewa.

METHOD

This type of research is qualitative research. "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2018). This type of research uses a case study. The reason for choosing the case study is that the problem's context has unique characteristics in the Manggelewa area. So that researchers have the opportunity to study and explore the meaning and issues associated with community participation management. It follows the statement (Teegavarapu *et al.*, 2008) that "case study research is well developed and had systematic methods for conducting and validating the work." This research was conducted in Public Elementary School 04 Manggelewa.

Data Collection Techniques

The data collection technique in this study used interviews. The reason for delaying the discussion was to explore the meanings related to the community participation management practices in Public Elementary School 04 Manggelewa. The same thing was also conveyed by (Hunter, 2014) that "the interviews could be conducted it was necessary to find individuals who were interested in the project and who would be willing to volunteer to participate". The technique of determining the participants who were the subject of the interview used purposive. It is because researchers will disclose information to participants who understand the substance of this study. Participants who serve as research subjects are the principal, teachers, and parents of students, each numbering one. In conducting interviews, researchers used a structured interview technique by making interview guidelines.

Table 1 Interview Guide

Community participation management
a. How is the performance of experts in assisting the implementation of learning?
b. How is the learning facility?
c. How to involve the community in school activities?
d. Are there specific policies and considerations for involving the community?

Data Analysis

Data analysis in this study used a stake case study model. "case study researchers try to create reports that provide grounds for and stimulate action" (Stake, 2010). The analytical procedure carried out in this study is based on a stake case study model, namely: (1) begins with case selection. This research raises cases related to community participation management. In many instances, this has become the principal capital for schools and communities to improve learning quality; moreover, during the covid-19 pandemic, extra efforts to interact with students with the media and remotely. On that basis, the cases to be analyzed concerning community participation; (2) data collection was carried out by interview. Researchers conducted interviews with all participants alternately and continuously. (3) data analysis in this study using Atlas. ti software version 8. The investigation was carried out by making a transcript of the interview results, then creating essential codes from the research results according to the participants' answers. The same step is to reduce and sort the data needed in the discussion and find novelty in participatory management research. (4) refinement. It is a remedial step. The researcher did this by simultaneously triangulating the data to obtain quality data and at the same time making improvements to the results of the research that had been carried out. This step is taken to produce quality research. (5) reports. This research's final result is a report made in an article and then submitted to a national scientific journal indexed by Sinta. This report is also one way to disseminate research results and make knowledge useful, result and discussion

RESULT AND DISCUSSION

Result

Quality schools certainly have good management. It is manifested in the achievements obtained. Of course, it begins with planning and is done with great effort. Likewise, through performance in activities at school and outside of school. Stra / 1 / W / P said that:

"every teacher and employee has the same opportunity to develop. Likewise by making joint efforts and having open and sustainable communication so that every work progress can be monitored."

The same thing was also conveyed by Psiya / 2 / W / T and Hlamd / 3 / W / P that:

"The ideal school principal is to be able to develop all experts, both teachers and employees so that they are able to organize themselves and jointly create programs that can be carried out jointly with the community."

The developing school is the main goal to improve the quality of learning. So the facilities and infrastructure provided and that support learning. Facilities are the main part. It's like Stra / 1 / W / P said:

"Complete facilities are the dream of all schools everywhere. Facilities are important in supporting learning. However, because this school is far from perfect, the role of the community can be utilized. The surrounding environment that is owned by the community can be used for outdoor learning. Outing class learning. Learning to know nature. Moreover, because elementary school students are still at the stage of motor development, it becomes very luxurious in utilizing facilities in the community."

The same thing was conveyed by Psiya / 2 / W / T that "Community participation is a fundamental need to use the environment as a facility". Likewise, Hlamd / 3 / W / P states that "Facilities are not just goods or tools purchased with money, but also when they are able to take advantage of the surrounding community."

Community involvement is significant because society is a supporting factor. The community can also play a role in being an alternative solution related to learning and improving schools' quality, both activities about teachers and students. Participation is a principle concept that exists in schools. With community participation, the school must be able to manage it well. Then what do the participants think about data collection? Stra gave that statement:

"Schools must be able to involve the community from all the school agendas that are drawn up. Planning is an important part of this. This is so that schools can develop. Moreover, this school is located in an area that may be far from the city. Society is very important. Because with them, the potentials of elementary school students who go to school here can be developed. Involving him is a must, in my opinion."

Psiya / 2 / W / P also supports the first participant's statement, namely:

"Yes, coordination is a concrete step that needs to be taken if schools want to invite the community to participate. Coordination is the unification of voices and / or information both from schools and from the community. In my opinion, this is very important and must be done because with this the two of them can unite and support each other both from the implementation of learning, school activities, and all things that may be unexpected."

Likewise, Hlamd / 3 / W / P stated that *"Indeed, what is important is being able to control and involve schools and involve the community"*.

Based on the interview data above, the researcher then reduces the data and makes codes to find the research concept map. These steps were carried out by researchers using qualitative research data analysis tools, namely the assistance of Atlas.ti software version 8. The results of the analysis obtained are as follows:

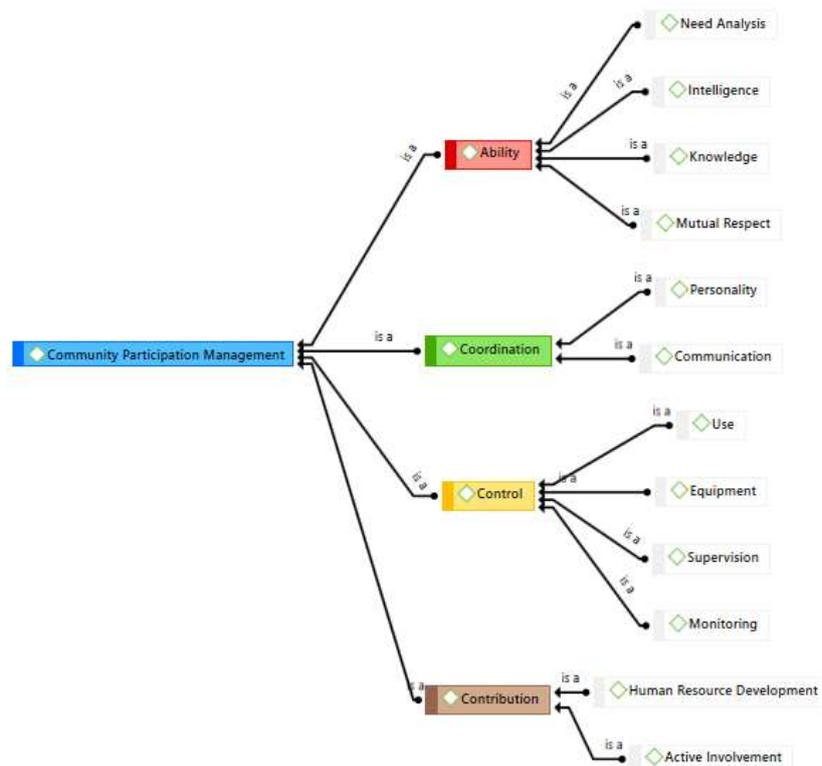


Figure 1 Results of Research Data Analysis Assisted by Atlas.ti Software version 8

Discussion

Based on the results of the analysis in Figure 1 above, there are novelties in the management of community participation, namely (1) ability, (2) coordination, (3) control, and (4) contribution. Four things are the main factors to exist and provide mutual support for schools and communities. This study's results align with those conveyed by Jackson (2014) that school

success requires a "community-action and learning tool." The same thing was also reported by Twinamasiko and Ahimbisibwe (2013) that the necessity "to analyze community participation, management and sustainability of public projects school." The same opinion was also conveyed by Gajanayake (2010) that "Community participation is especially important in emergency sanitation programmes where people may be unaccustomed to their surroundings and new sanitation facilities." Likewise, according to Thwala (2010), "community participation is becoming very important, and communities are now given an opportunity to identify and define their problems." It is also conveyed by Kusumaningrum *et al.* (2017) that "community in improving educational quality terms of giving advice, support, controlling, and mediator." How meaningful is community participation in school development and supporting school activities?

Schools that have high hopes of developing themselves both internally, which include human resources and other resources, are ideally able to establish cooperation from various parties. Be it with the government and society. This advantage will be obtained when schools need things related to learning and programs launched. One alternative that needs to be done is to have the ability and willingness to invite and involve the community. It is in line with the statement conveyed by Aref (2010) that "Community participation refers to peoples' engagement in activities within the educational system." Similarly, Kumar (2013) stated that "community participation focuses on increasing the participation of children in schools." The same opinion was also conveyed by Russell and Reimers (2009) that "community participation in education would contribute to improved student, school and community outcomes beyond those resulting from using traditional approaches." Community participation is an essential role for a person or community group in identifying problems, making decisions, and providing alternative solutions through thoughts, expertise, time, capital, or material for development programs implemented by the government.

Ability

This ability is determined by the attitude of the principal in making decisions related to community involvement. Principals who have good abilities will then be able to mobilize, direct, and create programs that involve the community. It is as stated by Profile (2014) that "developing the schools and increasing the quality of education is to create a school community by getting people to take responsibilities in school as well as outside the school and by getting the support and contribution of the environment." So is Sholekah and Mahmudah (2020), which states that "School programs that are considered effective in increasing school community self-awareness towards the environment." The same thing was conveyed by Hoque (2007) "implementation of school improvement outcomes were due to the existence of a greater collaboration in teachers' community."

Programming the relationship between schools Public Elementary School 04 Manggelewa with the community is a step in improving the quality of learning, which impacts the quality of the school. It has set targets, namely the guardian of students/community, the students themselves (Abdullah, 2008), and school members to increase community understanding of school needs and increase community participation through collaborative arrangements to realize quality learning in schools. It is supported by the relevant theory (Suhardiman, 2016). Said in compiling a plan it can be done by referring to the goals to be achieved, the setting of the goals to be achieved, and what actions must be taken to achieve them, which organizational position is appointed to do it, and who should be responsible for the actions taken.

Coordination

Coordination is a concrete step that schools and communities need to develop. Without coordination, all programs will not run as expected. Coordination regulates all matters in the school and the community concerned to be directed and run as desired together. According to Ciscar (2011), "characterize the coordination of the processes of approximation related to

understanding the limit of a function". The distribution of tasks for the implementation of the relationship between Public Elementary School 04 Manggelewa school and the community can be said to have gone well according to the procedures and stages that can support the realization of the implementation of the school-community relationship program, and this is support by relevant theories (Satria *et al.*, 2019). They are saying that organizing is a process for designing a formal structure, grouping, and organizing and dividing tasks or jobs among organizational members to achieve organizational goals efficiently.

Control

Supervision is mean here is to actively participate in supervising the nets of the education and learning process carried out in an ideal school, the community, through their representatives participating in supervising the educational process taking place in schools. So far, this role has never dared to be carried out by the community because the assumption built is that the community is not directly related to delivering education, so it is impossible to understand school performance properly. According to Edwards (2020), "the most celebrated case of successful control, as well as a key strategy for improving school efectiveness." Sharma (2015) conveyed the same thing that "The shift to increase community control of schools can be seen as a move to enhance and reframe democratic right and participation." Likewise, according to CERID (2009), "transfer of school management to the community is a way of shifting the focus from centralized management to community-controlled and school-based planning and management." Also, according to (Cottica & Melançon, 2017), "strategic shift from a centralized and bureaucracy controlled management to community-controlled and school-based planning and management in collaboration with different partners organizations." This discussion can be interpreted that control is also an inseparable part of the four findings of this study.

Contribution

The way to function the community as a stakeholder is to use the principle of representation to select a small number of all community members to carry out the functions of control, input, support, and mediator between the community and educational institutions. The Education Council is carried out at the district/city level and the School Committee at the education unit level. Umar (2016) states that establishing a relationship with the community makes it easier for educational organizations to adapt to the conditions and situations of their environment. It is also easier for schools to position themselves in the community because they can be accepted as part of the community's property. Good coordination has a pattern. As stated by (Hafiz & Jumriadi, 2017) that "strived to be resolved with a coordinating pattern with a command pattern. According to Lahama *et al.* (2018) that "participation in implementation includes mobilizing financial resources, administrative activities, coordination, and program translation." Contribution to the participation of both school and community parties is a continuation of the plans that have been prepared so that this contribution requires concrete steps to achieve common goals.

CONCLUSION

Based on the results and discussion, this research can conclude that the community is the party that most determines the implementation and administration of the education system, especially the primary and secondary education system in each region. The community is a source of inspiration and targets the education system in the regions. The community is also a source of funds for providing education in each region, apart from costs obtained from government budget sources. Thus, the community is the stakeholder of the primary and secondary education system, or the party that most determines the education system and process. However, in reality, society is very complex and has no clear boundaries, making it difficult to determine which community is a stakeholder in the education sector.

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