

Management of Community Participation at *Pesantren* Based Junior High School

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ABSTRACT

Islamic educational institutions take part as filters in solving the problems of adolescent development and character formation. Optimization of community participation in education provision needs to be done. The problems faced by the school in order to optimize the participation of community and solving the problem needs to be known to support effective school. The design of this study uses a case study to the subject of *pesantren* based school. Data collected through questionnaires, interviews, and observations. These results indicate there are problems in the fulfillment of school funds, the bustle of the school and parents, the distance between the residence of parents and schools, lack of coordination, implementation time, and a weak level of public communication. Efforts to overcome the problems made by the school to involve the school community, people who have a concern for schools and alumnus in the improvement of the public relations program at the semester or next year so that activity does not conflict with other activities. Besides the communication between schools, parents, and the community is done by utilizing a variety of communication media. Management of public participation is carried out through the process of planning, organizing, implementing, and monitoring.

KEYWORDS: community participation, junior high school, *pesantren*

INTRODUCTION

Phenomena in the society associated with juvenile delinquency lately, takes the role of Islamic educational institutions as a filter for character building. Trends in the people's choice in choosing education for their children are likely to choose the Islamic institution. The phenomenon can be understood by a variety of reasons a strong religious foundation for teenagers. The development of forms of community participation can be made when the overall management of public relations done by the school. The choice of parents to religious education for their children, should significantly be used as a tool to develop community participation for school.

Islamic educational institutions can be seen as an educational institution that is labeled or institutions that teach Islamic religious sciences in the sense of *Ulum al-naqliyyah* such as *fiqh*, *tafsir*, *hadith*, morality, faith, and Arabic. Criteria for Islamic educational institutions can be viewed from two things: first, the material and purpose. Educational material developed is the study, research and implementation of teaching and / or the values of Islam. The goal in the framework of devotion to Allah SWT, Basri [1] found in Islamic education is directed to the formation of a Muslim personality who has a noble character. Second, judging from the management personnel to be Muslim [2].

Ali in Basri [1] states that the general pattern of education traditionally played by schools include: (1) a close relationship between students and *kiai*, (2) the tradition of submission and obedience *santri* to *kiai*, (3) a simple lifestyle, (4) autonomy or independence, (5) the development of climate and tradition of mutual help and fraternal atmosphere, (6) the strict discipline, (7) dare to suffer to achieve objectives, and (8) of life with a high level of religiosity. Islamic educational institutions should be able to print individual Muslim optimal physical, spiritual, intellectual, and social demands in accordance with the teachings of Islam in order earthly life and happiness hereafter. To survive in the future laden with challenges and demands, the Islamic institution, requires vision, mission, and strategy are clear, precise and sharp, and required four strategic move to develop the institutions that is substantive, bottom-up, deregulatory, and cooperative [2]. Based on the opinion of one of the strategic step of Islamic educational institutions are cooperative. Herein lies the importance of the management of community participation or public relations management in Islamic educational institutions.

Rudien [3] states, management of public relations is "a process of communication between the school and the community with the aim of increasing understanding of the educational needs of community members and encourage the interest and cooperation of the members of the business community in order to improve the school". The third emphasis is on understanding the involvement or participation in the education implementation of which boils down to the school or education quality improvement.

Public participation management model proposed by Pomeroy and Williams in Budiarti [4], suggests there are 10 models. Tenth continuum model of the role of government from high to low, and the role of public from high to low. The possible role of high and low both institutions, to permit: high role of government and low role of public; the role of government and society are equally high; Low government's role and high role of society.

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Various models of the continuum of the role of government is high and the role of communities is low to the role of government is low and the role of society is high in the form of models: informing, consultation, cooperation, communication, information exchange, advisory role, joint action, partnership, community control, interarea coordination. Model of community participation by Tejonuswantoro [5] there are four, namely: (1) technical models, (2) model of political influence, (3) model of social mobility, and (4) the collaborative model. Rumester[6] suggests there are 6 models of community participation. Of the six models could be interpreted as a continuum model, namely: high role of community participation and low school role, the role of community participation as tall as the role of schools, low role of the public participation and high role of school. Continuum ranging from high public participation and low role of the school is to the low public participation and high role of a school called with different models, namely the model of control, delegation, partnership, consultation, information, and manipulation.

METHODS

The design of this study using case studies. The case study is an examination of a setting, a subject, a document storage, or a specific occurrence [7]. Cases studied were community participation in school-based schools. Respondents consisted of teachers, principals, board committees in three junior high school-based schools. Determination the subject of research based on the size of the school. Three schools that is determined by each SMP Darul Ulum Jombang represent big school category in terms of the number of students that is 1001 person, junior Assa'adah Gresik represent school in the medium category that is 310 people, and SMPIT Probolinggo represent the small category, namely small 124 person.

The research instrument used to collect and identify the needs and problems of schools in the management of community participation in Pesantren Based Junior High School. During the data collection process, the researchers present at the school to spread the questionnaire, conduct interviews and make observations.

RESULTS AND DISCUSSION

Problems Faced by Pesantren-Based Junior High School in Optimizing Community Participation

Problems organizing public participation program in junior high schools based on very diverse. Problems in general is limited funding, bustle owned both from the school and from parents, the distance between the residence of parents and schools, the lack of coordination between the school and parents, as well as the timing of activities in conjunction with other activities so that parents can not participate. In terms of the surrounding community, their exclusion for school activities because people are reluctant to communicate. The development of technology to facilitate the communication was apparently not been able to put to good use, in the sense of business schools to communicate with parents through social media was not yet able to fully help. This is because not all parents and guardians of students have used this program.

Factors that cause problems in the implementation of a community relations program can be an obstacle in realizing good education for students. Because of the student's educational process is influenced by three factors surrounding it. In his research Epstein [8,9] asserts that students are influenced by family, school and community contexts in which they evolve. He was referring to the three contexts as "spheres of influence," which overlap to a greater extent or smaller depending on the nature and level of communication and collaborative activities among school personnel, parents, and community members. Therefore gathering efforts to synergize the activities among schools, parents, and the community needs to be pursued. To enable the continuity of the process of education obtained by students.

Schools efforts in involving parents as the most important in the organization of the school program, there are constraints due to economic factors the parents of students who come from the middle to the bottom. They spend more time to work overtime so can not participate in school activities. It is ultimately impact the availability of funds managed by the school as well as the adequacy of infrastructure. Parents can not much help in terms of funding for program development activities and compliance infrastructure. But on the other hand, the parents were well off, not too troubled by donations given but is still constrained by the time of implementation of activities in conjunction with their activities as well as the distance between domicile and schools are far away even to different islands that cause they can not actively participate in every activity. Finally involvement of parents do only limited at a meeting with the school once in a semester.

Involvement of parents in the education process of children in school become important and make a positive contribution to the advancement of children's learning. Studies have shown that parental involvement is directly related to higher levels of academic achievement [10]. Measurable indicators of this relationship include better attendance, higher scores in math and reading, higher graduation rates, and less grade retention [10]. Furthermore, the involvement of parents has a positive impact on the overall quality of students' education, and is associated with many positive results of non-academics (10). The findings highlight the importance of parental involvement in school activities in the socialization process for children. The study found that parents were successful, defined as raising children who are pro-social, often involved in education to promote academic achievement, efforts from their children, and to emphasize the importance and value of education [11]. Simply put, the involvement of parents with school personnel is essential for cognitive development and socialization of their children. In involvement with

educational institutions, parents can connect the family values and their relationships with their children into the broader context of the school environment (12).

Parental involvement is also inseparable from the active role of educators as one of the parties which often involved directly with students in the school. Educators play an important role in determining the extent to which family, school context, and society overlap [13]. Educators did not know much about the form of a public relations program implementation, program management, as well as the obstacles encountered in the implementation of a public relations program at the school. It can also result in the inability of the teacher in delivering programs or public relations activities to parents and the surrounding community. Schools can enhance collaboration by applying six types of activities for the family and community engagement: Type 1, parenting; Type 2, communicate; Type 3, volunteers; Type 4, studying at home; Type 5, decision making; and Type 6, in collaboration with the community. Schools with a comprehensive partnership program of school-family-community mention six types of involvement through activities directed towards specific goals and outcomes achieved by students [8, 14].

Constraints faced in the implementation of school public relations program is always communicated to the Foundation and manager of the shelter as an education provider. The manager or trustee respond to all the constraints as a natural thing exist in every organization of education in schools so that school personnel are not distracted and can focus on the implementation of the program. However, the manager still coordinating with foundation leaders to discuss overcoming these obstacles.

Problems in the school come from inside and outside of the school environment. From inside the school, which teachers have not had the means of communication or internet-based social media. While from the outside the school, ie there is no involvement of elements from outside the school, the fading culture helps schools, as well as the breaking of communication between the school and the alumni or outsiders who are usually involved in school activities.

Various attempts to overcome the obstacles remain to be done by the school of course, with the involvement of the school community, people who have a concern for schools and alumni. Others outside several such parties, deliberately excluded to find solution to the problems that exist because the school feels the presence of outsiders will actually worsen the situation. Based on the involvement of the efforts made to overcome the obstacles is to improve public relations program in the semester or the coming year with a schedule of activities that are not clash with other activities. This is done in coordination with the foundation management, school community, and the people who care about the school. Besides the efforts is to maintain communication between schools and parents and community by utilizing the various communication media.

The positive impact of perceived school with a variety of problems is as a measure of success providing education and materials to repair the public relations program in the next year and increase communication between the parties. While the negative impacts are these obstacles provide barriers to the implementation of the program, causing reluctance to implement the next program, and can not make a program in accordance with the desired school. Of the constraints and the impact of the lessons learned is that it can prepare the next public relations program, to create good communication between the manager of public relations as well as school self-evaluation materials.

Effective Management of Community Participation To Solve Pesantrens' Problems in Creating Effective School

Planning of Community Participation Program

Based on the results of the study found that the effective management of community participation for school. In the planning stage, a public relations program designed socialization program to the community school, the community, parents/guardians of students/guardians of students; relationships/communication with the community, parents/guardians of students, school leaders, school community, other schools in the foundation; harmonize the relationship between school staff, teachers, guardians of students, alumni, and the community; carry out social work as a flagship program; as well as teachers and cultural exchange programs.

Mechanism of public participation program in consultation with the leadership council lodge; meetings with school leadership, school committees, community leaders, and guardians of students; drafting tasks; and dissemination activities to all parties through a formal letter, verbal, and social media. Parties involved in the cooperation are boarding schools, foundations, school leaders, parents, the general public, caregivers dormitories, as well as other institutions that have a concern in the school.

The program of cooperation undertaken by the school community is a worldly character building activities and *ukhrowi* and also gathering the school community. While activities in collaboration with the school committee is almost non-existent because the school should feel disturbed when the school committee intervene in school activities. The program of cooperation with the parents held in the beginning of school year, receiving report cards, regular visits or accidental time by parents, *Tadarus Keliling* activities, monitoring of students, monitoring of prayer and chanting (recitation of surah Al-Quran). Ways of cooperation with schools to enable parents to familiarize activity until it becomes a shared culture that is based on the principle of kinship and togetherness as well as closer to the local religious culture. Lareau & Horvat [15] suggests that very few parents who want to get involved in school activities with school personnel, but most of them love to accompany their children with informal capacity in the home. It seems to also occur in the school environment that most of the parents are working.

The program of cooperation with the surrounding community by recruiting employees from the public schools around the school, hold social events in the community around the school, monitoring children's behavior in the community, the school security guard, conducting celebrations and carnivals with community involvement around the school. In addition the school is also providing assistance to the local community in the form of making a vegetable garden for learning resources and improvement of homes and mosques.

Cooperation with the graduates program by graduates involvement in the organization of learning in school (graduates become teachers extracurricular), the graduates support is also in the form of donations. For graduate who work as entrepreneurs provide opportunities for students to intern at the companies they own. In addition the school also cooperates with universities and other schools in terms of the selection of prospective students in the cottage, preparing students to follow the OSN, further studies for teachers, Olympics and competitions.

Organizing Public Participation Program

Task manager of public relations in this case is to plan, implement, evaluate, and act on public relations program that has not been done. Business descriptions publicist has job descriptions For coordinate, supplement, implement a public relations program. Public relations programs managed in collaboration with parents, committees, and surrounding communities. As for the role of manager of public relations program is working as a team to implement and carry out the functions and capacities of each. Teamwork all complementary to the success of school activities. Parties involved in the management of public relations include hut leaders, foundations, principals, vice-principals, teachers, and school committees. To enhance the role of program manager with the public relations managers hold regular meetings, involving all parties in the discussion of the program, providing support facilities in the program implementation, coordination and evaluation of public relations program. Business coaching program is always given by the principal joint committee by providing guidance, insight, providing the flexibility to adjust strategies as well as provide an opportunity for consultation.

Implementation of the Community Participation Program

Programs that have been compiled implemented in accordance with plans made together but still adjusting to the work program of the foundation. In any event the committee in charge formed in accordance with the description of each task. Activities carried pursued appeals to the public and held in conjunction with the activities of the cottage which can be seen by the public. The program is implemented throughout the school year, especially on the anniversary day of religious festivities. Parties involved in this case is personnel of school, chairman of the foundation, other school leaders in environmental foundations, and community. Techniques and media used in the implementation of the program is the internet, print media, social media, intensive approach to the community. Source of funding the implementation of the program is the foundation, boarding schools, parents, and other agencies. If there is a program that has not been done then it will be used as material for evaluation and implemented in subsequent years.

Public Participation Program Evaluation

Evaluation forms of surveillance and public relations program is an evaluation meeting, monitoring the implementation of activities, as well as any report the completion of activities. Program evaluation carried out formally through meetings together to discuss problem solving gradually and continuously. A written report made by the vice-principal or the committee of public relations activities. The report was presented by the meeting to the principal, the head of the lodge, and parents.

CONCLUSION

Map of the problems faced by pesantren based schools can be categorized into four, namely: organization, effort, money, and time. Efforts to overcome obstacles: coordination, set the time, making Internet applications, communication with various media, making certain policies, maintaining unity, revise the program, carried out the next period, evaluating the budget, approaches, and explore funding.

Effective management of community participation to solve pesantrens' problems in creating effective school: planning, organizing, implementation, and evaluation of community participation program.

Based on the findings of this study, given some suggestions. To the principal must be harder to find out cooperation with various parties intensively. The media used for public participation program should be more varied and adapted to the circumstances of the school. Better for school supervisors be involved in the management of public participation program that can help solve the problems faced by teachers and principals related to program participation. Head of the District Education Office/town in East Java should be more active in promoting community participation in education.

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