



ARTÍCULOS

UTOPIA Y PRAXIS LATINOAMERICANA. AÑO: 25, n° EXTRA 6, 2020, pp. 189-196
REVISTA INTERNACIONAL DE FILOSOFÍA Y TEORÍA SOCIAL
CESA-FCES-UNIVERSIDAD DEL ZULIA. MARACAIBO-VENEZUELA
ISSN 1316-5216 / ISSN-e: 2477-9555

Community Participation in Developing Educational Quality for Primary School in Madiun City

Participación comunitaria en el desarrollo de la calidad educativa para la escuela primaria en la ciudad de Madiun

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Este trabajo está depositado en Zenodo:

DOI: <http://doi.org/10.5281/zenodo.3987601>

RESUMEN

Los objetivos de este estudio son: (1) Analizar el papel de la comunidad en el desarrollo de una educación de calidad en la educación básica; (2) Analizar la calidad de la educación básica en la ciudad de Madiun. Las técnicas de recolección de datos se llevan a cabo mediante observación, entrevistas en profundidad y técnicas de documentación. Los resultados son: (1) la calidad de la educación básica en la ciudad está en buena categoría; (2) la educación básica en la ciudad de Madiun sigue siendo baja; (3) El papel de la comunidad en el desarrollo de una educación de calidad en la educación básica está funcionando.

Palabras clave: Calidad educativa, Educación primaria, Indonesia, Participación comunitaria

ABSTRACT

The objectives of this study are: (1) To analyze the role of the community in the development of quality education in basic education; (2) Analyze the quality of basic education in the city of Madiun. Data collection techniques are carried out through observation, in-depth interviews, and documentation techniques. The results of the study are: (1) the quality of basic education in the city is in a good category; (2) basic education in the city of Madiun is still low; (3) The role of the community in developing quality education in basic education is already running.

Keywords: Community participation, Educational quality, Indonesia, Primary education.

Recibido: 12-07-2020 • Aceptado: 14-08-2020



INTRODUCTION

Indonesia is a developing country that has four main problems in education namely; the access/equity, quality, relevance, and efficient management of education. Community participation in the development of quality education is also not optimal. Indonesia's education ranking according to the 2018 Program for International Student Assessment (PISA) announced by The Organization for Economic Co-operation and Development (OECD) shows that the quality of education is still low. Indonesia has a low score in reading ability (score 371) where the average OECD member (score 487), math score (379), and science (score 396) where the average OECD member (score 489). Overall Indonesia is ranked 70th of all countries studied. In ASEAN alone, Indonesia is inferior to Singapore (2), Malaysia (48), Brunei Darussalam (50), and Thailand (55). Also, there is a high disparity in the quality of education.

Based on this data, the problem of the quality of Indonesian education is a very central theme to be resolved and sought as soon as possible. The issue of educational quality certainly does not stand alone but is related to other variables that are quite complex, such as teacher professionalism, educational facilities, curriculum, and community involvement in the empowerment and development of education. In this context, the quality of primary education becomes very urgent because it is the foundation for the next level of education. Community involvement in developing the quality of primary education is very relevant to continue to be coordinated and consolidated because it is closely related to efforts to form strong, ethical, noble, competitive, and socially sensitive characters (Brannen: 2011, pp. 173-184; Annia et al.: 2019, pp. 1357-1372; Villalobos et al.: 2020, pp. 984-1018), and academic culture. Moreover, the world is facing challenges of the Industrial Revolution era 4.0 which will emphasize three things, namely data literacy, technological literacy, and humanities literacy. Quality primary education not only can deliver smart and competitive children but also sensitive and skilled in social, democratic, and humanitarian matters (Zurqooni et al.: 2018, pp. 882-899).

Current educational priorities are improving the quality of education, full access, relevance, and efficiency of education management. This program will not work well if it is not supported by the strength of the community, both the education council, the school committee, the business and world of industry, and the parents themselves. As stated by Mulyasa (Mulyasa: 2014) that the relationship between school and community is needed to (1) advance the quality of learning and growth of children, (2) strengthen goals and improve the quality of people life and livelihoods (Berkowitz and Bier: 2005, pp. 64-69), (Ahmad & Sahar: 2019, pp. 1540-1543), and (3) encourage the community to establish relationships with schools.

The Indonesian history of the relationship between schools and the community involvement in educational development has happened a long time ago, but until now it was still considered to be not optimal. As said by Maliki (Maliki: 2010), he stated that so far other aspects of education management have not been worked out systematically which is the parents and community involvement. It so far has tended not to be placed as an element of the learning community, but rather to be placed as a donor from collecting school funds.

In-Law Number 20 the Year 2003 regarding the National Education System, article 56 (3) states that the School / Madrasah Committee, as an independent institution, is formed and plays a role in improving the quality of services by giving consideration, direction and support to personnel, infrastructure, and supervision. Education at the level of the education unit.

The recent studies of Rosyid (Rosyid: 2007), Margono (Margono: 2007), and Mappiare (Mappiare: 2007) on community participation in schools show the same comparative results of all school principal statements that community participation in the context of developing the quality of education is strongly needed. However, community participation is still not optimal. Cities with advanced education such as Malang seem to have more active community participation compared to relatively developing cities.

Based on the above sentences, community participation in schools in developing quality primary education becomes very important to be examined.

METHODS

This study uses a qualitative approach, whose main characteristics are: (1) prioritizing the tracking of meaning; (2) prioritizing the emic perspective; (3) care about context; (4) the process of data collection and analysis is more cyclical than linear; (5) prioritizes depth over breadth of coverage; (6) in-depth observations and interviews are primary in collecting data; and (7) the main instrument of research is the researcher itself (Faisal: 2007).

The focus of this research is three main things, namely: (1) the role of the community (education council, school committees, and business and industry) in the development of quality education in primary education; (2) analysis of the factors that influence the effectiveness of community participation in the development of quality education in primary education; and (3) analysis of the quality of primary education in Madiun City.

Data collection techniques used were observation, in-depth interviews, and documentation. The informant group that was the subject of the study was divided into three groups, namely the education bureaucracy group (head of primary education and supervisors of primary education schools), school groups (Principals and teachers) as showed in Sharma (Sharma: 2014) and community groups (administrators of the Education Board, school committees, parents of students). The other example of research has administrators as a participant of the school quality success program (Rout: 2013). While the data analysis technique uses interactive analyst techniques. To guarantee the validity of the data used triangulation techniques and perseverance of deepening the field.

RESULTS

The Community Role in Developing the Quality of Primary Education in Madiun Ideally, the roles and functions of the Education Board and School Committee have four main points, namely: (1) advisory agency, (2) supporting agency, (3) controlling agency, and (4) mediatory. The research results show that the four roles and functions have not been carried out optimally.

According to Hariyadi as the management of the Madiun City Education Board and the Chairperson of the Republic of Indonesia Teachers' Association of Madiun City, He said that: The role and function of the Education Board had indeed been running but were not yet optimal. Even the Board of Education still often gets intervention from the Regional leadership's education bureaucracy. It has been proven that in the past year the management of the Madiun City Education Board has even been vacuum because the management has not been installed by the Mayor of Madiun (W, 6-4-2020).

The same thing was also conveyed by Anang, Chairperson of Madiun City SMPN 3 Committee: All SMP Schools in Madiun City already exist and School Committees have been formed, and even class associations have been formed. But the role and function are indeed not optimal. One of the factors that caused it was the weak coordination between the school and the community besides the busy schedule of each board. So there is a tendency for school committees to submit school quality issues to the School Committee (W, 9-4-2020).

The School Committee Management Composition should consist of: (1) representatives of students' parents, (2) community leaders such as Village Heads, religious leaders, cultural figures, etc. (3) community members who care about education such as Education NGOs, (4) local government officials, (5) business and industry, (6) education experts, (7) educational professional organizations such as PGRI, and (8) alumni representatives. However, the fact is that the management of the school committees in primary education in the City of Madiun is still dominated by the parents of the students, while other elements are still minimal. As a result, the controlling, advisory, and mediatory functions have not run as expected. The Quality of Primary Education in Madiun

This research emphasizes more on the standard of competence of graduates, especially in terms of academic aspects, namely the results of the national examinations in primary and junior high schools.

Academic aspects will be seen from the results of the National Examination at both elementary and junior high school levels. Besides that, it was also analyzed from the Human Development Index (HDI) of Madiun City.

In examining the quality of primary education in the city of Madiun, an analysis will be given based on available data. The first data is related to the development of educational performance development indicators in Madiun City in 2017-2019.

No.	Aspects	Unit	Worked	Target	Worked	Target
			2016	2017	2018	Last of 2019
1	2	3	4	5	6	7
Public Welfare						
Social Welfare Focus						
1	Literate People	%	100	100	100	100
2	School Time Average	year	11,09	10,84	11,30	12
3	Rough Participation Rate of SD/MI/Paket A	%	117,6	106	118,01	100
4	Rough Participation Rate of SMP/MTs/Paket B	%	109,69	101	108,14	100
5	The real participation rate of SD/MI/Paket A	%	107,92	102	108,91	100
6	The real participation rate of SMP/MTs/Paket B	%	92,78	98	87,81	100
7	School Passed					
	Primary School	year	29,84	31,34	29,10	31,73
	Expectancy Figures of School Time		14,19	14,73	14,61*	15,41
General Aspects						
Basic Services of Government Affairs						
A						
Primary Schools						
1	School participation rate	%	115,49	105	124,4	100
2	Ratio of school availability / school age population		1:38	1:38	1:38	1:38
3	Teacher / Students ratio		1:16	1:18	1:17	1:20
4	Average of each class Teacher / Students ratio		1:26	1:34	1:33	1:32
5	The real participation rate of SD/SMP	%	100	100	129,65	100

Table 1- The Education Development Performance Indicators of Madiun

Sources: Madiun City Education Office

The Madiun City education performance report above shows several important things that can be conveyed, including:

1. The gross enrollment rate and pure elementary and junior high school participation rates of Madiun City are very good even far beyond the Province of East Java or the National Level.
2. Management has been pursued based on School-Based Management, however, its effectiveness has not yet shown optimal results especially at the elementary school level.

3. Teacher availability and academic qualifications are relatively very good.
4. The availability of educational infrastructure is already very good, even for 2020 the Madiun City Government has created a laptop assistance program for elementary and junior high school children.

Judging from the human development index (HDI) of Madiun City in 2019 which reached 80.88 also included very high when compared to the average Regency / City in East Java Province which reached 71.50 and the national level which reached 71.92. It even ranks 3 out of 38 districts/cities in East Java. This means that from access to education and existing illiteracy rates, Madiun City is quite successful in overcoming illiteracy rates and fulfilling access to primary education (Central Bureau of Statistics, Madiun City, 2019).

The quality of primary education in the city of Madiun can also be analyzed from the results of the National Examination of the children of the city of Madiun in both the Elementary and Middle School levels. The following are the average results of UNAS in particular three subjects, namely Mathematics, Science, and Language.

No.	Graduation Score	Rates			Total	Rates
		Subjects				
		Indonesian	Maths	Science		
1.	2016/2017	83,99	73,20	78,95	236,14	78,21
2.	2017/2018	69,17	62,65	78,85	210,67	70,22
3.	2018/2019	69,92	55,34	70,85	191,50	63,83

Table 2- The Average of SD/MI Graduation Score Rate in Madiun 2017-2019

Sources: Madiun City Education Office

Looking at the data on the results of the Madiun City Primary School (SD/MI) National Examination results in the last three years, the following important things can be explained:

(1)In terms of language, mathematics, and science skills of elementary school children in Madiun city is still far from expectations because the average is still below 75 and experienced a decline in all three competencies in the past three years; (2) the data also illustrates that mathematics ability occupies the lowest average compared to science and language skills. This means that it is very important to create learning strategies and methods that can boost achievement in mathematics and science.

No.	Graduation Score	Rates				Total	Rates
		Subjects					
		Indonesian	English	Maths	Science		
1.	2016/2017	75,27	55,29	51,87	56,20	238,63	59,65
2.	2017/2018	75,64	60,51	52,69	55,50	244,34	61,09
3.	2018/2019	74,58	60,95	53,36	57,92	246,81	61,702

Table 3- The Average of SMP/MTs Graduation Score Rate in Madiun 2017-2019

Sources: Madiun City Education Office

The result data of the Madiun City Junior High School National Examination (SMP/MTs) shows that the average scores for subjects in languages, mathematics, and science over the past three years (2017-2019) are still low. However, there is a positive trend because the graph has increased, in contrast to primary schools

which experienced a decline. In fact, according to Heri Wasana, Head of the Madiun City Education Office, in 2018 the results of the Madiun City Junior High School National Examination were ranked 2 at the provincial level in East Java after the previous year (2017) only ranked 5th.

DISCUSSION

1. The Community Role in Developing the Quality of Primary Education in Madiun

The results of in-depth interviews with the Head of the Education Sector of the City of Madiun, Hariadi, are essential as follows: The role of the community through school committees and class associations in developing the quality of education in the City of Madiun is quite good but not yet optimal. The fact is that parents and the community still rely too much on schools. Lately, which is effective and shows the concrete role of the class communities, if the school committee is still far from expectations. With Permendikbud No. 75 surely schools, in this case, the School Principal must hold the School Committee but often the composition of the management and its role and function has not been included in substantive matters (W, 18-25 April 2020).

Efforts to increase community participation in the development of quality primary education need to be continued. As Mulyasa (Mulyasa: 2014) emphasized, the purpose of the relationship between schools and the community can be viewed from two dimensions, namely the interests of the school and the needs of the community. The school's interests are: (a) maintaining the existence of the school, (b) improving the quality of education in the school, (c) expediting the learning process, and (d) facilitating community support. Whereas community needs, namely: (a) increasing community welfare, (b) achieving school progress, (c) ensuring the relevance of school programs to community needs, and (d) Obtaining skilled and competent community members.

Mulyasa (Mulyasa: 2014) emphasized that schools need to hold education boards and school committees. The existence of these two institutions is an absolute prerequisite for the implementation of effective and efficient school management. In making an independent, effective, efficient, productive, and accountable school, the school principals are required to hold school committees and education councils (Adam: 2005).

In the era of the industrial revolution, 4.0 community support, and participation in developing the quality of primary education is increasingly urgent. Schools need to receive input, criticism, consideration, and support in planning, implementing, developing, and evaluating school programs. As conveyed by Ahmad (Ahmad: 2016) that science, technology, and society have a very close relationship. Rapid changes in science and technology also require the public to be able to adapt to culture so that there is no cultural shock.

2. The Quality of Primary Education

Measuring the quality of education can indeed base on several important criteria, at least based on Government Regulation No. 19 of 2005 concerning National Education Standards, eight minimum standards must be met, namely: content standards, process standards, graduate competency standards, teacher and education personnel standards, infrastructure facilities standards, management standards, financing standards, and assessment standards.

Based on the results of the research above, it shows that primary school quality in Madiun City is still uneven. The elementary school national exam results are still low, while junior high school national exam results show very good performance even though the average mathematics subject scores are still low. But from the infrastructure and access to education, it has been very good.

Judging from the Human Development Index (HDI), the quality of Education in Madiun City has been very good. Head of the City Statistics Agency of Madiun Umar Saifudin said several factors influenced the calculation of HDI, namely life expectancy at birth (AHH) which reached 72.75 years, long school expectations (HLS) which reached 14, 39 years, the average length of time schools (RLS) which reached 11.13 years, and

Madiun City per capita community expenditure which reached Rp. 16.04 million. HDI is an important indicator in measuring the quality of human life. Even for the highest average length of school (RLS) in Madiun City in East Java Province (Pamula: 2020).

Referring to Crow (1989), there are three classifications of academic pathways, namely: (1) language skills, (2) mathematical abilities, and (3) scientific knowledge abilities. Therefore, to measure the quality of a country's education, including primary education always refers to abilities related to language, mathematics, and science skills. From several previous opinions, it can be emphasized that quality education is a rational answer to answer and face the challenges of globalization and the industrial revolution 4.0. Quality assurance of good education must be carried out systematically, planned, sustainable, and has clear targets

CONCLUSION

From the results of the research and discussion above, there are some conclusions as follows:

1. Judging from the Human Development Index (HDI) of Madiun City and the Education Performance Report of the Madiun City Education Office it can be concluded that the quality of primary education in Madiun City is very good when compared to the average HDI in East Java Province and at the national level.
2. Judging from the results of the Madiun City Elementary and Middle School National Examinations in the fields of Mathematics, Science and Language it is still low although it is quite good when viewed on average at the East Java Province level, especially at the Junior High School level. Academic achievement in Mathematics has the lowest average compared to science and language. This means that judging from the academic achievements of students, the quality of primary education in Madiun City still needs to be greatly improved.
3. The role of the community in developing quality primary education in the City of Madiun has indeed been seen but its role and function are not yet optimal. Coordination and synergy already exist but not yet included in matters related to the substance of quality development (Kusumaningrum: 2017, pp. 39-47), character, and relevance of graduates, more focused on the ratification of the School Work Plan (RKS) and funding.

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