

COMMUNITY INVOLVEMENT IN THE WORLD OF EDUCATION

Rusnawati *¹

Pengembangan Masyarakat Islam, Fakultas Dalwah dan Komunikasi, Indonesia
E-mail: rusnawati@ar-raniry.ac.id

Cut Puan Shabrina

Pengembangan Masyarakat Islam, Fakultas Dalwah dan Komunikasi, Indonesia
E-mail: 200404012@student.ar-raniry.ac.id

Abstract

Community involvement with educational institutions is a whole process of activities that are planned and carried out deliberately and seriously, accompanied by continuous training to gain sympathy from the community in general. Especially people who have a direct interest in education. Community sympathy will grow through the school's efforts to build relationships in an incentive and proactive manner in addition to building a good image of educational institutions. The quality of education is one of the indicators in determining the success of education. Improving the quality of education is closely related to the surrounding environment which includes community participation or involvement. In order to improve the quality of education, an active role from the community is needed to participate and be involved in educational programs or projects. It is very important to understand what forms of community involvement are appropriate to support the creation of improvements in the quality of education. Participation is the active involvement of a person or group of people (community) consciously to contribute voluntarily to development programs and involvement starting from planning, implementation, monitoring to the evaluation stage.

Keyword : Participation, Involvement, Community, Education.

INTRODUCTION

Education cannot be born without the emergence of a community or society. Education is carried out with the aim of progress, change and social stability in society. Education is carried out for nothing other than the benefit of society, both at the local, family, regional, provincial and nation levels as a whole. Education mediates society or the relationship between education and society. It must be realized that society has a very important role in the existence, continuity and even progress of education. At least one of the parameters determining the fate of education is society. If there is advanced education, it is almost certain that one of the success factors is maximum community involvement and participation. Vice versa, if there is an education that has a worrying fate, one of the reasons could be because society is reluctant to support it. Public trust is one of the keys to the progress of educational institutions.

¹ Correspondence author

When people have confidence in educational institutions, they will fully support the implementation of that education. Therefore, society is a strategic component that must receive full attention by education. Society has a dual position, namely as an object and as a subject, both of which have functional meaning for the management of educational institutions. When educational institutions are promoting the acceptance of prospective new students, the community is an object that is absolutely needed. Meanwhile, the public's response to the promotion places them as subjects who have full authority to accept or reject it. The position of society as subjects also occurs when they become graduate users of educational institutions. Therefore, involvement and good relations with the community must be managed well.

Community involvement with educational institutions is a whole process of activities that are planned and carried out deliberately and seriously, accompanied by continuous guidance to gain sympathy from the community in general. Especially people who have a direct interest in education. Community sympathy will grow through the school's efforts to establish relationships in an incentive and proactive manner in addition to building a good image of educational institutions. In The Stakeholders Society it is explained that parents, the community, local government, national government are the stakeholders of education. During the New Order, education was thrown out of society and became the property of the authorities. The community does not have a say in their education in educational institutions. People just accept what is engineered by the government with its bureaucracy in education. In accordance with the development of a democratic society, the passive attitude of society and unlimited government power over education must be eliminated.

The results of the educational process cannot be separated from its interaction with the environment or society, in other words the output produced from the educational process will directly or indirectly play a role in the surrounding environment or surrounding community, the output is influenced by the process that goes through to the output, so the educational process needs to be corrected and evaluated to find out where the shortcomings and obstacles are in creating educational output that will play a role in the wider community. An intelligent society will provide the nuances of an intelligent life, and will progressively shape the life of an independent nation. In Ackerman and Alscott's famous book (H.A.R. Tilaar: 2003), The Stakeholder Society, it is explained that today's adult society is a society that is aware of what it wants to achieve. With equal distribution and increasing quality of education, people's awareness of society will become higher so that they demand something clear from the social institutions they have.

RESEARCH METHODS

The type of research used is qualitative research, this qualitative research tends to be descriptive in nature regarding the data collected through three data collection techniques including, namely,

1. Observation, namely direct observation of the place and condition of the object or institution being studied, describing the results of direct observations from the location.
2. Interview, namely the process of asking questions or discussing with related or responsible parties regarding the topic being researched, by providing questionnaires or questionnaires that emerge from the variable indicators being studied.
3. Documentation, in the form of taking pictures, video, audio or evidence related to the topic being studied to further strengthen the data obtained from observations and interviews. By using a descriptive type of qualitative research, which means the data source obtained is based on existing facts obtained from these three processes, which relate to the topic raised regarding community participation in improving the quality of education.

PREVIOUS STUDY

In one of the thesis research written by Diah Arum Kartikasari which was related to community participation in improving the quality of education, it was said that community participation was created by good cooperation between the school, including the principal, and the school committee. The leadership of the school principal plays a very important role in increasing community participation and the quality of the school itself, assisted by the school committee which acts as the school's partner in carrying out school activities so that they run smoothly. educational process, but it is necessary to know whether the participation of the local community can be said to be maximum or not, depending on how it impacts on improving the quality of education.

Research conducted by Pailwar and Mahajan (2005) in their research stated that Alternative Basic Education for Karamoja (ABEK) in Uganda was formulated in consultation and involvement with local communities according to the requirements of a pastoral lifestyle. The similarity between research results and journals lies in the building of trust that the school builds with the community. Trust is built with communication patterns between the school and the community. The participatory approach begins with an appeal/invitation to the community. The difference between the research results and the journal is that in the journal it is explained that efforts to improve school quality also involve the community in preparing the curriculum for the local context, and selecting learning facilitators from within the community itself.

Research conducted by Panigrahi (2013) in his research said that one of the important findings from this research was that higher community involvement was associated with greater school effectiveness. Community members must be an integral part of school education. School activities must be organized in a constitution with a Village Education Committee. The similarity between research results and journals is that improving the quality of schools/education involves open community participation. The government or education administrators receive input, suggestions, energy and

assistance to improve the quality of schools because the community is an integral part of education/schools.

Community Involvement or Participation

Community participation is the involvement of community members in the development and implementation of development programs or projects carried out in local communities. Community participation has the characteristics of being proactive and even reactive (the community participates in reasoning and then acting), an agreement is made by all those involved, there is action that fills the agreement, there is a division of authority and responsibility in an equal position.⁶ Community participation in education It can occur directly or indirectly in both physical and non-physical forms which support the implementation of activities or projects related to improving the quality of education. Community participation in education according to Law no. 20 of 2003 concerning the National Education System Articles 54 and 56, namely:

1. Article 54, includes: (1) The role of community involvement in education includes the role of individuals, groups, families, professional organizations, entrepreneurs and community organizations in the implementation and control of the quality of educational services (2) The community can participate as a source, implementer, and users of educational results.
2. Article 56, includes: (1) The community is involved in improving the quality of educational services which includes planning, monitoring and evaluating educational programs

Community Function as an Education Center

The function of society as a center of education is very dependent on the level of development of the society and the learning resources available therein. Because generally speaking, society is divided into several types, namely: Type of community with

- a. a very simple gardening system, remote village
- b. Rural type of society
- c. Urban type of society

Apart from that, there are also a number of social institutions that have a large educational role and function, namely peer groups, youth organizations, religious organizations, economics, politics, culture, mass media, and so on. This ability not only provides involvement or socialization but also knowledge and skills. After family, peer groups have perhaps the greatest influence on personality formation, especially when children try to escape the influence of parental authority. A peer group is a group consisting of people of the same age. The functions of peer groups are:

- a. Teaching to relate and adapt to other people.
- b. Introducing a wider community life.
- c. Strengthen some of the values that apply in people's lives.
- d. Provide experience and introduce equal rights.

- e. Providing knowledge that is not available in the family.

Educational Problems in Indonesia

In short, education is a product of society. Education is nothing more than a process of transmitting knowledge, attitudes, beliefs, skills and other aspects of behavior from generation to generation. For the community, education is expected to be able to support the continuity and progress of their lives. So that society can continue its life and existence with values, knowledge and skills. Educational activities begin when an individual first interacts with the external environment. So that education becomes an inseparable part of socio-cultural and community life. The main problems of education in Indonesia are:

- a. The problem of educational equality. The problem of educational equality is the problem of how the education system can provide the widest possible opportunities for all citizens to obtain education.
- b. Education quality problems
- c. The problem of educational efficiency concerns how an educational system utilizes existing resources to achieve educational goals
- d. The problem of educational relevance.

Community Participation in Education

Democratization of education implementation must encourage community empowerment by expanding community involvement in education which includes the role of individuals, groups, families, professional organizations and community organizations in the implementation and control of the quality of education services (article 54 paragraph 1). The community can act as a source, implementer and user of educational results (article 54 paragraph 2). Therefore, the community has the right to provide community-based education, by developing and implementing curriculum and educational evaluation, as well as management and funding in accordance with national education standards (article 55 paragraphs 1 and 2). Community involvement is then institutionalized in the form of education councils and school committees.

The education council is an independent institution consisting of various elements of society who care about education. The school/madrasah committee is an independent institution consisting of parents/guardians of students, the school community, and community leaders who care about education (article 1 points 24 and 25). The education board plays a role in improving the quality of educational services, by providing consideration, direction and support for personnel, facilities and infrastructure, as well as supervision of education at the national, provincial and district/city levels which do not have a hierarchical relationship (article 56 paragraph 2). Improving the quality of services at the educational unit level is the responsibility of the school/madrasah/institution committee (article 56 paragraph 3) (Hasan Basri, 2012; 92).

Community involvement in national education can be referred to in the 2003 National Education System Law, article 56, the details and explanation of which are explained in paragraphs 1 to 4, namely as follows:

1. The community plays a role and is involved in improving the quality of educational services which includes planning, monitoring and evaluating educational programs through education councils and school/madrasah/institution committees.
2. The education council as an independent institution was formed and plays a role in improving the quality of educational services by providing consideration, direction and support for personnel, facilities and infrastructure, as well as educational supervision at the national, provincial and district/city levels that do not have hierarchical relationships.
3. School/madrasah/institution committees, as independent institutions, are formed and play a role in improving the quality of services by providing consideration, direction and support for personnel, facilities and infrastructure, as well as educational supervision at the educational unit level.

Ways to channel participation or involvement can be created in a variety of ways according to the conditions of each region or community where the community and educational institution is located. This condition guides the readiness of policy holders and education managers to distribute their roles and powers so that they can accommodate contributions from community participation. The role of education for society at large can be seen from the progress, roles, attitudes and contributions of educators to the problems of society and the nation as a whole. Likewise, the role of teachers in society depends on society's image of the teacher's position and social status in society. So this role cannot be separated from the personal qualities of the teachers concerned and their competence at work.

The Relationship between Educational Institutions and Community Involvement

Educational institutions are not justified in closing themselves off from society, especially the surrounding community, and it is also unreasonable to implement their own ideas by not listening to or implementing the aspirations of the community because in essence educational institutions belong to the community. The community wants educational institutions to be established in their environment to improve the development of human resources. The community also wants educational institutions to have a positive influence on community development, both directly and indirectly, with the hope that the community will also support the efforts carried out by educational institutions in their environment. Educational institutions are an open system for society, as an open system it is clear that it cannot isolate itself and it is important to be aware of the existence of society, both its ideas, needs and the values that exist in society.

Likewise, on the other hand, realizing that educational institutions really help them to prepare quality human resources, of course according to their own desires, not only let educational institutions play an active role, but also the community because in any case, in

forming adult humans through the educational process, it will not be possible without support and cooperation from public. In essence, there are three educational environments that are very closely related and cannot stand alone, namely the educational environment in the family, the educational environment in educational institutions and the educational environment in society. So, between educational institutions and society there is two-way communication to give and receive each other. Two-way communication, namely from educational institutions to society and from society to educational institutions is to provide each other with information and participate in developing the educational process. Thoughts in educational development do not always have to come from educational institutions and it does not rule out the possibility that ideas from the community can be applied in the educational process because not all programs or ideas from educational institutions are in accordance with community needs. This two-way communication relationship is very effective in developing the educational process if it is truly implemented by both parties. Ngali Purwanto stated that collaboration between educational institutions and the community is classified into three types, namely:

- a. Educative relationships, namely cooperative relationships between educational institutions and the community in terms of educating students, between teachers in educational institutions and parents in the family. This collaboration can be realized by holding periodically planned meetings between teachers and parents of students as members of the school committee.
- b. Cultural relations, namely cooperation between educational institutions and the community to foster and develop the culture of the local community because after all education is part of the culture of the surrounding community. To realize this collaboration, we must mobilize students to help with social activities needed by the community by working together to repair roads, clean the environment, preserve the environment and also jointly organize religious or national celebrations.
- c. Institutional relationships, namely cooperative relationships between educational institutions and other official institutions or agencies, both private and government, for example the relationship between educational institutions and community health centers, local government, government agencies, markets and so on (Sri Minarti, 2011:278-280).

Community Involvement in Improving the Quality of Education

Quality is becoming increasingly important for institutions that are used to gaining better control through their own efforts. Educational institutions/institutions must demonstrate that they are able to provide quality education to students. Improving the quality of education is primarily the main target of all processes carried out by the institution on an ongoing basis. Often efforts to improve the quality of education are hampered by the low quality of education, which has an impact on the low quality of human resources (HR). This, as stated by Muhaimin, is that the low quality of Islamic education will have an impact on the low quality of human resources (HR) who are able to

compete in the global world, and at the same time will also have an impact on low productivity (including science and technology productivity) and income of its citizens. On this basis, the existence of Indonesian Islamic educational institutions really longs for a network of collaboration with other established institutions both nationally and internationally.

Improving and improving the Islamic education system in line with contemporary development trends requires the active participation of all internal and external components of the madrasah, namely society. As we all understand, the educational reform currently being promoted by the government places great emphasis on the relevance of education. Madrasahs must be made more relevant to the students' environment and curriculum development must be in accordance with local and regional conditions. The aim is that madrasahs are not isolated from society and madrasahs must be oriented towards the realities of life and community problems. Therefore, good relations between madrasahs and the community must be a continuous concern of every madrasah head and his staff.

Community involvement and awareness to assume responsibility for education is not just a hope but an urgent demand that must be realized in real activities in the field. Many have said that the success of the work and actions carried out by educational institutions, everything depends on the community's trust in their work and actions. That. Community involvement in education, both within small communities and on a wider scale, has actually been around for a long time, which is reflected in various forms and expressions in society. Seeing how important community participation is in the field of education, it is necessary to further increase its quality and intensity, forms of involvement and reach, all of which will only be realized if there is mutual understanding between the parties involved, including the government, schools, parents, and society.

The commitment to make community involvement an important part of the implementation of national education is quite clear as outlined in the National Education System Law (UU SPN) which states that education is a shared responsibility between the family, community and government, which also applies to costs. . Efforts to improve the quality of education with the role and involvement of the community are intended as efforts and steps to increase the intelligence and welfare of the entire community. At the same time, community involvement or participation needs to continue to be encouraged and improved, so that madrasahs or institutions that have been built with struggle can carry out their roles and functions as adequate Islamic educational institutions. However, it is not only at the formal juridical level, more than that there are issues that must be immediately addressed regarding community involvement in education, such as in terms of management patterns and management quality standards.

CONCLUSION

Society is an environment that supports and is involved in an individual's education. Because it is in this community environment that a person learns to socialize and acquires

skills. In a community environment, knowledge and skills can be obtained at the same time, because in society there are many learning sources, both structured and unorganized. The relationship between society and education can be viewed from three aspects, namely:

1. Society as the provider of education, both institutionalized and non-institutionalized.
2. Community institutions or social groups, whether directly or indirectly, have an educational role and function.
3. In society, various learning resources are available, both designed and undesigned, and utilized. The function of society as a center of education is very dependent on the level of development of the society and the learning resources available therein. Community institutions that have a very large educational role are peer groups, organizations (youth, religious, social, cultural, economic, political) and mass media. As part of society, let us further increase our participation or involvement and concern for education in the environment where we live. So that education can take place as well as possible.

DAFTAR PUSTAKA

- Agus, Bustanuddin, Agama dalam Kehidupan Manusia Pengantar Antropologi Agama, Jakarta: Raja Grafindo Persada, 2007.
- Ahmadi, Abu, Sosiologi Pendidikan, Jakarta: Rineka Cipta, 2004.
- Andreeyan, Rizal. (2014). Studi Tentang Partisipasi Masyarakat dalam Pelaksanaan Pembangunan di Kelurahan Sambutan Kecamatan Sambutan Kota Samarinda. *eJournal Administrasi Negara*, 2 (4): 1938- 1951.
- Arifin, H. M, Ilmu Pendidikan, Jakarta: Bumi Aksara, 2003.
- Basri, Afifudin Hasan, Kapita Selekta Pendidikan, Bandung: CV. PustakaSetia, 2012.
- Daradjat, Zakiah, Ilmu Pendidikan Islam, Jakarta: Bumi Aksara, 2009.
- Gunawan, Ary. Sosiologi Pendidikan, Jakarta: Rineka Cipta, 2002.
- Herman. (2019). Tingkat Partisipasi Masyarakat dalam Perencanaan Pembangunan Desa Ulidang Kecamatan Tammerodo Kabupaten Majene. *Ilmiah Ekonomi Pembangunan*, 1(1), 78
- Hermawan, Yudan., & Suryono, Yoyon. (2016). Partisipasi Masyarakat Dalam Penyelenggaraan Program-Program Pusat Kegiatan Belajar Masyarakat Ngudi Kapinteran. *Pendidikan dan Pemberdayaan Masyarakat*, 3(1), 97-108.
- Jalal, Abdul Fattah, Azas-asaz Pendidikan Islam, terj. Hery Noer Ali, Bandung: Diponegoro, 1988.
- Karsidi, Ravik, Sosiologi Pendidikan, Surakarta: UNS Press, 2005
- Koentjaraningrat, Pengantar Ilmu Antropologi, Jakarta: Rineka Cipta, 2009.
- Nata, Abudin, Kapita Selekta Pendidikan Islam, Bandung: Angkasa, 2003.
- Pidarta, Made, Manajemen pendidikan Indonesia, Jakarta: Rinneka Cipta, 2004.
- Sagala, Saiful, Administrasi Pendidikan Kontemporer, Bandung: Alfabeta, 2006.
- Suryono, A. (2001). Teori dan isu pembangunan. Universitas Negeri Malang. (Malang: UM Press), 17, 1-12.
- Wastiti, Ayu., dkk. (2021). Faktor Pendorong dan Faktor Penghambat Partisipasi Masyarakat dalam Program Kota Tanpa Kumuh (KOTAKU) di Kelurahan Rejomulyo Kecamatan Semarang Timur Kota Semarang. *Administrasi Publik*.

Yoo, Sung-Sang., & Eun-Jung Chang. (2012). Popular education for people's empowerment in the Community Learning Center (CLC) project in Bangladesh. *KEDI Journal of Education Policy*. 9(2), 369.