BUILDING MADRASAH IBTIDAIYYAH THROUGH PARTICIPATION

M. Khusni Mubarok [1], Izzatul Fajriyah [2]

[1] *STKIP PGRI Sidoarjo, Indonesia*
E-mail: chusny@stkippgri-sidoarjo.ac.id

[2] *STKIP PGRI Sidoarjo, Indonesia*

Abstract. This research examines the public participation in establishing a madrasah Ibtidaiyyah held at MI Al-Hikmah Kalidawir. The methodology used was a qualitative approach. Data analysis procedures through three stages: data reduction, data presentation, and conclusion. There are three findings of the research, namely: first, the presence of some of the participating institutions in MI Al-Hikmah Kalidawir; secondly, the efforts of the madrasah and institutions to encourage people to participate in the school; and third, their work patterns and phases of the madrasah and institutions in realizing the ideals of schools that have superior quality and high participation. This research aims to determine the extent of public participation in the Madrasah Ibtidaiyyah.

Keywords: Build Ibtidaiyyah Madrasah, public participation

I. INTRODUCTION

This research wanted to uncover the community participation in the school at MI. There are several reasons underlying the determination of MI as an object of research. First, given MI is a national educational institution that has dual role. Roles are not owned by other institutions, namely the role of the development of science and technology and the role of building a national character to have a religious moral values. Second, the school also has a role, duties, and responsibilities to eliminate the dichotomy of education over the years. Islam as universal teachings contained in the Qur'an never knows the term general science and theology. In the Islamic view, all the science on this planet is the science that is the source of God. Every science that benefits the life of every creature on this planet that is the science of the Qur'an or Islamic sciences. Third, MI rated unique. Very hard to find both public and private madrasah elsewhere, have a high participation and superior quality. Facts prove that the madrasah is the school of last resort. Sign madrasah because it is not acceptable in the Public school. Society puts madrasah in second place. By examining in MI, is expected to be a model for the management and development of other madrasah in the country. Fourth, at first formulation of the School Committee / Madrasah

(KS / M) have the authority and the strategic role together principals to improve the quality of national education. Besides, maybe the idea was originally the concept of participation is to create the aristocracy, as in America and Britain, so that KS / M has significance to promote the school in the country. But the implementation of this institution is considered a boomerang for the principal. There is a sense of politicization and limit the movements KS / M by the principal. KS / M by the principal is not given the working area in accordance with the powers and authority. Birth of KS / M spend a large budget, but its implementation has not produced encouraging results. If there is a high participation in the public school, then the school of superior quality and superior quality school is very difficult to find talented children whose parents are less capable there. This means that the characteristics of superior school expensive, expensive schools will only be able to absorb children who are able to. Superior government school would not accommodate the children of the poor achievement. Whereas in Article 34 paragraph 1 of the National Education Act N0.20 / 2003 affirmed that every citizen who was six years old can join the program compulsory. Paragraph 2 states that the government and local governments guarantee the implementation of compulsory minimum basic education free of charge. This means that formal juridical person can not afford child performers should also enjoy superior to

government schools do not charge fees, but why the implementation is very difficult we find children are not capable of achieving basic education in schools excel government property. What makes them do not have a place there, while the mandate of the Act is very clear. The best solution is the need to reconstruct to build schools through community participation.

From this background formulated three issues as follows: (1) How do institutions shape public participation in MI Al-Hikmah Kalidawir? (2) How madrasah efforts and community participation organizations to encourage people to participate in the school? (3) What is the pattern and stages of work madrasas and institutes of public participation in realizing the ideals of superior quality schools and have a high participation?

II. METHODS

The Area research was conducted in MI Al Hikmah Kalidawir.

This type of research: In accordance with the purpose of research in this research, this research used a qualitative approach.

Data Analysis Techniques: Using three stages of data analysis procedures, namely: (1) data reduction, (2) data presentation, and (3) conclusion.

Stages Implementation Research: In this research, there are several stages to be carried out. These stages are divided into three stages: the

preparation stage, the stage of implementation, and reporting phases.

Hypothesis

Based on the formula above issues can be taken the hypothesis, that MI is a school that has superior quality and has a high participation. In particular can be described below: (1) the form of community participation in the school accommodated in four institutions of participation, (2) an attempt madrasah and community participation institutions to encourage the public to participate to the MI, in general, there are two approaches, (3) stages and work patterns madrasah and institutes of public participation in realizing the ideals of superior quality schools and have a high participation.

III. RESULTS AND DISCUSSION

This section will give meaning to the concept and the concept of community participation madrasah. This research departed from a general view that the MI Al - Hikmah Kalidawir can be classified as a school which has a superior quality and has a high participation. In explaining the concept of community participation and madrasah, this research is based on the several theories. There are three theories that are used for this research approach, the sociological approach, the approach needs fulfillment motivation (self-fulfillment), and socio-religious approach.

These three approaches are used, in order to understand the dimensions and the social context

of community participation in the body movement encouraging and mobilizing the public to participate in the school. This approach was taken because as the community involvement in the school is not only driven by the motivation of certain social situations and certain religious, but also the motivation of fulfillment or future investment.

So this approach is not directly and optimally will answer three important problem formulation, namely: first, forms of public participation in agency MI Al - Hikmah Kalidawir; second, madrasah and agency efforts to encourage community participation to participate in the school; and third, patterns and phases of work madrasah and institutes of public participation in realizing the ideals of schools that have superior quality and high participation. First: Institutionalization of Community Participation A Strategy To encourage and mobilize people to participate in the school, parties and madrasah committee has made various efforts and strategies. One of the efforts and strategies were undertaken is the creation of institutions of public participation. Efforts and strategies has managed to establish four institutions of public participation. Four institutions of community participation, with the functions and duties of each. This is done as an effort to obtain greater community participation.

Four institutions such public participation, are: (1) the participation of parents in particular organized in parent participation guardian agency,

called the Parents' Society (POS); (2) the participation of the wider community or stakeholders (employers, communities, parents, school, education leaders, politics, and others) gathered in the School Committee / Madrasah (KS / M); (3) the participation of graduater; and (4) community participation in the form of partnerships or cooperative support program MI Al - Hikmah Kalidawir mutually beneficial through the institution of public relations (PR).

IV. CONCLUSION

a. The findings suggest that this form of community participation in the school accommodated in four institutions of participation, namely: (1) the participation of the general public or stakeholders (employers, communities, parents, school, education leaders, politics, and others) collected the School Committee / Madrasah (KS / M). For the committee divided into two, namely: Daily Management Agency (BPH) and Honorary Board (BK). BPH is more focused on the issue of helping the principal jointly manage school finances transparent, accountable and democratic, and make people aware of the importance of participating. (2) the participation of parents in particular organized in parent participation guardian institution called Parents' Society (POS). This institution specifically created by the committee and the school as the efforts and strategies to eliminate the negative image of the committee, that sounded just interpreter receivable and legitimize the policies of the school principal. So that POS rated highly effective for raising funds, services, goods and other material forms from parents; (3) the participation of alumni. Concrete manifestation of this participation in addition to the material, but also more emphasis on publishing and imaging (Boulding image); and (4) community participation in the form of partnerships or cooperative support MI mutually beneficial program through public relations (PR). This form of participation focused on aspects of relationship building and communication to all stakeholders for further development as a mutually beneficial (symbiotic mutualism).

b. The existence of institutions of public participation in the form of POS and PR is caused by a strategic effort to gain broad public participation as much as possible. With the POS is expected to help the roles and tasks KS / M in fundraising parents, and KS / M is expected to focus on tasks and other functions. However, the findings show that the committee considered not effective for encouraging and mobilizing the public. And KS / M bigger role in

financial management is transparent, accountable and democratic.

c. While KS / M for BPH not heard in the educational process and just get in the public financial management zone, as KS / M want to uphold the professionalism and independence of the school. According to the committee, the schools (principals and teachers) as well as the Honorary Board KS / M more capacity and capability (competence) to the problems of education. The Committee and the school formed a POS, this is done to keep a negative image of the community that the committee did nothing but collect fees. In addition, the participation fee funds do fellow parents on the basis of consensus and the psychological burden lighter negative effects if levied by the committee and the school principal. Presence POS judged to have positive implications and effective enough to attract the participation of financial, services, and goods.

d. The findings indicate that there are several strategies, patterns, and the stages are carried out by the Committee of Principals Madrasah and to encourage people to participate against MI. This conclusion is drawn with attention and consider not only the concrete forms that exist, conducted by the Committee on Madrasah and Principals, but also based on information obtained from parents as a customer or service user MI.

e. Committee and madrasah do various efforts and strategic measures to encourage people to participate in the school. Broadly speaking there are two strategic steps that used to drive and encourage people to participate against MI, namely: Religion and ideological approach to language and approach motivation for self-fulfillment needs (self-fulfillment) or a quality approach.

f. Madrasah work patterns and institutions of public participation in realizing the ideals MI as schools that have superior quality and have a high level of participation can be seen two aspects, namely the totality of the administrative system of school management and aspects of the stages of the totality of the quality of the process.

g. Aspects of the totality of the administrative system of school management, not only applied in one sub unit management system, but the totality of the administrative system is the application of the administrative system as a whole. This implementation is done from the sub-systems or the smallest unit, until the sub-system or unit greatest, ranging from the administrative system of the organization committee and the madrasah, the administrative system of administration,

management, leadership, decision-making, public relations, and learners. MI totality quality management process as an effort to participate superior high school is more emphasis on the process of achieving quality according to the stages and running a balanced manner and in totality. Both at the stage of quality, input process quality, quality, output and quality out company. These qualities are then expected to provide benefits and positive impact, for the committee and madrasah, parents and students themselves, and society and the environment. This is done in order to achieve their quality and quality assurance. If this aspect is realized, it will automatically have a positive effect on improvement of community participation in the schools, and the quality will always be maintained. The research only took one location with a high participation rate category. So there are many other schools in the surrounding areas that have high participation that need to be investigated to compare with other schools that could be categorized as a high school group participating superior. This is done to determine how much advantage to other schools none madrasah. By knowing the strengths and weaknesses of the other schools, an institution especially MI can formulate strategic rare step to determine

the direction of the change earlier. There will never be the success of an institution in the world of competition, without ever seeing the potential and the strengths and weaknesses of other institutions. So that the benefits of this research are on a self-evaluation effort for MI. And further research is needed in the future in collaboration with MI to see the other winning schools are more advanced. It is necessary to remember most of the parents are always comparing schools in other places, then used as the basis for choosing a school is eligible to be selected. In addition, also, there are many other madrasah around MI, which need to be investigated further, especially madrasah level of participation and of low quality. So that then can be used as an evaluation tool for change and develop school/madrasah forward as MI or target schools especially interested agencies such as the Department of Religion and madrasah concerned to undertake fundamental reforms and totality to improve the quality of education. Madrasah has a higher potential participation if compared with none madrasah. In the aspect of movement, the school already has a solid philosophical foundation movement, namely the aspect of Islam as the spirit of the movement to

mobilize the participation of the wider community. In material aspects, the school already has the potential of the concept of zakat, infaq, and Sadaqah. Muslim-majority societies Sidoarjo is a great potential to drive participation through the concept. This aspect seems to have not seen particularly broad community participation. So that the future committees and madrasah, should endeavor further undertake strategic measures, especially mobilize and encourage broad community group that has not been explored optimally. But the most important aspect to drive the potential of people through the concept of zakat is the aspect of trust, transparency, accountability, and right on target. In addition, if to drive the business and industrial world in order to contribute to the MI, then not only use religious language and ideological approach, but need to use the language of power approach. So to committee head needs to put figures in political power. Due to mobilize these communities needed power approach.

REFERENCES

Armstrong, Michel. (2010). Seri Pedoman Manajemen: Manajemen Sumber Daya Manusia, Alih Bahasa: Cikmat et.al., PT. Elex Media Komputindo, Jakarta

A.S. Piet. (2011). Dimensi Administrasi Pendidikan, Surabaya.

Arikunto, Suharsimi. (2010). Prosedur Penelitian, Suatu Pendekatan Praktis. Jakarta: Rineka Cipta.

Arifin, Imron. (2010). Rancangan Studi Kasus Tunggal, Multi Situs dan Multi Kasus Dalam Penelitian Kualitatif, Makalah Penelitian Kualitatif bagi Dosen PTAI se-Kopertais Wilayah IV, Unisma, Malang.

Azwar, Azrul. (2009). Pengantar Administrasi Kesehatan. Jakarta: Binarupa Aksara.

Ahmad, Fauzi. (2004) Tesis Studi Kinerja Komite Sekolah di MTsN Blitar, Program Pasca Sarjana, Universitas Muhammadiyah Malang, Malang.

Azra, Azyumardi. (2009). Pendidikan Islam: Tradisi dan Modernitas Menuju Milenium Baru. Jakarta: Logos Wacana Ilmu.

Departemen Pendidikan Nasional. (2004). Acuan Operasional dan Indikator Kinerja Komite Sekolah. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah.

Daimon. (2001). Tesis Madrasah Ibtidaiyah Negeri Malang I Dalam Pandangan Orang Tua Siswa, Program Pasca Sarjana, Universitas Muhammadiyah Malang, Malang.

Danim, Sudarwan. (2009). Menjadi Penelitian Kualitatif. Bandung: Pustaka Setia.

Departemen Agama Republik Indonesia. (2003). Pedoman Komite Sekolah. Jakarta: Dirjen Kelembagaan Agama Islam.

Departemen Pendidikan Nasional. (2002). Panduan Umum Dewan Pendidikan dan Komite Sekolah. Jakarta: Dirjen Dikdasmen.

Deep, San dan Sussman Lyle. (1996). Seri Pustaka Nomor 23, Mengefektifkan Kinerja: Sarana untuk Menghadapi Empat Puluh Empat Jenis Orang yang Menimbulkan Masalah di Lingkungan Kerja, Penerjemah, Arif Suyoko. Jakarta: PT. Pustaka Binama Pressindo.

Fadjar, Malik. (2009). Holistik Pemikiran Pendidikan. Jakarta: Raja Grafindo Perkasa.

----. (2008). Visi Pembaruan Pendidikan Islam. Jakarta: LP3NI.

Faisal, Sanapiah et.all. (2009). Partisipasi Masyarakat terhadap Sekolah: Pelajaran dari Lapangan untuk Mewujudkan Visi Direktorat Pembinaan SMP. Malang: UM Press.

Fatah, Nanang. (2010). Konsep Manajemen Berbasisis Sekolah (MBS) dan Dewan Sekolah. Bandung: Pustaka Bani Quraisy.

Ibrahim, Djamil M. (2010). Keluar dari Kemelut Pendidikan Nasional: Menjawab Tantangan Kualitas Sumber Daya Manusia Abad 21, Editor, Dawam Rahardjo. Jakarta: PT. Intermasa.

Irawan, Ade, et.all. (2006). Mendagangkan Sekolah: Studi Kebijakan Manajemen Berbasis Sekolah di DKI Jakarta, Indonesia Corruption Watch, Jakarta, 2009. ------------, Buruk Wajah Pendidikan Dasar: Riset Kepuasan Warga Atas Pelayanan Pendidikan Dasar di Jakarta, Garut, dan Solo, Cetakan Pertama. Jakarta: Indonesia Corruption Watch.

Kasiram, Moh. (2009). Makalah dalam Quo Vadis Pendidikan Islam: Pembacaan Realitas Pendidikan Islam, Sosial dan Keagamaan. Malang: UIN-Malang Press.

Komisi Nasional Pendidikan. (2001). Menuju Pendidikan Bermutu dan Merata, Jakarta: Laporan Komisi Nasional Pendidikan.

Maslow, Abraham H. (1994). Seri Manajemen Nomor 104 A, Motivasi dan Kepribadian I: Teori Motivasi dengan Pendekatan Hierarki Kebutuhan Manusia, Penerjemah, Nurul Iman. Jakarta: PT. Pustaka Binaman Pressindo.

Mulyasa. (2010). Manajemen Berbasis Sekolah. Bandung: PT. Remaja Rosda Karya.

Nazir, Moh. (2015). Metode Penelitian, Editor Riska Agustine & Risman FS. Jakarta: Ghalia Indonesia.

Nurkholis. (2010). Manajemen Berbasis Sekolah, Teori, Model, dan Aplikasi. Jakarta: Grasindo.