



# The Role of Community Participation in Improving Quality of School Graduates

Ida Martinelli<sup>(✉)</sup>, Nurhasanah Nasution, and Nalil Khairiah

Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia  
idamartinelli@umsu.ac.id

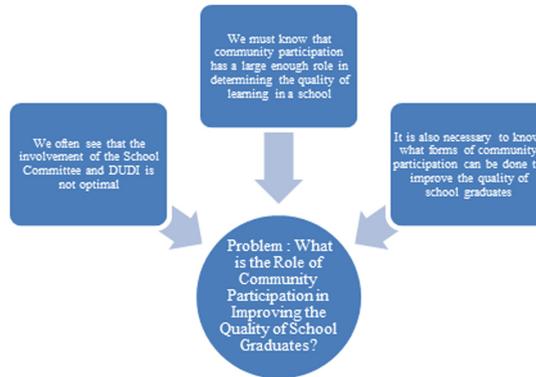
**Abstract.** The quality of school graduates is the output of the implementation of education in schools. Therefore, the quality of school graduates can describe the quality of the school concerned. To obtain quality graduates, the Government has set national education standards aimed at ensuring the quality of school graduates throughout Indonesia. However, to produce quality graduates, participation from all parties is needed, including the community in various forms of support. This study aimed to find out how the role of community participation in improving the quality of school graduates. The method used is the descriptive qualitative research method. The results of the study found that the community can play a role in improving the quality of school graduates by regulations by establishing various forms of cooperation between schools and parents/school committees, local communities, and the Business and Industrial World (DUDI) so that they can provide learning facilities for students effectively and conducive. Thus the quality of school graduates can exceed the national education standards that have been set and can meet the wishes of all interested parties.

**Keywords:** Role · Community Participation · Quality of School Graduates

## 1 Introduction

The quality of school graduates is the output of the implementation of education in schools. Therefore, the quality of school graduates can describe the quality of the school concerned. To obtain quality graduates, the Government has set national education standards aimed at ensuring the quality of school graduates throughout Indonesia. In Government Regulation No. 32 of 2013 concerning National Education Standards, it is stipulated that Graduate Quality Standards are qualifications of graduates' abilities that include attitudes, knowledge, and skills. The final result of the educational process is the quality of graduates who have the following criteria: a) Character; b) Competence and; c) satisfy stakeholders (IASP-2020).

Schools as education providers are given the authority to manage all components of education in schools to achieve the main goal of providing education, namely the quality of school graduates by the national education standards. The implementation of education in schools is carried out by all school components consisting of the Principal, Teachers, and Education Personnel (Employees). However, today's community



**Fig. 1.** Background and Problems

participation is a must in the implementation of education, such as the involvement of the School Committee which consists of parents of students who are selected to sit on the School Committee, and also the Business and Industrial World (DUDI) which also helps provide facilities and facilities for the smooth running of the school. Education administration.

However, we often see that the involvement of the School Committee and DUDI is not optimal so schools find it difficult to produce quality graduates due to a lack of support that is needed in carrying out the learning process both carried out at school and learning activities carried out outside of school, such as learning practices and also extracurricular activities. Besides, parents also need their participation in helping students' study at home. Parents need to facilitate their children so that they can do learning at home with good situations and conditions. Seeing this situation, we must know that community participation has a large enough role in determining the quality of learning in a school and it is also necessary to know what forms of community participation can be done to improve the quality of school graduates.

From various research results on improving the quality of graduates, there are still not many that focus on the role of community participation in improving the quality of school graduates, therefore the authors take the title of this writing: "The Role of Community Participation in Improving the Quality of School Graduates". While the problems in this study are: "How is the Role of Community Participation in Improving the Quality of School Graduates".

The background and problems of this paper are depicted in Fig. 1.

## 2 Literature Review

### 1. Community Participation

Community participation is defined as a form of awareness, concern, and responsibility of the community to be active and voluntary in an activity carried out by the government which aims to improve their quality of life [1].

Furthermore, Totok Mardikanto [2] said that community participation can be done by raising awareness so that people want to participate voluntarily, increasing

community capacity, and providing opportunities for the community to participate. And Mubyarto stated that participation means the willingness of the community to help the success of a program according to their abilities [2].

With the participation of the community in supporting schools as institutions tasked with providing education, schools, and the community can work together to realize quality education that will produce quality school graduates who have character, competence and are satisfactory to stakeholders, whether it is the Government as maker regulations, schools, school committees and parents, communities and graduate users [3].

Permendikbud No 75 of 2016 stipulates that school/madrasah committees function in improving the quality of education services by providing consideration, direction, and support for personnel, facilities and infrastructure, and supervision of education at the education unit level (Article 196). The functions of the school committee (KS) are a) to provide considerations in the determination and implementation of education policies related to school policies and programs; school income and expenditure budget plan/work plan and school budget (RAPBS/RKAS); school performance criteria; criteria for educational facilities in schools; and criteria for school cooperation with other parties. b) Raising funds and other educational resources from the community, whether individuals, organizations, the business world, and the industrial world as well as other stakeholders through creative and innovative efforts, but must comply with appropriateness, ethics, politeness, and the provisions of laws and regulations. c) Supervise educational services in schools by the provisions of laws and regulations, and d) follow up on complaints, suggestions, criticisms, and aspirations from students, parents/guardians, and the community as well as the results of observations of the school committee on school performance [4].

## 2. **Quality of School Graduates**

According to government regulation No. 32 of 2013 concerning National Education Standards, it is stipulated that Graduate Quality Standards are qualifications of graduates' abilities that include attitudes, knowledge, and skills [5]. The final result of the education process is the quality of graduates who have the following criteria: a) Character; b) Competence and; c) satisfy stakeholders (IASP-2020) [6].

Quality of school graduates as an output of the educational process in schools. The quality of school graduates must have criteria as outcomes, namely being able to continue to higher schools and be ready to work. The success of a school is marked by a high graduation rate, ready to use and many continue to higher education levels. However, it turns out that many school graduates lack mastery of the knowledge learned, are not able to think critically, are not ready to work, and are unable to adapt to the environment and life [7].

Improving the quality of graduates is in line with improving the quality of education. Between the process and the results of quality education must be interconnected. The educational process must always refer to the targets that have been formulated previously.

So we can conclude that the quality of school graduates must meet the criteria in the national education standard and be able to fulfill various wishes from various stakeholders as well as the quality of graduates can provide an overview of how the education process takes place and the quality of the education providers concerned.

### 3 Research Methods

The research method used in this research is descriptive qualitative. Where this study aims to produce descriptive data regarding spoken and written words, and the observable behavior of the people studied (Suyanto, 2010) [8]. This study describes the object of research through in-depth interviews with informants or resource persons so that an overview can be found of the Role of Community Participation in Improving the Quality of School Graduates.

### 4 Results and Discussion

Many forms of participation can be done by the community in supporting schools so that they can provide education by national education standards that have been set by the Government. The forms include collaboration with schools in planning curriculum and school activities, mutual understanding of the Government's efforts in making regulations in the field of education, and parents providing assistance to their children's learning process and trying to create a conducive learning atmosphere in the school. Home, especially in online learning, which is currently an option during the COVID-19 pandemic, which has not yet ended.

In comparison, the results of research conducted by Elfrianto [9] explain the benefits of the online learning model are that parents can supervise their children's learning, make students or teachers technology literate, accelerate the 5.0 era, improve skills in the field of technology. Students become more creative in completing their assignments. They can condition themselves as comfortable as possible to learn without formal rules [9].

The research results can be described as follows:

#### a. Collaboration with the school

The collaboration meant here is that parents through the School Committee are involved in teacher and school board meetings related to curriculum planning, school management, school development, providing facilities and infrastructure, and other school activities. The School Committee, apart from being able to provide the best advice, can also act as a supervisor who criticizes the school on a school program that is not profitable for students, as well as providing full support if the school program is very good for student progress. The School Committee and parents are the best partners for schools to jointly advance the quality of education in schools so that later the quality of graduates produced is by the expectations of all interested parties.

The results of the study found that the school committee was quite active in participating in meetings at school. The better the quality of the school, the more active the school committee. This shows that the cooperation between the school and the committee is quite good because government regulations have regulated the role of school committees that should not be ignored by the school management, so the principal still involves the committee in making a policy in the school.

**b. Mutual understanding towards the Government's efforts in making regulations in the field of education**

Various regulations made by the government are efforts to improve education so that the quality of school graduates is better. Implementing these rules requires sufficient socialization so that the public gains knowledge and explanations of the contents of the relevant rules. Like the implementation of the rules on National Education Standards, not only school residents must receive an explanation, the community also needs to get an understanding of the meaning of each national education standard, especially those related to the quality of school graduates because the community as parents of students and graduate users need to know competency standards such as what and how they can see from school graduates produced by schools as education providers.

The results showed that the public did not understand what the quality of school graduates should be by educational standards because of the lack of socialization of regulations in the field of education. People only realize that quality school graduates if their academic scores are good, can continue to a higher level and be accepted at their favorite schools of choice, plus if school graduates can be accepted for work in a workplace. Public awareness like this is quite good even though only looking at the output does not look at the process. Because public awareness like this creates an attitude of mutual understanding towards the government's efforts in making regulations in the field of education so that the community is willing to support the implementation of these rules. Even though we see that the regulations change frequently, the community is still trying to adapt to the new educational regulations and continues to support their children to stay in school by the government regulations.

**c. Parents assist in their children's learning process at home**

One thing that is no less important is the participation of parents in assisting children in doing learning at home. A school is indeed a place for children to learn, but due to limited time, the learning process can be continued at home. At that time parents needed to carry out the mentoring process when their children were studying at home. Parents need to make sure and supervise their children while they are learning and help explain something difficult. The process of mentoring children to learn can be done in a way that does not put pressure on children, in this case, parents only provide encouragement and motivation so that their children are enthusiastic about learning. The process of assisting parents with their children at home is even more intense during the pandemic because most learning is done online. Because it is very difficult for children when their parents do not have enough time and opportunity to accompany their children to learn. Children will find it difficult to find solutions when there are difficulties in the learning process because the teachers cannot interact directly with their students.

The results of the study found that although accompanying children to study at home is something that must be done by parents, not all parents can do it. Many obstacles are the reasons why parents do not carry out the mentoring process for their children when studying at home, including parents having to work so they don't have time when learning takes place, then parents admit that they find it difficult to teach their children due to lack of knowledge, then some think that it is the teacher's main

obligation to teach science to their children and other reasons. This situation causes the learning process of children at home to be less than optimal, even though the role of parents in this assistance is very helpful to improve the quality of children's learning as well as the quality of their children's education.

d. **Creating a conducive learning atmosphere at home**

A conducive learning atmosphere at home certainly affects the quality of children's learning. Children will be more comfortable in carrying out the learning process if it is carried out in a conducive, safe, and calm learning atmosphere. The role of parents to ensure this is necessary to show their seriousness in the education of their children. Although not all parents may be able to provide good learning facilities for their children, ensuring that they learn in a conducive atmosphere is very helpful even with minimal learning facilities. With a conducive learning atmosphere, children will be able to study well and be able to do their work quietly.

The results of the study found that generally, parents tried to create a conducive atmosphere when their children did the learning process at home, but some of the parents stated that they had difficulty in providing children's learning facilities which were highly demanded, especially in the online learning process such as providing appropriate laptop facilities, cellphones, and even to the provision of data packages, internet/wifi which is learning media used during online learning. It seems that technological constraints cannot be fully overcome with government programs in the form of data package assistance for students and teachers. Moreover, even if the school does not provide internet facilities at school or in areas that are difficult to get a signal, the school applies a combination of face-to-face and online learning or learning through giving assignments that are collected every week to the teacher or school.

e. **Community Support and DUDI**

School activities are not limited to being carried out at school, but sometimes student activities are carried out outside school. Most of what is done outside of school are extracurricular activities and practical learning. Extracurricular activities such as sports, cultural arts, social and competitions are often done outside of school. For this kind of activity, the support of parents and the local community is needed for the smooth running of the activity. Besides, learning practices are also always held outside of school, such as introduction to the environment/nature, workshops, and institutions, including DUDI (Business World and Industrial World). Support from both government and private institutions, as well as DUDI which provides facilities for learning practices outside of school, is very important to improve the quality of school graduates. Moreover, they include interested parties as users of school graduates (Users).

The results of the study found that the community was very supportive of students' activities at school. Generally, parents support their children's extracurricular activities which are carried out outside of school by meeting all the needs of their children for the activities concerned. In addition, the community at the activity site also provides support by providing opportunities for students to carry out activities at that location. Furthermore, the school has also established good relationships with several institutions, both government and private institutions, so that students can carry out learning practices or fieldwork practices at these institutions to increase

student experience and competence in certain fields. This includes DUDI, as the party that will use school graduates in the future, DUDI will play a role by providing support facilities and other assistance so that students can carry out learning practices or fieldwork practices that can make students have experience in work and increase their competence when they graduate from school and become workers. Ready to use when needed.

## 5 Conclusion

The role of community participation in improving the quality of school graduates is needed and strengthened by government regulations related to the implementation of education which requires the involvement of parents (School Committees), communities, institutions, and DUDI to improve student competence, to produce quality school graduates who are of good quality. Meet national education standards and satisfy graduate users (User). The forms of participation that can be done include: a) cooperation with the school; b) Mutual understanding towards the Government's efforts in making regulations in the field of education; c) Parents assist in their children's learning process at home; d) Creating a conducive learning atmosphere at home; e) Community Support and DUDI.

## References

1. Karnawati, E. (2014). Partisipasi Masyarakat Dalam Pembangunan. *Badan Kepegawain, Pendidikan dan Pelatihan Kota Semarang Informasi Pendidikan dan Pelatihan (Diklat)*. <https://diklat.semarangkota.go.id/post/partisipasi-masyarakat-dalam-pembangunan-ir-enney-karnawati-msi>
2. Mardikanto, T., & Soebianto, P. (2012). *Pemberdayaan masyarakat dalam perspektif kebijakan publik*. Alfabeta.
3. Martinelli, I. (2021). Sosialisasi mutu lulusan Sekolah Untuk Meningkatkan Partisipasi Masyarakat Dalam Mewujudkan Pendidikan Yang Bermutu (Vol. 6, no. 12, pp. 2303–2314).
4. Alam, S. (2021). Peran Masyarakat dalam Penjaminan Mutu Pendidikan. E-Paper Media Indonesia, *Media Indonesia (epaper)*. <https://mediaindonesia.com/opini/445342/peran-masyarakat-dalam-penjaminan-mutu-pendidikan>
5. P. P. R. I. nomor 57 and 2021, Peraturan Pemerintah Republik Indonesia Nomor 57 Tentang Standar Nasional Pendidikan, *Standar Nas. Pendidik*. (no. 102501, pp. 1–49) (2021). <https://jdih.kemdikbud.go.id/arsip/SalinanPPNomor57Tahun2021.pdf>.
6. Thewe, S. (2020). Instrumen akreditasi satuan pendidikan (IASP 2020).
7. Widodo, S. E. (2011). Manajemen mutu pendidikan untuk guru dan kepala sekolah. *Jakarta Ardadizya Jaya*.
8. Suyanto, B. (2015). *Metode Penelitian Sosial: Berbagai Alternatif Pendekatan*. Prenada Media.
9. Elfrianto, E., Dahmial, I., & Tanjung, B. N. (2020). The competency analysis of principal against teachers in conducting distance learning in Covid-19 pandemic. *Jurnal Tarbiyah*, 27(1).

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

