The Role of the Community in Improving the Quality of Islamic Culture-Based Schools

by Fitri Nurmahmudah

The Role of the Community in Improving the Quality of Islamic Culture-Based Schools

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Abstract

Introduction to The Problem: Community is an important part of improving school quality, including in developing programs towards an Islamic culture-based school culture. Where culture becomes an integral part in changing behavior and building student character.

Purpose: The purpose of this study is to explore the role of the community in improving the quality of Islamic culture-based schools.

Design/methods/approach: The method used is qualitative with a case study emphasis. Research procedures using Miles and Huberman start from data collection, data reduction, data presentation and verification. The participants in this study were teachers and principals.

Findings: Based on the results of data analysis that has been carried out with the help of atlas.ti software version 23, the novelty research concept map related to the role of the community in improving quality based on Islamic culture consists of partnerships, validate behavior and actions, establishing communication, program evaluation forum, strengthening character education, and involvement in the program

Research implications/limitations: This research has a very significant impact on the educational process in schools. School culture developed based on Islamic values is directly involved by the role of the community, where the community forms an effort to engage in the validation of behavior and actions for all school residents.

Originality / value: This research needs to be developed and continued by confirming through instrument development research methods, quantitative research, and evaluation research. This becomes an integral and comprehensive part of obtaining holistic results. This research also cannot be generalized because it is carried out in certain areas with limited research settings.

Keywords : islamic based-culture, school culture, society

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Introduction

A school is an educational institution in which there are various management components that are complex and interconnected with each other. One of the supporting components of a school based on Islamic values is the community (Syakir & Mahmudah, 2023). The community is the user of educational services, because of this, the community has the desire to get quality services and output (Hamidun & Mahmudah, 2021). This can be realized when the community has participation (Habibah & Mahmudah, 2022) and has a sense of obligation to develop and maintain the implementation of an educational process based on Islamic values. The community in ideal conditions has an important role in efforts to improve the quality of education, which is carried out with participation through the school committee board by playing an active role in the planning process, monitoring and being involved in program evaluation (Nuraeni et al., 2016). Based on this theory, it can be said that society has an important role in achieving better educational goals.

Islamic culture that shapes student behavior at school is an integral part that can be developed. This is in accordance with the role of society in monitoring and monitoring the education system as an integral part of conducting evaluations. Especially branding image which can be developed through school programs (Sumardi et al., 2023). Through a well-organized education system, schools can provide systems and services that can change student behavior for the better based on faith and devotion to God Almighty. By requiring teachers to remember and prioritize students' natures, by not forgetting all the circumstances that surround them and placing students as the center of the educational process (Nasrullah & Cahyo Adi Kistoro, 2021).

Education essentially cannot be separated from the shared responsibility between the school and the community. The community is an important part of the educational process, in the school-based management system (SBM). Community participation is very necessary to achieve improvements in the quality of a school. This is in line with National Education System Law Number 20 of 2003 article 56 (Nasional, 1982) where it is stated that the community plays a role in improving the quality of educational services which includes planning, monitoring and evaluation activities carried out through school committees. Based on this law, society also has a role in improving the quality of educational services with the task of providing consideration, direction and support for personnel, facilities and infrastructure, as well as supervision of education at the national, provincial, district or city level.

Efforts to improve the goal of providing education in achieving school quality by the community are of course not only limited to financial support, but also participation in terms of thinking, motivation, as well as cooperation through the ongoing operation of the school committee (Pakniany et al., 2020). This is in contrast to the reality in the field, where cases are found that show low community participation and support in efforts to achieve educational goals. As quoted from the online news portal PapuaBaratNews.co, it is stated that the community only participates in providing funds and ignores other factors in the form of donations of ideas. The public still does not have awareness of their presence in an educational institution at school even though they have an important role in the decision-making process (Muliati & Arifin, 2018). The less harmonious relationship between the two educational components is caused by a lack of communication and a lack of synergy between the two (Mundiri, 2016).

Seeing the presentation about the importance of the role of society in efforts to achieve school quality and the inequality that occurs in the field, this gives rise to educational problems. Therefore, it is important to know the specific role of the community in relation to efforts to improve the quality of schools and the efforts that can be made to increase community participation with the aim that the community can know their proper role and be able to participate as they should in efforts to improve the quality of a school.

Research on the role of the community had previously been carried out by (Hanafi & Ma'sum, 2015) but this research only focused on the role of the community in implementing education policies. The research is considered important compared to research that has been conducted previously because the study is not only limited to knowing the role of society in a policy but seeks to find out the extent to which society plays a role in improving the quality of a school. Looking at this, this research will be up to date.

Methods

Research What is done is a type of qualitative research with case studies. Data collection in this study used an interview method where the type of interview used was a structured interview. Structured interviews are a type of interview that has a standard nature because interviews conducted follow interview guidelines that have been made previously by researchers (Mahmudah, 2021). The interview guidelines in this study were made by following the preparation rules starting from the interview protocol to the question points asked to the resource persons to obtain research data.

Technical analysis of data according to the model (Miles et al., 2014) with procedures (1) Data collection, which is carried out using interviews; (2) Data reduction, which is where after the data is collected, the data is reduced to knowing and classifying meaningful and relevant data, as well as data focused on solving or answering research questions. Reduced data is data that has something to do with research problems only to make it easier for researchers to conclude; (3) Data presentation, data presentation in qualitative research is carried out with a brief description using concept maps. The presentation of data has the purpose of combining information so that the information can provide a picture of the actual situation that occurs (Mahmudah, 2021) . Through the presentation of data, it will be easier to understand what is happening, so that researchers can plan the next work on the data that has been understood; (4) verification, this section is where the researcher concludes the data obtained. Conclusions are drawn based on data obtained at the time of research activities.

Result

Based on the results of the analysis conducted through the data reduction process, the concept map of the findings of this research can be seen in figure 1.
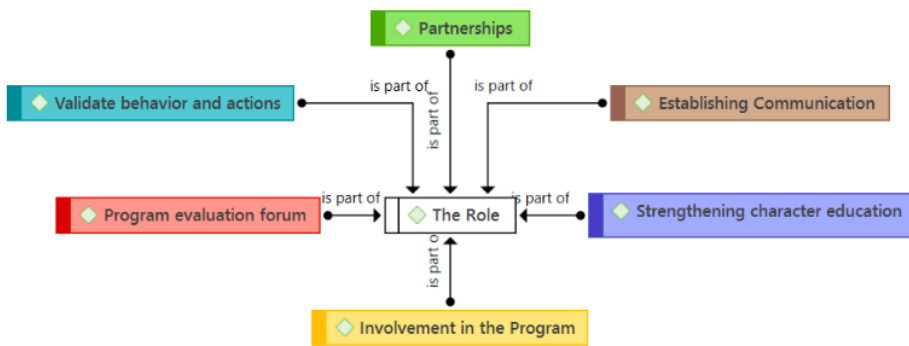

Figure 1. Research Concept Map

Discussion

Based on the analysis of research data, it was found that in general the community has a diverse role in improving the quality of schools. The role of the community in achieving quality does not necessarily arise by itself but also requires efforts from the school. In addition, when obstacles occur, the school must find the best solution so that the community still has the desire and awareness to continue to work with the school in an effort to improve quality. A more in-depth presentation of the role of the community directly in improving school quality, efforts made by schools to attract community interest in participating in quality improvement, and school solutions in facing these obstacles are as follows.

The role of the community is one component that cannot be ignored and is considered simple in efforts to improve school quality. The community is one of the important components to help schools achieve good quality. This is as stated by Sinaga (2017) that when educational institutions want to obtain quality quality, they cannot underestimate the influence of society. Something similar was put forward by Maujud (2017) That in achieving quality improvement is not a simple matter but requires a multidimensional role, one of which is community involvement. The community has an important role in the successful implementation and implementation of quality education (Darmono, 2018). Looking at the presentations of the three experts, it can be concluded that the community in quality improvement is one of the crucial components that must be involved.

Based on research that has been conducted through interview activities, research results were obtained that the role of the community in improving school quality is carried out through several direct actions. The action in question is not just about providing funds to schools but the scope of roles carried out is more diverse. Research findings show that the role of the community in improving the quality of schools in SD Negri Baciro generally consists of eight roles.

The first role is for the community to provide ideas for programs that will be carried out or are being designed by the school. The second role is that after contributing thoughts or ideas, the community is involved in the preparation of programs so that the ideas that have been conveyed can be realized tangibly. The third role is that the community is involved in program evaluation activities with the aim that the community also has control over the quality achievement programs carried out. The fourth role is that the community provides educational encouragement, this is related to assistance in the implementation of the learning process for students. The fifth role is for the community to provide assistance to the school when the school conducts *workshops*. Based on the results of interviews, when the school held *workshops* several times involving the community, in this case the community could play a role as a filler in activities or those involved in activities. The sixth role relates to funding. Funding from the community at the research site has a major influence on improving the quality of schools. This is evidenced by some of the existing facilities and infrastructure in the school is the result of funding collected by the community through the school committee to make improvements and procurement of infrastructure facilities that are lacking or inadequate. The role of the community is voluntarily to participate in maintaining school security. This happened because SD Negeri Baciro in fact did not have permanent security, so the community voluntarily participated in maintaining all infrastructure facilities and the school environment. The last role based on the results of the research is that parents of students at SD Negeri Baciro form a learning monitoring forum. This learning monitoring forum consists of parents of students and teachers in each class where the function of the forum is to supervise and also communicate about the course of the learning process by students.

The results of the research that have been described above are in accordance with what was stated by Puspasari (2017) That quality improvement by the community is in fact not limited to providing funds but the contribution that can be given by the community can be in the form of energy, thoughts or ideas, assistance with facilities and infrastructure. While Astawa (2017) said that the role of the community in improving the quality of schools can be done by being involved in the implementation of school activities, school services, and participating in decision-making activities. Then further Sagala (2018) explained that the role of the community in achieving quality can be done by taking part in controlling or supervising the course of education, providing financial assistance for school program operational activities, participating in finding solutions to problems faced by the school, actively assisting all forms of action in achieving the expected quality.

Referring to the theory put forward by some of the experts above, it is in line with the results of research that has been carried out that the role of the community in efforts to improve quality is carried out in various components and actions. The results of the study show that the role of the community that has been carried out is indeed in line with previous studies that the indicator of the role of the community is not only limited to providing financial assistance but the financial assistance is only one part of the many roles that can be done. The role of the community in efforts to improve the quality of schools has a wider scope in accordance with the actual needs in the field.

Community awareness to participate in improving school quality certainly does not appear out of thin air. Based on the results of the study, it is known that the role of the community in improving quality can be realized by the efforts made by the school to raise public awareness. Efforts made by schools so that the role of the community in school quality increases based on the results of research are classified into six, namely establishing communication, providing information, involvement in programs, involvement in committees, establishing cooperation, and making the community a source of learning.

Community interest in participating in efforts to improve school quality can arise when the school can establish communication. Good communication will make it easier for the school to involve the community in every program whose estuary is to improve the quality of the school. Communication will cause an interaction; with this interaction the school can approach the community. The importance of interaction through communication to achieve a goal as conveyed by Syaipudin (2020) Namely as social creatures, the component that cannot be released in the order life is communication whose purpose is to achieve an interaction. After establishing good communication between the school and the community, the school can provide information about the programs carried out by the school in an effort to achieve quality improvement. This is so that the concept that the community is an important component in improving quality can be embedded. This is the second finding of the school's efforts to increase the role of the community for quality improvement. The role of the community is also enhanced by involving in each school program and involving the community in the committee. Community involvement in this school program aims to make the community have a sense of responsibility and ownership of the success of the school. as stated by Pohan (2018) The involvement of the community in all school activities will create a sense of ownership that is useful for increasing awareness, caring for improving quality. Meanwhile, community involvement in the committee is useful so that the community can participate in carrying out the program planning stages so that it will indirectly demand the community's willingness to monitor whether the designed program can be realized properly. The next finding is that increasing the role of the community by schools is carried out by establishing good cooperation. This collaboration is intended so that the community has a sense of ownership of the school. This sense of ownership is expected to be able to make the community aware of how to continuously improve school institutions (Munthe &; Mataputun, 2021).

One of the quality schools can be seen from the success of the learning process carried out so as to produce quality graduate competencies. One of the efforts that schools can make to achieve these ideal conditions is to create good learning resources so that the learning process can provide meaningful experiences for students. Seeing these conditions, learning resources that can be used are not only based on textbooks and media but also important to make the community a source of learning. The purpose of the school to make the community a source of learning is so that the community can control and supervise the course of the learning process.

Based on the presentation of six research results conducted on efforts to increase the role of the community in improving the quality of schools, in line with research findings Abdullah (2018) where it is said that to achieve the maximum role of the community, the school can take various actions, namely building communication with the aim of facilitating the process of interaction and communication on quality achievement programs; strive for the community to be involved in activities and programs set by the school; and making the community a school committee. The same thing was also stated by Satria et al., (2019) that communication, interaction, and involvement are components that must be considered important in an effort to increase the role of the community to achieve school quality improvement. Next Nurlina (2018) said that the way that can be used to improve the role of the community is to strive to empower good cooperation and be established continuously in various aspects.

Based on research findings and reinforced by several experts above, in achieving an optimal community role in improving school quality must be done with various efforts. Efforts to increase this role must be carried out by the school by assessing the condition of the community in the environment around the school. Efforts to increase the role of schools can be realized by personal approach, communication, and involving the community in school programs.

Every effort or action taken is certainly inseparable from problems or obstacles. No exception is the effort related to the role of the community in improving the quality of schools. However, existing obstacles should not be used as obstacles so that the role of the community in improving the quality of schools is not constrained. Based on the results of the research conducted, when there are obstacles related to the decline in the role of the community, the steps taken by schools to overcome these obstacles by communicating. Communication is not only from the school that requires the community to play a continuous role in achieving quality improvement, but the school must also listen to the hopes and desires of the community.

Communication according to Aqsar (2018) Interpreted as a process to convey a message or information from one party to another. Irawan (2018) said that efficient communication is communication that is carried out in two directions so as to minimize problems. Afkarina (2018) said that when communities and schools want a good relationship between the two, it should be based on the quality of communication.

Referring to the definition and importance of communication that has been described, communication is an important component. Communication can be used as a solution to problems related to the involvement of two parties or two institutions. This is in line with research findings that good communication and carried out in two directions can be used as a solution when there are problems related to the role of the community in efforts to improve quality.

Conclusion

Aware of the formulation of the problem and the results of research that has been carried out regarding the role of the community in improving school quality, it can be concluded that the role of the community in improving the quality of schools is carried out with several direct actions by the community, namely providing ideas, assistance in program preparation, being involved in program evaluation, providing educational encouragement, providing security assistance, providing assistance in implementing workshops by being resource persons as well as participants, funding assistance for school development, security assistance, and holding learning monitoring forums to monitor the learning progress of students.

The role of the community does not arise easily naturally, but the school also makes efforts so that the community has awareness to participate and take part in quality improvement efforts. The emergence of awareness so that the community wants to participate in improving the quality of schools is carried out with several efforts namely by establishing communication, providing information on school programs, involving the community in each program, establishing cooperation, involving committees, and making the community a source of learning. When there are obstacles or problems in the implementation of increasing the role of the community in achieving quality improvement always solves this by communicating these problems in two directions.

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper. Alternatively, The authors declare the following financial interests/personal relationships, which may be considered as potential competing interests.

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