

Controlling Role in Collaborative and Consultative Community Participation in Education Implementation of Primary School

Lukman Hakim

Universitas Islam Negeri Mataram; lukmanhakim@uinmataram.ac.id

ARTICLE INFO

Keywords:

*Controlling;
Collaborative;
Consultative;
Community Participation;
Primary School*

Article history:

Received 2021-11-29

Revised 2022-02-18

Accepted 2022-04-28

ABSTRACT

The purpose of this study was to determine the role of controlling collaborative and consultative community participation in the implementation of education in elementary schools. A qualitative research approach was used in this study, as well as a survey method. This study was carried out by one of Mataram's state Islamic Madrasahs. Data was gathered through observation, documents, and questionnaires. In this study, the validity of research data was checked using Lincoln and Guba's theory, which consisted of four steps: credibility, transferability, dependability, and confirmability. Data reduction, data presentation, and conclusion making were all stages of the data analysis process. The results of the study concluded that the control role of collaborative and consultative community participation in the provision of education in elementary schools was carried out through a process of transparency, accountability and control of financial expenditures. The three aspects of control were carried out in the form of a variety of school program support activities and objective assessments. The results of the study had implications for understanding the concept of community participation control in schools through collaboration and consultation. All activities were carried out jointly and in a structured manner.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Lukman Hakim

Universitas Islam Negeri Mataram; lukmanhakim@uinmataram.ac.id

1. INTRODUCTION

The implementation of education involves the participation of all people, such as stakeholders, teachers, parents, school committees, students or the government. Moreover, the implementation of education today has different challenges and orientations, especially since global demands for the quality of human resources are very high. This is because the development of science and technology is increasingly advanced and affects the pattern of people's lives. Therefore, special attention is needed for the development of education in the present and the future (Subianto, 2013; Godfrey, 2016). However, the achievement of educational success must be carried out with the cooperation of all parties. Thus, the implementation of education cannot be separated from the role of the community consisting of teachers, parent representatives, community leaders, stakeholders, and administrative

staff. They have a role in supervising and controlling the implementation of education. This means that every educational activity that has been programmed in schools involves all parties involved because the community is the basis that provides control over the school through school participation in the development and improvement of the quality of education.

Thus, schools can conduct education by involving all school personnel, resulting in a more controlled process of education, teaching, guidance, and training. As stated in Article 8 of Law Number 20 of 2003 Concerning the National Education System, the success of education is determined not only by the educational process in madrasas and the availability of facilities and infrastructure but also by community involvement and cooperation. As a result, education is a shared responsibility of the government (madrasah-schools), families, and society as a whole. This implies that parents and the community have a responsibility to participate in, consider, and assist in the implementation of education in schools. Furthermore, in the age of globalization, it provides an understanding that education implementation must be of high quality to produce high-quality human resources. This condition is one of the challenges for schools and the community in providing students with experiences. This means that community involvement can meet educational needs as well as the goal of developing community roles in schools.

As a result, it is critical to establish and nurture relationships among schools, parents, and the community. There are numerous reasons to believe that community participation helps to achieve this goal. One of the factors influencing the fate of education in society. If there is further education, it is almost certain that maximum community involvement and participation will be one of the success factors. If an education suffers a bad fate, one of the reasons could be that the community is hesitant to support it (Asha, 2019; Jabeen, Haq, & Hussain, 2018). This condition is a major reason for conducting this research to better understand the collaborative and consultative concept of community control. Furthermore, another reason for this research study is that community participation is important in the implementation of education. Previous research has shown that community participation can help to advance education and quality. (Aref, 2010; Parji & Prasetya, 2020), and is now expected to be more than just a concept but also an action in the field (Siswanto, 2013). However, community participation in schools remains limited, particularly in terms of building facilities and infrastructure (Sada, 2017). The process of community and parental participation in the school environment is to provide input, make decisions, and gather support that is required for national development, such as education, being encouraged and school quality to be improved (Kusumaningrum, Ulfatin, Maisyaroh, Triwiyanto, & Gunawan, 2017). In this concept, community participation is not only a form of ritualistic implementation of rules related to community involvement in the process of providing education (Chowdhoree, Dawes, & Sloan, 2020).

From several previous studies, the gap in this study is related to the participation of the community in providing quality education. This means that community participation is part of a form of shared responsibility. Therefore, this study also examines more deeply related to community participation in the implementation of education in elementary schools. However, the difference that emerges in this study from previous research is in the form of collaborative and consultative community participation that is focused on the controlling role. Because one very important role in achieving educational success in schools is the control of the community, thus, schools can refresh their educational programs according to community control. As a result, the goal of this study was to determine the role of collaborative and consultative community participation in the implementation of education in elementary schools. The findings of this study are expected to aid understanding of the concept of community participation in collaboration and cooperation, particularly in controlling and supervising the implementation of education in schools.

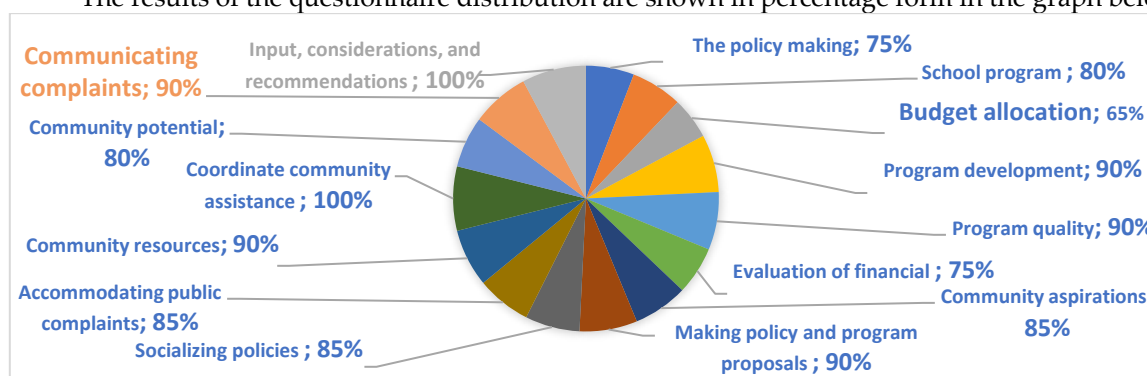
2. METHODS

This study uses a qualitative research approach with a survey method. This method presents directly the nature of the relationship between the researcher and the respondent. Qualitative surveys

prioritize the value of qualitative research and take advantage of the potential of qualitative data obtained from the field or events that occur. Qualitative surveys are an attractive and flexible method with many applications, and an advantage for both researchers and participants because the data collection process is tailored to the needs and can evolve as the data collection process progresses (Braun et al., 2021). So, this study examines the phenomenon of community participation in education related to the role of control, especially for collaborative and consultative forms. Participants were teachers, parent representatives, community leaders, stakeholders, and administrative staff (M=10 and F=10). This research was conducted by one of the state Islamic Madrasah in Mataram. Data were collected through observation, documents and questionnaires. Observation is done by coming to school and observing the process of meeting with the community. The document is taken from the meeting activity report. Questionnaires were given to community members consisting of teachers, parent representatives, community leaders, stakeholders, and administrative staff. It identified about the role and function of the school community. Data collection was carried out in September - December 2021. The data analysis process is carried out through the stages of data reduction, data presentation, and conclusion making (Miles & Huberman, 1994). Data reduction was carried out through a process of focusing on data obtained from documents, observations, and questionnaires. The data that has been collected is simplified to determine its suitability with the needs of the research problem. Then the data that has been analyzed and the results of the questionnaire data analysis are presented in the form of percentages on graphs and narratives. Next, the researcher was taken the conclusions as an answer to the research problem. The validity of research data was checked in this study using Lincoln and Guba's theory, which included four steps: 1) credibility stage is carried out by checking and rechecking the obtained data and interpreting it in light of the research problem. 2) Transferability stage is through relevance in the context of theory and previous research results. 3) The interpretation and recommendation of the study is part of the reliability phase. 4) Confirmability is concerned with proving that the data and interpretation of findings are not a figment of the asker's imagination, but rather are derived from the data.

3. FINDINGS AND DISCUSSION

The results of the questionnaire distribution are shown in percentage form in the graph below.



Graph 1. The Controlling Role in Collaborative and Consultative Community Participation

The activities of the community participation control process are depicted in Graph 1. These various controlling roles are a manifestation of the community's collaborative and consultative concept. Through two-way checks and checks, all processes of participation in conducting supervision and assessment are carried out interactively. Before the final assessment decision is given to the madrasa, all forms of assessment are always communicated. As a result, the community's controlling process is not coercive, intimidating, or unilateral decision-making without confirmation. While observations made with the community through group discussion forums show that the community's control roles

in collaborative and consultative participation at Madrasah Ibtidaiyah are controlling for transparency, controlling for accountability, and controlling for financial expenditures. Schools as community partners in carrying out educational functions. In this context, it means that both schools and communities are seen as potential educational centres and have functional relationships. School is a procedure that serves the impression of a message or gives reputation (reputation management) education from the community environment. Based on this, it means that the community and the school have a rational relationship based on the interests of both parties. This requires a cooperative relationship between life at school and life in society. Such as the school curriculum adapted to the needs and demands of community development. The same applies to the selection of teaching materials and teaching methods. Cooperation between schools and other official institutions or agencies, both private and government, such as cooperative relationships between one school and other schools, heads of local government, or state companies, relates to the improvement and development of education in general.

Meanwhile, from the meeting report documents in schools, it was found that the forms of control of collaborative and consultative participation were; 1) the head of the madrasah provides reports on policies that are made periodically. 2) The head of the madrasa is given the freedom to take policies that are to the needs of the madrasa and report them to the community. 3) The community supervises the budget allocation without intimidating how much budget is planned for an activity. 4) Financial reporting is also carried out in an accountable and open manner so that all parties can know the input and output of funds. 5) Conduct regular meetings to evaluate program implementation in schools and make regular follow-up program plans. The head of the madrasah has the flexibility to determine policies and program design. If the madrasah has changed, then the community does not immediately give a disapproval statement. However, the community asked and asked for an explanation from the head of the madrasa. The community collaborates by giving full trust to the madrasa. Because they think that madrasahs do not need to be so monotonously dictated, from the control role, it can be seen that there is a reactive and responsive attitude in collaborating and always being consulted with the school if there are things that are not by the community evaluation.

Thus, the study's findings provide an understanding that the existence of the school community plays a critical role in the success of the education program in elementary schools. Furthermore, community involvement can improve children's education and learning. It allows for the equitable distribution of educational delivery quality (Sofoluwe & Akinsolu, 2015). On the other hand, the implementation of community involvement and relations does not wait for a request from school residents; rather, schools, communities, and foundations are actively trying and always looking for alternatives, as well as taking more initiatives to carry out various activities to foster harmonious correlation and cooperation among school residents. If you look closely, it appears to be more focused on the pattern of relations to meet the needs of the community in school-related matters. This means that the school solicits feedback from the community so that every step taken is based on the relationship between school residents to maintain intense cooperation between the two parties who benefit from each other and provide intense appreciation and support to each other. This is also what the school community widely applies or implements to foster community participatory power to continue to build school life. Everyone understands that schools cannot do anything without the assistance that parents must provide to advance their students and raise a competitive generation. Everyone involved as a stakeholder has a significant impact on educational quality. Furthermore, schools must consider the level of need in the surrounding community so that the various programs organized by schools can be beneficial to the community.

Community involvement in the provision of education is not limited to Indonesia; ministries of education all over the world have encouraged it (Pradhan et al., 2014). The primary goal of the community is to build effective communities that promote and support learning. Building a learning community is beneficial because it meets social needs while also increasing student satisfaction and learning through community involvement (Akyol, Garrison, & Ozden, 2009). Furthermore, community

participation through the school community plays a critical role in developing community responsibility for educational advancement. Building awareness of the quality of education in the community and understanding the meaning and importance of the existence of schools for their children is an important aspect of community participation through the school community. Thus, school community management can be effective when they work together to share the same assumption that schools and school members are a shared responsibility between the school, parent representatives, and community members.

As a result, the community participates 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. Furthermore, parents contribute to the preparation of schools for their children by providing labour and materials for the construction of classrooms. Furthermore, parents contribute to the school budget and participate in school governance. The low standard of living of parents, community attitudes toward education, level of family income, and school-community relations were all affecting community participation. Hungered students, a narrow curriculum, unmotivated teachers, high absenteeism and dropout rates, and ineffective school administration are all consequences of community participation in the teaching and learning process (Godfrey, 2016; Shibuya, 2020). Many roles can be played in community participation such as financial support, providing input directly to schools related to educational programs, and eliminating differences between communities so that everyone can participate maximally in school activities (Ali & Abdullah, 2019). Schools exist in the context of parents, communities, school districts, other educational organizations and institutions, and different levels of government. Each of them has an impact on the school and the students who attend it. Parents who contribute to school improvement are described as having a strong sense of partnership and contributing significantly to their children's success. They help schools by contributing their knowledge, skills, and resources.

4. CONCLUSION

According to the findings of the data analysis, controlling can increase community participation through a collaborative and consultative process. Controlling for transparency, controlling for accountability, and controlling for financial expenditure design comprised the control role of collaborative and consultative community participation in the implementation of education in primary schools. These three aspects are carried out by the outcomes of the evaluation of educational implementation. Thus, in providing input, assessment, or evaluation, the collaborative and consultative form of the controlling role is carried out through a process of good cooperation and reciprocal communication. The community supports the madrasah's policies if they are based on the madrasah's situation, conditions, and needs. So far, the community has not been subjected to intimidation or coercion as a result of decisions and policies implemented in the madrasah. This means that all forms of reprimand for the madrasah's actions are properly discussed with the madrasah. The community also always collaborates to design programs, provide policy input, participate in decision making, and help disseminate information to the larger community about madrasa education implementation. The findings of this study have implications for community control implementation in terms of assessing the quality of policies, monitoring the process and quality of program planning, and increasing community participation in various madrasah programs. As a result of the findings of this study, madrasahs should always actively involve the community in various activities and make decisions about education delivery programs. However, this research is still limited to the investigation of the controlling role of collaboration and community consultative participation in madrasah education implementation. So, the next researcher can conduct a deeper study in the pedagogical realm, especially on the quality of graduates.

Acknowledgements: Thank you to participants have helped during the data collection process.

Conflicts of Interest: no conflict of interest

REFERENCES

- Akyol, Z., Garrison, D. R., & Ozden, M. Y. (2009). Development of a community of inquiry in online and blended learning contexts. *Procedia - Social and Behavioral Sciences*, 1(1), 1834–1838. <https://doi.org/10.1016/J.SBSPRO.2009.01.324>
- Ali, L., & Abdullah, T. (2019). Community participation in the implementation of education. *Jurnal Kepemimpinan Pendidikan*, 2(2), 333–354. <https://doi.org/doi.org/10.22236/jkpuhamka.v2i2.4869>
- Aref, A. (2010). Community Participation for Educational Planning and Development. *Nature and Science*, 8(9), 1–4.
- Asha, L. (2019). Dewan Pendidikan Dalam Meningkatkan Mutu Pendidikan Di Kabupaten Rejang Lebong. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 3(1), 38–56. <https://doi.org/http://dx.doi.org/10.29240/jsmp.v3i1.739>
- Chowdhoree, I., Dawes, L., & Sloan, M. (2020). Scopes of community participation in development for adaptation: Experiences from the Haor region of Bangladesh. *International Journal of Disaster Risk Reduction*, 51, 101864. <https://doi.org/10.1016/j.ijdrr.2020.101864>
- Creswell, J. W. (2012). *Research, educational planning, conducting, and evaluating quantitative and qualitative research*. London & New York: Pearson Education.
- Godfrey, S. M. (2016). Challenges Impacting Community Participation and Their Effect on Teaching and Learning: a Case Study of Rural Areas. *European Scientific Journal, ESJ*, 12(25), 345. <https://doi.org/10.19044/esj.2016.v12n25p345>
- Jabeen, S., Haq, M. N. U., & Hussain, I. (2018). Community Participation in Socio-Economic Development through Secondary Education in one of the Remotest Regions of Pakistan. *European Online Journal of Natural and Social Sciences*, 7(4), 663–680.
- Kusumaningrum, D. E., Ulfatin, N., Maisyaroh, Triwiyanto, T., & Gunawan, I. (2017). Community Participation in Improving Education Quality. *Advances in Economics, Business and Management Research*, 45, 39–47.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis; An Expanded Sourcebook*. New Delhi: Sage Publication.
- Parji, F., & Prasetya, A. (2020). Community participation in developing educational quality for primary schools in Madiun City. *Utopía y Praxis Latinoamericana*, 25(6), 189–196. <https://doi.org/http://doi.org/10.5281/zenodo.3987601>
- Pradhan, M., Suryadarma, D., Beatty, A., Wong, M., Gaduh, A., Alisjahbana, A., & Artha, R. P. (2014). Improving educational quality through enhancing community participation: Results from a randomized field experiment in Indonesia. *American Economic Journal: Applied Economics*, 6(2), 105–126. <https://doi.org/10.1257/app.6.2.105>
- Sada, H. J. (2017). Peran Masyarakat Dalam Pendidikan perspektif Pendidikan Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8(1), 117. <https://doi.org/10.24042/atjpi.v8i1.2120>
- Shibuya, K. (2020). Community participation in school management from the viewpoint of relational trust: A case from the Akatsi South District, Ghana. *International Journal of Educational Development*, 76, 102196. <https://doi.org/10.1016/J.IJEDUDEV.2020.102196>
- Siswanto. (2013). Partisipasi Masyarakat Dalam Pendidikan Islam (Peran Komite Sekolah/Madrasah). *Insania*, 18(1), Insania.
- SOFOLUWE, A. O., & AKINSOLU, A. O. (2015). Community Participation in Quality Assurance (CPQA): A Catalyst in Enhancing Quality Basic Education Service Delivery in Nigeria. *Journal of Education and Practice*, 6(7), 12–19.
- Subianto, J. (2013). Peran Keluarga, Sekolah, dan Masyarakat Dalam Pembentukan Karakter Berkualitas. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 8(2), 331–354.