

Development of Planning and Organization Model of Community Participation in the Pesantren Based Junior High School

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Abstract: The purpose of this study was to formulate a model for planning and organizing community participation in Islamic boarding schools based on creating effective schools. This research was designed as development research. The locations in this study were Darul Ulum Jombang Middle School, As Sa'adah Gresik Middle School, and Probolinggo Integrated Insan Small School. In this study the design used was a modification of the R2D2 model (Reflective, Recursive, Design and Development Model). The results of the study include: (1) the planning and organizing model of community participation in boarding schools-based Junior high school has its own characteristics by combining the renewal of the digital era by not abandoning religious values and obedience to kyai; (2) community participation planning model, including the mechanism for preparing work programs; funding sources for activities; and (3) the organizing model, including the parties invited to cooperate; parties involved in managing the activity program; duties and roles of the program manager; fostering and enhancing the role of program managers; and how to activate members to carry out program activities.

Keywords: planning and organizing **models**, community participation, boarding school-based Junior high school

I. INTRODUCTION

The digital era as it is now characterized by intense competition is a big challenge for the world of education because of changes in reform that are very rapidly affecting various aspects of life that demand quality human resources through the education process. Therefore the demands of the world of education are increasingly hard to continue to meet the needs of the community. The emergence of a policy on regional autonomy that gives freedom to educational institutions to manage their institutions in accordance with the needs of the surrounding community, so that complete insight appears on the theory and application of school-based management (SBM) [1].

As a consequence of the existence of this policy, education management requires the participation of the community as a whole, namely parents of students, communities around schools, entrepreneurs, social organizations and the government. Therefore schools as education providers must be able to establish good cooperation in terms of thinking, energy, funding, and solving problems faced by schools and society [2], [3].

Community participation is very important in education management, as the core of public relations where a principal with managerial skills must be able to communicate all information related to school to the community and how to obtain community support in the implementation of the education process in school [4]. Successful community participation management can improve the image of the school in the eyes of the community so that the participation of the community and

the loyalty of users of education services in schools will also increase [5], [6] and certainly improve the quality of institutions [7].

Islamic education institutions can be seen as educational institutions labeled Islam or institutions that teach religious sciences such as fiqh, interpretation, hadith, morality, aqeedah, and Arabic. Criteria for Islamic education institutions can be viewed from 2 things, namely: first, material and purpose. Educational material developed is a study, study and implementation of Islamic teachings and / or values. The aim is in the service of Allah SWT [8]. Islamic education institutions are expected to be able to print Muslim individuals who are optimally physically, spiritually, intellectually, and socially in accordance with the demands of Islamic teachings in the framework of the happiness of worldly life and ukhrawi.

The general pattern of traditional education played by pesantren managed by Islamic education institutions includes: (1) the existence of intimate relations between santri and kiai, (2) traditions of santri's obedience to kiai, (3) simple lifestyle, (4) independence, (5) the development of climate and tradition help and atmosphere of brotherhood, (6) strict discipline, (7) dare to suffer to achieve goals, and (8) life with a high religious level [9]. Every educational institution is required to provide the best service to users of its services, in order to do so, it is necessary to implement the management functions of the pesantren properly, and make decisions that are in accordance with Islamic rules. Leaders in Islamic education institutions play a major role in making

decisions [8], [10]. One of the requirements for quality schools is the presence of high community participation [11]. Forms of community participation include donations in various forms, both funds, material and ideas.

The form of community participation to be part of the education process can also be divided into two, namely formal and informal [12]. For example, parents can engage informally with the education process by helping their children do homework (homework), and school projects. Parents can also be formally involved with school by volunteering for school activities as a companion for field trips or school events, as tutors and other roles. Of the various forms of community participation that already exist, of course there is a form of community participation desired by the community.

Implementation of community participation in schools on the field has been challenged. The problem of organizing community participation programs in boarding school-based junior high schools is limited funding, busy activities both from school and parents, distance between parent and school residence, lack of coordination between school and parents, and time of activity in relation to other activities so that parents cannot participate [8]. In terms of the surrounding community, their exclusion from school activities because people are reluctant to communicate and also the development of technology to facilitate communication has not been used properly.

Factors that cause problems in implementing public relations programs can be an obstacle in realizing good education for students. Because the process of student education is influenced by three factors around it. Students are influenced by the context of family, school, and the community in which they develop [13]. Epstein refers to three contexts as spheres of influence that overlap to a greater or lesser extent depending on the nature and level of communication and collaborative activities between school personnel, parents, and community members.

Therefore gathering efforts to synergize activities between schools, parents, and communities need to be pursued. In the framework of community participation management, good planning needs to be formulated, which is then followed by organizing community participation, so that the educational goals that have been set can be realized. Based on this background, the researchers formulated the purpose of this study, namely to formulate a model for planning and organizing community participation in the digital era in boarding schools based on the realization of effective schools.

II. METHODS

This research was designed as development research. Development research method is a research method used to produce certain products [14]. To be able to produce certain products, research that is needed in nature is used. Development research aims to investigate the shape and sequence of growth or changes caused by time [15]. Based on the school characteristics needed in the study, the locations of this study were Darul Ulum Jombang Middle School, As Sa'adah Gresik Middle School, and Probolinggo Integrated Insan Middle School. The three represent the criteria of the school in large,

medium and small categories in terms of the number of students.

There are ten steps in implementing the research and development strategy [16], namely: (1) research and data collection (research and information collecting), (2) planning, (3) product draft development (develop preliminary form of product), (4) the initial field testing (main field testing), (5) revising the results of the trial (main product revision), (6) field trials (main field testing), (7) product improvement results from field testing (operational product revision), (8) field field testing (operational field testing), (9) final product revision, and (10) dissemination and implementation (dissemination and implementation).

The R2D2 (Reflective, Recursive Design and Development Model) model proposed [17] is a constructivist-interpretive, collaborative, and non-linear model that: (a) is recursive and reflective. In addition, the R2D2 model (b) involves users collaboratively in product development so that the user participates, (c) does not place the goal as a development guide, but is determined gradually during the development process, (d) believes that planning continues to develop, (e) carry out authentic process evaluation strategies, and (f) use qualitative subjective data as material to revise the products developed [17]. As a qualitative approach or method that is constructivist-interpretivist, the R2D2 model does not test the effectiveness of the product being developed, but only tests the feasibility or acceptability of the product qualitatively, which Willis calls a qualitative product evaluation or trial strategy [17]. Furthermore, the R2D2 model is not oriented to sequential and procedural development steps, but rather focuses on development. The development procedure is carried out through three developmental focus which are not always sequential steps, namely focus: (1) define, (2) design and development determination, and (3) dissemination.

In this study the design used is a modification of the R2D2 model because this model allows users to participate in product development so that product acceptance can be more possible. In addition, this study does not measure the effectiveness of the product but only reaches the stage of the product feasibility test or product reliability.

III. RESULTS AND DISCUSSION

This study produced a model of planning and organizing community participation in three educational institutions, each in the large, medium and small categories based on the number of students. There are several differences in the planning and organizing model of community participation in the digital era.

The community participation planning model in pesantren-based junior high schools includes the mechanism for preparing work programs and funding sources for activities, while the organizing model of community participation in boarding-based junior high schools includes parties invited to cooperate, parties involved in managing program activities, tasks and program manager roles activities, fostering and enhancing the role of program managers, and how to activate members to carry out program activities.

The planning model of community participation in boarding school-based junior high schools has its own characteristics by combining the renewal of the digital era with the presence of technology by not leaving the values of religiosity and obedience to the kyai that are characteristic of pesantren-based educational institutions. Community participation has an important role both directly and indirectly in the development activities of educational institutions so that schools need effective plans to increase public awareness to actively participate in joint responsibilities to improve school quality [18], [19]. Renewal in the digitalization era in the community participation planning model can be seen in large educational institutions that have utilized social media in disseminating information related to schools to the public. The existence of technology is considered very helpful in school management, especially management of community participation [20].

Information dissemination in the digital era is now very fast, but it is also necessary to be careful for informants to maintain the accuracy of the information provided in relation to their schools. The community participation planning model is important to be formulated in order to achieve active community participation and be able to answer existing unrest in the community [21]. The planning model of the participation of the medium and small institutions is not impossible sooner or later it will also integrate information technology in the mechanism of work program preparation, given the demands of society in the global era.

The values of religiosity and obedience to the clerics can be seen in large, medium and small institutions which still formulate plans for community participation work programs with Islamic boarding schools in the form of consultations, meetings, consultation meetings and sharing. Community involvement in the formulation of community participation work programs also has an important role that cannot be underestimated. Community empowerment in the preparation of work plans for community participation will increase the sense of shared responsibility to improve the quality of education in schools [12], [18], [22], because ideas or ideas from the community feel valued so as to foster a sense of belonging which has been formulated.

School public relations funding sources for large, medium or small institutions are not much different, from pesantren, foundations, parents, permanent donors, voluntary participation, school operational assistance (BOS) from the government, other institutions in the form of scholarships. Funding issued by schools is basically used for school operations [23]. Funding sources at boarding schools are also familiar with the term *Infak jariah*, which is used for school operational costs.

The model of organizing community participation in the digital era at pesantren-based junior high schools is also inseparable from the renewal and demands that enter the world of education. Job description of the public relations department has a job description to coordinate, add to, implement community relations programs. The public relations work program that was formulated was then managed with the collaboration of internal schools and external schools. The parties invited to collaborate

consist of boarding schools, school leaders, teachers, staff, students, parents, school committees, alumni, education offices, surrounding communities and organizations around schools that have an interest in the world of education. Community involvement is seen as a way to help schools improve the quality of education in other words making schools effective [24].

School-community partnerships, especially those involving the business world and the industrial world, are considered very important because they help schools prepare students who are ready to compete to enter the next level, given that in the digital age competition is increasingly fierce, where students need language, technical skills, and sophisticated communication to succeed at the next level or work currently available [25]. Preparation will also help the principal or teacher in selecting community partners and opportunities for beneficial and appropriate partnerships. There are a range of community partners and opportunities for community partnerships available for schools. The selection of partners must be based on shared goals and commitment to the basic principles of collaboration namely open communication and respect for all stakeholders [25]. Therefore, before partnerships are included, representatives from partner groups or organizations must meet to discuss their potential relationship goals and how to manage them. In recent years, the concept of parental involvement in education has become a common thing used to explore and understand the relationship between society and school [26], [27]. It is common for schools to try to involve parents to collaborate to create effective schools.

Team work can complement each other for the success of school activities. The parties involved in the participation of the community included cottage leaders, foundations, principals, deputy principals, teachers, staff, school committees and the community related to the school program. In community participation management the principal does not work alone, the principal can form a team or assign teachers who have the ability in the field of public relations to assist the deputy headmaster of the public relations sector under the coordination of the principal. A conducive climate is needed to support the success of community participation in school [28].

Whereas the role of the PR program manager is to work as a team to implement and implement the functions and capacities of each [4], [8]. To enhance the role of community participation program managers with leaders holding regular meetings, involving all parties in program discussions, providing supporting facilities in program implementation, coordination and evaluation of community relations programs. Training programs are always provided by school principals and school committees by providing guidance, insights, providing flexibility to adjust strategies and providing opportunities for consultation. And always coordinate to activate school members for community participation programs.

IV. CONCLUSION

The model of planning and organizing community participation in pesantren-based junior high schools has its own characteristics by combining the renewal of the digital era, marked by the presence of technology by not

leaving the values of religiosity and obedience to the kyai that characterize pesantren-based educational institutions. Community participation management model in three educational institutions, each in the large, medium and small categories based on the number of students. There are several different models of planning and organizing community participation between the three. The community participation planning model includes the mechanism for preparing work programs; funding source for activities. Organizing model, including parties invited to cooperate; parties involved in managing the activity program; duties and roles of the program manager; fostering and enhancing the role of program managers; and how to activate members to carry out program activities.

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