

The Role of the Community in Developing Education at the Donowangun Pekalongan Elementary Madrasah

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ABSTRACT

The community always yearns for a quality educational institution. Because it does not stand alone, educational institutions also need to build relationships with other educational institutions and social organizations. This article aims to determine the role of the community in efforts to develop human resources and in efforts to develop infrastructure at the Salafiyah Donowangun Pekalongan Elementary Madrasah. This article was written with a qualitative approach based on interviews, observations and documentation. From the results of the study, it was obtained that the role of the community in developing human resources at the Elementary Madrasah can grow and develop in conditions of openness and mutual trust between the madrasah and the community. In addition, in the development of facilities and infrastructure, it can be seen from the participation of the community in providing ideas by planning the procurement of facilities and infrastructure needed by the madrasah, and proposing considerations for the management of the madrasah's budget plan.

Keyword: *Community Participation, Madrasah, Education Development*

A. INTRODUCTION

In modern times, there is a lot of competition between institutions involved in the field of education. With it, educational institutions then use various strategies to stand out so that the public is interested in an educational institution. The existence of this competition necessitates the need for good relations with the local community. However, there are quite a few educational institutions that are in a condition where they do not have good social relations with the local community (Ismawati & Prayogi, 2022).

The existence of educational institutions that actually ignore the local community environment in the education process can give rise to the view that the general public does not feel that they own the institution together so that both educational institutions and the community will go their own way without being involved in collaboration. Such conditions can occur in educational institutions, both formal and non-formal, including those based on religion, in this case madrasahs. In fact, madrasahs are associations that cannot stand alone, and cannot stand alone without the help of the local community (Tilaar, 2000).

In general, madrasahs are educational institutions that are brought into the world from society, by society and for society. This implies that madrasahs actually grow from the local community in terms of coaching, cultivating their nobility and assistance. This shows that the local community is principally involved in the education program that is held, and this is not only the government's job (Tilaar, 1999).

To build and develop a superior madrasah, the madrasah and the local community must work together. In order for a madrasah to develop well, collaborative efforts are needed by inviting the community - especially the local community, to be involved during the building, fostering, and development of the madrasah. Madrasahs must open themselves to the local community about the various things they face, so that the local community can find out. With this, it is believed that a sense of concern from the local community will grow towards the madrasah program, so that the local community can take part in this (Daulay, 2004).

This article then aims to provide an overview of the role of the community in the development of education, in this case the development of madrasah institutions. Specifically, this article provides a description of how Madrasah Ibtidaiyah (MI) Donowangun Pekalongan collaborates with the surrounding community in the aspect of madrasah development, both human resource development and facilities and infrastructure. MI Donowangun itself is the only religious madrasah (school) in Talun District, Pekalongan Regency. Thus, the role of the community and this institution collaboratively is important to be revealed so that it can help in the development process.

B. METHODOLOGY

The research method used in this article is a qualitative research method. Qualitative research is research that uses a natural background, with the intention of interpreting the phenomena that occur and is carried out by involving various existing methods (Anggraeni & Prayogi, 2024). The qualitative research method was chosen with the intention of knowing or describing the reality of the incident being studied, namely regarding the role of the community in developing education at MI Donowangun, both in terms of human resources and facilities and infrastructure. The data in this article were collected using observation and interview methods, as well as documentation. Meanwhile, the research technique used a case study technique where this study made each of a madrasah principal, school committee members, teachers, and village heads and two local people as informants/resource persons. Interviews and observations were conducted from March to May 2024. The data obtained were then processed qualitatively, namely research that interprets data narratively into logical sentences based on the data obtained and the conditions found by organizing data into categories, describing them into units, synthesizing, choosing which is important and which will be studied, and making conclusions so that it is understood by oneself and others. The information obtained at the data collection stage will be processed and analyzed with stages that refer to the interactive model of Miles and Huberman (1992), namely Data reduction, Data display, and Conclusive Drawing/Verification.

C. RESULTS AND DISCUSSION

Theoretical Framework

1. Role of Society

The role of society has a very broad meaning, experts say that community thinking is essentially from attitudes and behavior but the boundaries are not clear, but it is easy to feel, experience and practice but difficult to formulate. Community thinking is the participation of individuals, families and community groups in implementing educational efforts which are also the responsibility of self-education, family, and society. Community thinking is a process to foster and increase a sense of responsibility and balance the ability to be able to realize the importance of education (Prayogi & Hafiz, 2023).

The community views schools as a convincing way to foster students' balanced thinking. Therefore, the community participates and is loyal to it. And to want the community to participate in the balancing of education, it is appropriate for education managers through community leaders to actively raise their attention. Managers can invite these leaders to discuss ways to cooperate in

improving education (Dakhi, 2021). The role of the community in the implementation of education is intended for the first, namely for public awareness of shared responsibility in education. Second, the establishment of beneficial cooperation between the parties concerned with education. Third, the creation of efficiency and efficiency in the utilization of human resources, natural resources (environment) and artificial resources such as funds, facilities and regulations. Fourth, it improves the school's performance, which also means increasing productivity, opportunities to achieve educational roles, the consistency of educational processes and results in accordance with the conditions of the children being educated and the environment, and the commitment of educational implementers (Mastuhu, 1994).

Community involvement is directed and aimed at increasing their awareness of rights and responsibilities in the world of education. The existence of an active role from the community is expected to be able to make the education program that has been planned a success. So, in other words, community involvement in the maintenance of education in madrasas is needed so that madrasas can function well (Sagala, 2007). Educational institutions (schools) are an inseparable part of society, even schools grow and balance according to the demands and expectations of society. The community can act as a source, implementer, and user of education results (Arditya, 2023). Therefore, the community has the right to implement community-based education, by balancing and implementing the curriculum and evaluation of education, as well as its management and punishment in accordance with national education standards. And community-based education can be sourced from the state, the community, the government, regional governments, and other sources. Likewise, community-based educational institutions can obtain technical assistance, financial subsidies, and other resources fairly and equally from central and local governments. So, it can be concluded that community involvement in education is the active involvement of an individual or a group of people consciously to contribute by donating funds, ideas, providing human resources, providing constructive criticism, providing motivation, contributing expertise, and providing support for the implementation of education.

2. Forms of the Community's Role in Education.

These are some examples of community roles in education, including:

- a. Monitoring the personal balance and process of learning for children at home and if necessary, report or provide consultations to other educational institutions.
- b. Provide learning facilities at home and encourage your son to be active in studying.
- c. Providing the learning opportunities needed to learn in the educational institution.
- d. Provide feedback to the education institution regarding education, especially regarding the condition of their children.
- e. Provide feedback to the education institution when invited.
- f. Participate in discussions on education issues such as finances, facilities, activities, and so on.
- g. For the learning facilities needed by educational institutions in advancing the teaching and learning process.
- h. Provide information on craftsmanship, plantation, and other things needed by the institution.
- i. Willing to become a trainer and resource person if needed.
- j. Accept students with a warm heart if they study in the community (Pidarta, 1998).

The Role of the Community in the Development of MIS Donowangun

Madrasah Ibtidaiyah Swasta (MIS) Donowangun balances community participation management by using open management. Although the educational background and work of the parents of students at MIS Donowangun vary, the use of open management does not mean rejecting the abilities of parents/community, both from civil servants and others. MIS Donowangun uses open

management in balancing community participation, because MIS Donowangun is present among the general public. The community outside MIS Donowangun is also needed and even expected to morally feel that they have a stake so that there is a growing role in helping to succeed the balance of education in MIS Donowangun. Community involvement in management helps determine decisions and their implementation. Program evaluation is carried out by implementing participatory management (Widoyoko, 2011).

The efforts made by MIS Donowangun in mobilizing the role of the community, especially parents, are by balancing the image of the madrasah by depicting the madrasah as a superior madrasah. In addition, it also collaborates with community leaders and policy stakeholders, with the aim that the wider community can participate. The role of community leaders in this case is also in the form of balancing facilities and infrastructure, such as in the criminal section for new local balancing or related to the maintenance of existing buildings (Prayogi, et al, 2024).

The Role of the Community in Developing Human Resources at MIS Donowangun

MIS Donowangun holds regular meetings between the madrasah and the madrasah committee, parents, and the community with the aim of identifying several things, both in the form of hopes, desires, needs, and joint potentials and agreements between the madrasah and parents and the community to support the madrasah program. In general, parents and the community have a high understanding to advance and improve the madrasah program that will be developed. This can be seen from the various forms of the role of parents and the community that are given to MIS Donowangun in balancing the madrasah, where in general it is in the form of finance/material for the community or parents whose children attend school at MIS Donowangun. In addition, there are also roles in the form of ideas or ideas for people who have a level of thinking and insight into education and policy in Donowangun Village. There is also a role in the form of prayer for the community and parents of MIS Donowangun students who have moral concerns about (Huda, 2016).

In the routine meeting, also discussing the report on the implementation of the madrasah program that has been implemented is an important activity to find out and examine the strengths, weaknesses, opportunities, and challenges faced by the madrasah along with an analysis of the causal factors. The control and evaluation materials held include the performance of madrasah management, leadership of the madrasah principal, quality of teaching and learning, including teacher teaching performance, student learning outcomes, madrasah discipline and rules, utilization of madrasah resources and funds. Based on the results of interviews and observations conducted, the role of the community related to the balancing of MIS Donowangun is a very important thing. Because an institution will run forward if the institution can participate and encourage members or the surrounding community to play an active role in balancing the institution.

In this case, human resource development is carried out by empowering the madrasah committee, namely how schools and committees can communicate with each other and schools must always be active in providing various information related to school activities both verbally and in writing during the meeting forum with the Madrasah Committee. The school and the committee must be open to any situation related to the madrasah. In every decision-making/policy of the madrasah with the madrasah committee, it is always attempted on the basis of deliberation by consensus. However, in reality, not all policies can be decided by deliberation by consensus.

The Role of the Community in the Development of Facilities and Infrastructure of MIS Donowangun

Based on interviews, as well as observations obtained in the field, the role of the community in the preparation of planning for improving the quality of educational facilities and infrastructure is a program implemented to assist madrasahs in balancing their mission in improving the life of the nation. The increase in community expectations poses a new challenge for the world of education, namely for the government and educational foundations, it can no longer be based solely on the origin

of the school running regardless of its condition, but education must be of high quality and have high accountability. This means that schools must be managed on the basis of professionalism, not just for the sake of it (Pujiono, et al, 2024).

In terms of the procurement of madrasa facilities and infrastructure, the madrasa facility and infrastructure procurement planning meeting is carried out by attending the madrasa committee as a representative of the parents of students and the community. The form of supervision in the madrasa facility and infrastructure planning process is to participate in compiling the priority scale needed by the school, starting from the formulation of the goods needed to the stage of making details of the costs needed to make madrasa purchases. All of these matters are discussed in a meeting with the principal and teachers. With the participation of the school committee in the preparation of the meeting. In addition to being able to help provide input related to the preparation of the meeting, it also monitors the running of the meeting.

This is shown by the participation of the community in maintaining and maintaining the facilities available at MIS Donowangun, in addition to the community also providing fields and mosques that can be used to support the learning process. In addition, the community also participates in the program planned by the MIS Donowangun madrasah, such as participating in the process to balance the new classroom space. The process of upgrading the MIS Donowangun educational institution is a process in which an institution can progress and improve both in terms of achieving institutional results related to the results of students who have graduated and in terms of facilities and infrastructure. Where, if this is achieved and the results continue to increase every year, this will make the institution widely recognized by the community, both in the surrounding area and the wider community (Pujiono, et al, 2024).

The form of community involvement in balancing MIS Donowangun, Talun District, Pekalongan Regency, both built by the Principal of the Madrasah, the school committee, and community or religious leaders, stated that the form of community involvement in general is to pay attention, absorb, and provide good responses in accepting, obeying, rejecting, fulfilling and implementing their role to balance MIS Donowangun. What the community does in improving the quality of infrastructure planning is by participating and taking part in the madrasah budget activity planning meeting, which is attended by the madrasah committee, parents, and teachers (Fazida & Prayogi, 2024). The things that must be considered in the meeting include: first, paying attention and detailing the facilities and infrastructure to support learning activities. Second, providing input and supervision in designing the meeting as well as participating in supervising the running of the meeting.

The role of the community in balancing MIS Donowangun, both related to facilities and infrastructure and other things, is very important. Because MIS Donowangun is a madrasah that is based on the aspirations of the community. This aspiration became the beginning of the establishment of the madrasah which then received a good response from other communities in the form of providing waqf land, providing building materials, and so on.

D. CONCLUSION

Community participation in balancing human resources of MIS Donowangun, Talun District, Pekalongan Regency can grow and be balanced in conditions of openness and mutual trust between the Madrasah and the community. This is shown in the participation of the Madrasah committee in decision making, program implementation, program utilization, and evaluation of the Madrasah program facilitated and bridged by the Madrasah which functions to accommodate the aspirations and needs of the community as well as mobilizing and channeling community participation in the field of Education. The role of the community in balancing the facilities and infrastructure of MIS Donowangun, Talun District, Pekalongan Regency can be seen in the community's participation in

providing contributions of ideas by planning the procurement of facilities needed by the madrasah and proposing considerations for the management of the madrasah's budget planning.

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