

School Operational Assistance and Challenges of Communities' Participation at *Madrasah Tsanawiyah* in Central Lombok

Nursaptini Nursaptini*

Primary Teacher Education Program
Universitas Mataram
NTB, Indonesia
nursaptini@unram.ac.id

Ashar Pajarungi Anar

Primary Teacher Education Program
Universitas Mataram
NTB, Indonesia

Dyah Indraswati

Primary Teacher Education Program
Universitas Mataram
NTB, Indonesia

Arif Wiododo

Primary Teacher Education Program
Universitas Mataram
NTB, Indonesia

Setiani Novitasari

Primary Teacher Education Program
Universitas Mataram
NTB, Indonesia

Deni Sutisna

Primary Teacher Education Program
Universitas Mataram
NTB, Indonesia

Abstract – This study aims to determine the impact of School Operational Assistance towards the challenges of community participation at *Madrasah Tsanawiyah* in Central Lombok. The case study in the form of qualitative research was used in this research. Subjects of the study include the madrasah principle, teachers, parents, committees and also students. The subject determination used purposive sampling. Data collection techniques and instruments are non-participant observation, semi-structured interviews and documentation. Data analysis was done by organizing, reading and making memos, describing, classifying, interpreting, presenting and visualizing the data. The results of study show that the communities/parents' involvements at school were limited on the routine involvements such as in the students' submission of the new academic year, distribution of report score, and farewell event. There is less involvement in improving the school qualities. Moreover, there are none involvements of the madrasahs' committees and parents in designing the use of school operational assistance. Parents assume that the existence of operational assistance is sufficient for all school operational costs. The community involvements in funding the school fees and other contributions have been eliminated at schools. Thus, this situation makes the communities/parents' involvement decrease in developing the school quality.

Keywords – school operational assistance, community participation

I. INTRODUCTION

School Operational Assistance (SOA) program provides basic education services at the primary school or *Madrasah Ibtidayah* and junior high school or *Madrasah Tsanawiyah* levels [1]. The School Operational Assistance received by madrasahs was used for finance activities such as 1) developing a library, 2) new students' admission, 3) students' learning and extracurricular activities, 4) tests and examinations, 5) purchase of consumables, 6) subscription power and services, 7) *Madrasah* maintenance, 8) fee for the honorarium teachers, 9) teachers' professional development, 10) helping poor students, 11) management financing of SOA, 12) purchase

of computer equipment, also 13) hostel financing and purchase of religious equipment [2].

School Operational Assistance aims to ensure educational equity, education access for all school participants, to increase school participation rates through subsidies on education funds. However, the implementation of this program shows that [3] the realization of funds in the field is not in accordance with the provisions in the School Operational Assistance manual. Moreover, it is found that there are weak roles of the school committees, principals, and educators in making School Budget plans.

In addition to the above problems, there is also a mismatch between the provisions of technical guidelines that have been determined by the government and the reality in the field. In making the *Madrasah* Budget Plan, it should involve all school stakeholders such as the school principal, SOA treasurer, teachers, school committees and representatives of parents. Yet, there are only the school principal and SOA treasurer who plan the school budget activities (Pre-research interview in August: 2015).

Whereas, the results study showed that the level of school participation committees as advisory institutions is in the high category and has a significant relationship with the quality of school education [4]. Communities' participation in education includes their participation as a madrasah committees and participation in madrasahs' activities [5]. The same thing also explained [6] that communities' participation at school took the form of financial participation for the communities who have children at the school levels. Parents must include in the school committee or have representatives in school improvement.

The SOA granting for private schools or madrasah certainly cannot be separated from the recognition of the existence of private schools/madrasah as stated in the Law Number 20 of year 2003 concerning the National Education System that the path, level and type of education can be realized in the form of education units which

organized by the government, local government, and/or community [7].

Private schools or madrasah are the government partners in implementing and succeeding the national education programs. Collaboration is needed to improve the quality of basic education [8], especially in Central Lombok where the development of private madrasahs is very rapid.

National education recognizes that education organized by the community as a government partner has a role in educating the nation's life. School progress is determined by the ability of schools to provide education funding. The parent's involvement of in funding matters gives a significant contribution to improve the school quality [9], such as fulfilling the completeness of school infrastructure in accordance with needs. Therefore, communities' participation in educational institutions is needed. For this reason, it is necessary to study the School Operational Assistance and the challenges of communities' participation at *Madrasah Tsanawiyah* in Central Lombok.

II. RESEARCH METHOD

This is a qualitative study. This type of study was chosen due to the problems that must be explored and require a detailed understanding of an issue, in which this study revealed social phenomena about School Operational Assistance and the challenges of communities' participation at *Madrasah Tsanawiyah* (Islamic Junior High School) in Central Lombok.

The study was done at one of *Madrasah Tsanawiyah* in central Lombok. The reason for choosing this location was based on considerations in accordance with the focus of the study, which are School Operational Assistance and the challenges of communities' participation in *Madrasah Tsanawiyah*. This madrasa is one of a private madrasa that receives the School Operational Assistance.

The unit of analysis in this study is one of the Tsanawiyah Madrasahs in Central Lombok, in which the participants are the Madrasah principle, teachers, parents, madrasah committees and students. Determination of research participants was done by using Purposive Sampling.

The data in this study were primary and secondary data. Primary data were obtained from the researchers' direct interaction with data sources. Meanwhile, secondary data were obtained from documents related to research problems such as data from the Central Statistical Agency and documents related to the *Madrasah Tsanawiyah*.

The data were collected by using observation sheet, interviews and documentation. The observations used non-participant, in which the observation in this study deals with the social situation consisting of places, actors and activities. The interview used in this study was semi-structured interviews. This technique was chosen as a complement for the data obtained from the observation and interview.

Validating the data was done through 1) additional time of observation, 2) data triangulation, and 3) member inspection. Data analysis was done by adapting the Spiral

Model Analysis developed by Creswell, involving organizing, reading and making memos, describing, classifying, interpreting, presenting and visualizing the data.

III. FINDINGS AND DISCUSSION

Communities' participation serves as an important prerequisite to improve the school quality both direct and indirect in making the school decision and management. Nevertheless, the reality shows that the parent's involvements are only seen from the routine such as the students' submission of the new academic year, distribution of school reports, parent's meeting for the national examination, and farewell event. The principle stated that regular meeting for parents only occurred when the school reports were distributed. Another similar statement was expressed by one of the teacher at *Madrasah Tsanawiyah*, in which parents were involved at the class event, farewell, and certain events such as commemoration of prophet Muhammad.

Based on the interviews from these two informants, it can be seen that the routinely parents' involvements at school are the class and farewell events. The deputy head of curriculum stated that all activities organized by the foundation such as *Madrasah Tsanawiyah*, junior high school, and *Madrasah Aliyah* are all involved. Usually the foundation invites parents at the beginning of the school year to inform the activities that will be held at the madrasah. Therefore, all interviews indicated that there are at least two times in a year for the parents' involvements at *madrasah*, namely at the beginning and the end of the school year.

Schools are basically created, developed and managed by the community. The community empowerment is needed to manage schools effectively and to ensure the learning schools quality [10]. Involving the community in improving the school quality, principals should be actively aroused the communities' attention, religious leaders and others to discuss or exchange ideas to solve various problems [11]. Nonetheless, the communities and parents' involvements were revolved around class and school events.

Related to the community involvement according to [12] that there are several prerequisites for creating participation which includes: 1) a sense of unity, in which the progress of the school means the progress of the community. 2) Attachment to goals which means that the purpose of education in schools is the goals of the community where the school is located, and 3) the existence of initiatives where the leadership is needed, both from the community and the professional, which can lead to motivation to work together.

Moreover, the vice-principal who is in charge for facilities and infrastructure stated that the school involves parents near the national examination to discuss the SOA funds, what had been purchased as well as the shortcomings that the parents certainly must support the school program. School should provide better explanation so that there are no allegations from parents. He adds that

the school manager feels uncomfortable in demanding additional funds for the school operational assistance.

The interview results with the informant above shows that when the meeting was held, there was an explanation of the one-way school finance and parents accepted it. From the interview, there was a sense of reluctance from the school management to ask for additional fees because *madrasah* already have the SOA which it gets from the central government without any intervention from the local government and there were no other sources.

This finding was further strengthened from the interview with the SOA treasurer who stated that school manager feels reluctant in talking about funds in front of the parents. When the school party needed for additional operational costs, parents responded that SOA funds were already available. The community considers that SOA is sufficient for a school operation and no need to be added. Furthermore, the issue of free schooling is rapidly developed nowadays so that community and parents consider that all schools adapt free of charge.

It can be concluded from the interview above that parents do not want to spend additional education costs because SOA already overcome the fees. Parents assume that the existence of SOA is sufficient for all school operational costs. The communities' involvement on school funding has been eliminated such as donation of education development and other financial contributions. The existence of the SOA makes the loss of communities' participation in terms of funding. In fact, however, people expect to get money from the *madrasah*.

Actually, the SOA program exists to support the funding of non-personal operational costs of *Madrasah* both public and private. Therefore, there was a public misunderstanding who assumes that with the existence of SOA program, the parents' partnership about funding are not required.

The interview with one of the parents states that parents do not pay for the school donation for education because it has been overcome from SOA funds. He also states that he used to come to school two times a year, at the beginning of the new academic year and at the school event. He also rarely attended the school events because she has sister who works as a teacher at the school.

From the interview, it shows that parents know the source of funding for the school operation. They consider that the daily operational costs for school are sufficient with SOA funds provided by the government. This statement was strengthened by the interview with the head of *madrasah* that with the existence of SOA in which parents do not think about the school fees anymore. Parents assume that children school fees have been paid by the SOA and this lead the parents' concern for their children's education is reduced. Thus, it can be said that parents were too complacent in considering the operational costs of their children's schools is sufficient only with the SOA that originate from the government. This shows the lack of parental participation as based on the results of the study [14] that parental participation in order to improve the quality of education both in the financial aspects that are manifested in the activities of collecting education

funds include funding for competition activities, financing field trips and extracurricular activities funding. According to [15] that there are still lack of communities' awareness in participating actively to increase the quality of education.

The existence of assistance from the government which is actually in the form of assistance in order to ease the parents burden has made them not aware of the school fees, especially to improve the quality of schools where their children study in. Another parent said that *"I only know that my son does not pay the tuition fee, I do not know the name of the fund, I only know that the tuition fee is free."*

The statement above shows that not all communities/parents know the source of funding for *madrasah* operations. Parents do not know the name of the fund program and assumes that school is free for students. This shows that the parents' involvement at school is very less. The misunderstanding about the function of SOA by the community could not be separated from the lack of socialization about the functions and objectives of SOA program held by the school. This causes parents do not know the amount of fund obtained by the school due to the lack of socialization. Therefore, parents consider that all school needs have been covered by the SOA. It is also cannot be separated from the role of the school components, one of them is the *madrasah* committee. The *madrasah* committee said that if they concerns with the assistance for the poor students, the committee will take part because the community plays a role in it. However, the use of SOA must be explained by the school principal. The elaboration about SOA should not be known by parents because SOA is the operational costs for the school, which is in accordance with the rules that are permitted, and that must be carried out without any intervention from communities/parents.

The above shows that there is a lack of understanding about the role and participation of parents in managing the SOA fund. School Operational Assistance is understood as the assistance related to the school. Therefore, only people who are active in the school will know its management and it was not necessarily for parents/community know about it.

This is inversely comparable with the purpose of establishing a *Madrasah* Committee, where the *madrasah* committee aims to accommodate and channeled the communities' aspirations in giving the operational policies and educational programs in the education unit, increasing the responsibility and participation of the community in making decisions at school and creating transparent atmosphere and conditions, accountable and democratic in the delivery the education quality services in the education units [11]. The community's involvement through school committees has a strategic position to develop the community's responsibility, as reflected in 1) building attitudes of school ownership, 2) formulating school policies, 3) building awareness quality, 4) attentions to academic life, and 5) establishing school institutional work arrangements [16].

IV. CONCLUSION

Community/parents' participation is only a routine, such as the initial meeting for new students at the beginning of the new academic year, distribution of report score, and the meeting in preparing for the National Examination. There is no further participation in improving the quality of *madrasah*. This situation is inseparable from the elimination of one form of parental involvement in funding the operational *madrasah*. Since the existence of the *Madrasah* School Operational Assistance fund, the education fund or tuition fee taken from parents was replaced by SOA fund. This causes the communities/parents feel that all operational fund of *madrasah* has been fulfilled with the School Operational Assistance. This problem happened because the lack of socialization from related parties regarding SOA to the community, dealing with the purpose and function of SOA as well as the amount of funds obtained by the *madrasah*. This proves that the socialization and transparency of the flow of SOA fund needs to be done to avoid the communities/parents negative perception about operational fund of *madrasah*.

REFERENCES

- [1] M. Novelsyah and Y. A. Sudiby, *Penatausahaan Keuangan Bantuan Operasional Sekolah*. Yogyakarta: Kanisius, 2011.
- [2] D. J. P. Islam, "Petunjuk Teknis Pelaksanaan Bantuan Operasional Sekolah Madrasah Ibtidaiyah Madrasah Tsanawiyah Pondok Pesantren Salafiyah," Direktorat Jenderal Pendidikan Islam Kementerian Agama RI, Jakarta, 2015.
- [3] H. F. H. A. Manurung, "Pelaksanaan Program Dana Bantuan Operasional Sekolah (BOS)," *J. Kebijak. Publik*, vol. 4, no. 2, pp. 119–218, 2013.
- [4] D. Desi Eri Kusumaningrum, N. Nurul Ulfatin, M. Maisyaroh, T. Teguh Triwiyanto, and I. Imam Gunawan, "Community Participation in Improving Educational Quality," vol. 45, no. 75, pp. 39–47, 2017.
- [5] A. Khaliqa, "Manajemen Partisipasi Masyarakat dalam Pendidikan pada MTs Muhammadiyah 3 Al-Furqon Banjarmasin," *J. Transform. (Islamic Stud.)*, vol. 1, no. April, pp. 16–31, 2017.
- [6] B. Wiratno, "Partisipasi masyarakat dalam pendidikan," *J. Pendidik. Ilmu Sos.*, vol. 26, no. 1, pp. 28–34, 2016.
- [7] D. P. R. I. dan P. R. Indonesia, *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Indonesia, 2003, pp. 6–8.
- [8] H. Takyi, E. K. Anin, and Y. K. Asuo, "The Challenges of Effective Community Participation in District Education Strategic Planning and Implementation Process in The Salaga Town Council of Ghana," *Int. J. Bus. Soc. Res.*, vol. 4, no. 2, pp. 40–49, 2014.
- [9] L. M. Anwar, A. W. Jufri, and L. Muhaimi, "Application of Madrasah Based Management in Improving the Quality of Aliyah Madrasah Education," *Int. J. Multicult. Multireligious Underst.*, vol. 6, no. 5, p. 257, Oct. 2019.
- [10] T. N. Sharma, "Structures and Mechanisms of Community Participation in School Management," *J. Educ. Res.*, vol. 1, no. 1, pp. 72–85, Apr. 2013.
- [11] Rodliyah, *Partisipasi Masyarakat dalam Pengambilan Keputusan dan Perencanaan di Sekolah*. Yogyakarta: Pustaka Pelajar, 2013.
- [12] A. Hermino, *Asesmen Kebutuhan Organisasi Persekolahan Tinjauan Perilaku Organisasi Menuju Comprehensive Multilevel*. Jakarta: PT Gramedia, 2013.
- [13] S. I. A. Dwiningrum, *Desentralisasi dan Partisipasi Masyarakat dalam Pendidikan*. Yogyakarta: Pustaka Pelajar, 2011.
- [14] R. B. Sumarsono, A. Imron, B. B. Wiyono, and I. Arifin, "Parents' Participation in Improving the Quality of Elementary School in the City of Malang, East Java, Indonesia," *Int. Educ. Stud.*, vol. 9, no. 10, p. 256, 2016.
- [15] H. Haryono, "Peningkatan partisipasi masyarakat untuk mewujudkan pendidikan berkualitas," *Abdimas*, vol. 18, no. 1, pp. 27–30, 2014.
- [16] K.A. Rahman, "Jurnal Pendidikan Islam," *J. Pendidik. serambi ilmu*, vol. I, no. September, pp. 227–246, 2012.