

Forms of Community Participation in the Implementation of School-Based Management at SMA Negeri 2 Mataram, Indonesia

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Abstract. This study aimed to determine the form of community participation in implementing school-based management at SMA Negeri 2 Mataram. This study uses a qualitative approach using a case study form. Data sources in this study are school committee principals, committee secretaries, committee treasurers and members aware of community participation in implementing school-based management. Data collection techniques are observation, interviews, and study of documents/documentation. Data analysis techniques used the interactive model "Miles & Huberman". The results of the study show that the forms of community participation in the implementation of School-Based Management in SMA Negeri 2 Mataram are: 1) As a giver of opinion, the school committee plays an active role in providing consideration in the form of input and suggestions in the preparation of RKAS, special programs and management of education. 2) As support, this is in the form of raising public funds to finance the implementation of education and supporting students in carrying out the School's flagship program. 3) As a controller, this is in the form of controlling the course of the meeting in preparing the RKAS and controlling the teaching and learning activities in schools. 4) As a liaison, the school committee actively provides consideration through input and suggestions in preparing RKAS, flagship programs and education management.

Keywords: Community Participation; School-Based Management; Qualitative.

INTRODUCTION

Many efforts to improve the quality of education continue to be carried out by various parties. These efforts are based on an awareness of how vital the role of education is in developing human resources and developing national character for the advancement of society and the nation. The value and dignity of a country are primarily determined by the quality of education [1]. In the context of the Indonesian government, improving the quality of education is a development goal in national education. It is an integral part of efforts to improve the quality of Indonesian people as a whole [2].

Along with the era of autonomy with the principle of decentralisation, improving the quality of education requires the participation and empowerment of all components of education and the application of the concept of education as a system [3]. The concept of school-based management is an approach to improving the quality

of education through these paradigms and ideas [4].

In this case, education management, according to school-based management, is different from previous education management, which was centralised in nature [5]. In contrast, school-based leadership provides broad autonomy to the school unit itself and involves the community in advancing education in schools [6]. Thus, there was a change in the paradigm of school management, which was initially regulated by the bureaucracy at the head office towards direction based on the internal potential of the school itself.

In school-based management, the prominent role of the community is in decision-making, together with the principal and teachers holding deliberations [7]. Thus, all school activities, which include finance, learning, facilities and various components that support the smooth running of education in schools, are the school's responsibility, which the community has approved. In other words, all school policies and programs are de-

terminated by the school committee based on deliberations from members consisting of local officials, school principals, teachers, parent representatives, and community leaders.

Implementing school-based management is still experiencing problems, such as many parents of students who do not want to be involved in school committee activities because of a culture that only hands over educational matters to the school. Hence, school-based management is more of a political instrument to build power [8]. With school-based leadership, it is as if the government has given autonomy to schools, even though schools and communities are not ready to accept it.

Based on preliminary observations and interviews at SMA Negeri 2 Mataram, the school has implemented a school-based management program since 2017. It can be concluded that the community's role in implementing school-based management has been carried out effectively because the school committee and parents have the will and ability to participate in school education services, indicated by the involvement of school committees and parents in the preparation of plans and policy decisions, implementation and supervision of the performance of education services. Community support is also provided as material in the form of money and non-material in the form of suggestions so that school programs can be carried out. On the advice of the community, the school can plan programs that suit the needs of the community, such as child-friendly schools,

This research aims to form community participation in implementing school-based management at SMA Negeri 2 Mataram.

METHOD

This research used a qualitative approach using the form of a case study and was conducted at SMA Negeri 2 Mataram (further – the School) located on Jl. Flag Tilar State No. 25, Kekalik Jaya, Mataram. The main data in this study consists of primary data and secondary data. The preliminary data in this study were the results of interviews with the Head of the School, the Head of the SBM Implementation Team, and the community involved in implementing SBM. Informants are used to provide information about the situation and conditions of the research background selected based on the first subject as key inform-

ants. These namely informants are based on specific considerations fulfilling the requirements as informants who are very knowledgeable about the aspects of the problems studied. The informants in this study were: the Head of the School, SBM Implementation Coordinator, and the community involved in implementing SBM. At the same time, the secondary data in this study is in the form of data obtained through intermediary media or indirectly in the form of books, notes, existing evidence, or documents related to community participation in implementing school-based management.

The source of data in this study is from the school principal in the form of information relating to community participation in the implementation of school-based management because the principal is the determinant and person in charge of implementation. Furthermore, the data obtained from the school-based management coordinator is because the coordinator acts as a liaison between the School and the community in the performance of school-based management. The data from the community in question is sourced from school committees with positions as committees, committee secretaries, committee treasurers and members who are aware of community participation in the implementation of school-based management.

Data collection techniques used in this study were observation, interviews, and document/documentation studies. In this study, the data analysis technique used was the qualitative descriptive data analysis technique of the interactive model "Miles & Huberman", which consisted of four stages: data collection, data reduction, data display, data analysis, and conclusions (verification).

RESULTS AND DISCUSSION

Community participation in the School is needed because it is an essential prerequisite for supporting and implementing school programs so that they go hand in hand and according to the goals set. Thus, participation needs to have the same understanding or objective of the School and community in the purposes of the School. The following is a statement by a member of the school committee:

"In the SMA Negeri 2 Mataram institution, the role of the school committee is very much needed. This is proven that there are always meetings with the

school committee, both regular meetings, which are held once a semester and meetings when there is a program to be implemented. The School always involves the committee's participation in providing input and suggestions".

The principal of the School expressed the same thing:

"Schools very much need the role of the community because, without it, schools cannot carry out their objectives as set and expected, so the relationship between School and community is significant".'

Participation of the School Committee as an Advisory Body. As an advisory body for schools, the school committee is a school partner where it always works closely with schools in deliberations for the benefit of the School by involving parents in formulating policies, programs and school activities. This meeting is held once a year from September to December. The planned activities include developing or implementing national and local government education policies to improve quality.

In addition, the school committee also considered planning one of the leading programs, namely the short-term exchange or the short-term exchange program between the School and Christian College Geelong. In designing this program, parents of students provide input and suggestions so the program can be appropriately implemented in education management, such as input regarding the discipline of educators and students. Before considering the School, the school committee looked at the possibilities of what this Educational Institution hopes for and what competencies can be achieved from its graduates. Based on an interview with the head of the School committee:

"As head of the school committee, during the beginning of the school year, he actively prepares a school work plan which includes financing and management. Because this is related to the parents of students, what is expected of the parents of my students to convey to the School, such as input regarding student discipline when entering School as a form of participation in the management of education and proposing safeguarding the security and safety of students when crossing roads, this is critical because the School is located on the edge of the main road and very crowded, especially before going to and from School".

The Deputy Public Relations Officer also expressed the same thing:

"The school committee is involved in preparing the RKAS. The School provides an opportunity for the school committee to provide aspirations that align with the community's needs. Apart from that, the participation of the school committee, especially the parents of students, is in planning the flagship program of SMA Negeri 2 Mataram".

Based on research at the School, it can be concluded that the school committee plays an active role in providing consideration in the form of input and suggestions in preparing the RKAS, flagship programs and education management. The role of the school committee as a deliberative body shows the committee's response to improving the quality of education delivery in schools. From the school side, they must ask for consideration from the school committee in determining policies and school activity programs, including having a superior program that the school institution wants to develop.

Regarding other forms of consideration, the school committee can be carried out in various ways, namely 1) Regarding programs and activities that are arranged in the development plan, RKAS, RAPBS in the Education unit; 2) Implementation of the teacher's duties, in carrying out their duties so that they are not arbitrary in dealing with students; 3) Increasing teacher discipline and helping to find solutions in dealing with a problem; 4) Develop students' talents and interests, with the potential they have.

In addition, the role of the school committee as a deliberative body also participates in carrying out school planning and program implementation in terms of 1) Identifying educational resources in the community; 2) Providing input for the preparation of the RAPBS; 3) Holding a RAPBS meeting; 4) Give consideration to changes to the RAPBS; 5) Provide input on the education management process in schools; 6) Provide input on the management of education in schools; 7) Provide input on the learning process to the teacher.

Based on the above discussion regarding the participation of the School Committee as a consideration body, it can be concluded that in its implementation, the school committee has done several things, namely participating in the preparation of RKS, planning superior programs and implementing it in terms of teacher and student discipline.

Support Agency School Committee Participation. In implementing school-based management, community participation in providing support is in the form of supporting education in schools, namely raising community funds to finance education. In the role of a supporter, the head of the school committee always encourages and makes parents and the community aware of participating in education, especially paying committee money or what is known as the BPP on time at the School. The BPP amount is Rp. 150,000, which must be paid monthly. As stated by the deputy public relations officer:

"Compulsory fees for parents of students as a form of support-to-support education in schools are called BPP (cost of education). A meeting will be held at the beginning of the semester with the School and the school committee consisting of committee members and parents".

Other support from school committee members, especially parents of students at the School, also supported their children to participate in one of the School's flagship programs, namely the short-term exchange visit program between Mataram SMA Negeri 2 and Christian College Geelong. This program was attended by 15 participants from grades X and XI and two accompanying teachers. It will be carried out in 12 days, starting on February 26, 2023, and ending on March 10 2023. As stated by the deputy public relations head:

"Parents of students support school programs, such as the SMANDA Action, which involves the broader community from the school and school committees, and even the general public and the business world also participate in this activity. Furthermore, the school committee, especially the parents of students, also supports one of SMANDA's flagship programs, namely the short-term exchange program between Mataram 2 Public High School and Christian College Geelong".

The same thing was also expressed by a member of the Mataram 2 Public High School Committee:

"It is the responsibility of parents to support school activities. Cooperation between schools and parents is needed for the smooth running of the program."

Based on research at the School, community participation is a supporting body, namely raising community funds to finance education and supporting students in implementing school programs.

Support for implementing education in schools can be in the form of thoughts, ideas, ideas or energy. If in the past the role of the committee was more of a supporter of funding, now the committee's role is more emphasised in other aspects, especially in the implementation and improvement of the quality of education.

Forms of school committee support for school-based management with more emphasis on improving the quality of education are 1) Utilisation of infrastructure in the school environment for learning; 2) Creating a program for implementing discipline for teachers, students and employees in schools; 3) Maximising the school operational budget and encouraging its use by applicable regulations [5].

In addition, the school committee participates in providing support for the management of school facilities and infrastructure: 1) Monitors the condition of existing facilities and infrastructure in schools; 2) Coordinating support for school facilities and infrastructure; 3) Monitoring the condition of the education budget in schools; 4) Evaluating the implementation of budget support in schools; 5) Regarding the participation of the school committee as a supporting body in the School, namely providing support in the form of fundraising or committee money known as BPP. In addition, the school committee, especially parents, supports the superior program at the School to run optimally.

Participation of the school committee as a controlling body. The school committee's further participation is a controller in the framework of transparency and accountability for the implementation and output of education in schools. The form of supervision carried out by the School committee includes control over education taking and planning at School through the RKAS meeting, which is held once a year, and controlling the process of teaching and learning activities at School, by coming directly to School three times in one semester, provide input, suggestions and solutions if there are findings of problematic school members. As stated by the chairman of the committee:

"Regarding the supervisory function, it can be done directly, but the intensity cannot be maximised due to time constraints and busyness. But indirectly, the school committee will absorb the input or reports and then deliver them incidentally or routinely. In one semester, we met three times with the principal, vice principal, and teachers,

and then the results of the visit provided input that needed to be developed".

The Deputy Public Relations Officer also expressed the same thing:

"Supervision activities carried out by the committee on schools, in the form of attending regular meetings held by schools, controlling directly even though not every day due to busyness, providing input in the form of appreciation, suggestions and criticism of findings".

Based on research at the School, it can be concluded that the participation of the school committee as a controller is in the form of controlling the course of the meeting in preparing the RKAS and managing the teaching and learning activities at the School.

To school committees, the control or supervisory function is significant in the framework of transparency, democratisation and accountability for the implementation and output of education.

The school committee can carry out participation of the school committee as a controlling or supervisory body in the form of activities: 1) Asking the teaching and learning process teachers and students whether is by the desired competency standards; 2) Monitoring the implementation of the annual work plan and school work plan; 3) Participate in the preparation of the RKS; 4) Monitor the use of budget sourced from the boss; 5) Controlling the welfare of teachers and education personnel; 6) Monitor the process of teaching and learning activities and student learning outcomes; 7) Supervise the budget allocation related to the implementation of teaching and learning activities.

Based on research at the School, it can be concluded that the form of participation of the school committee as a controller is in the form of controlling the course of the meeting in the preparation of the RKAS and controlling the process of teaching and learning activities at the School. However, it is not carried out daily due to limitations in controlling the KBM process in schools. It can still be done three times in one semester.

Participation in the School Committee as Liaison Agency. The school committee is a liaison or mediator between the government, schools, parents and the wider community. In this case, the Mataran 2 Public High School committee accommodates or listens to parents' aspirations to be conveyed to the School. The School utilises the aspi-

rations channelled through the school committee as input for corrections towards improvement. Based on interviews with the chairman of the committee:

"Most parents of students unfamiliar with the school committee will make complaints through the School. But if you know a school committee member, complain through the school committee. In this case, the school committee mediates between parents and the School. The school committee will provide input through suggestions related to the complaint.

The Deputy Public Relations Officer also expressed the same thing:

"For facilities to accommodate aspirations, the public can contact the committee or go directly to the School. The School is very open to complaints from parents. Besides that, the School has also provided a suggestion box. If there are people who want to express their aspirations, they are welcome to put a letter in the suggestion box".

Based on the research results at the School, the participation of the school committee as a liaison is carried out by accommodating or listening to aspirations. Then these aspirations are conveyed to the School, the committee's chairman, as a mediator.

Regarding the participation of the school committee as a mediator or liaison, the School itself is a social institution that cannot be separated from its environment. On the other hand, the community cannot be divided from the school institution; both have interrelated interests. School is a formal institution entrusted with the task of educating. Train and guide future generations while the community uses these educational services. The district expects that school institutions can place students into productive and quality human resources to develop society's potential after graduation [9].

The duties and roles of the school committee as a mediator or liaison are: 1) Linking schools with government agencies; 2) Contact parents of students to ask for their willingness to contribute funds needed for activities to promote education in schools; 3) Looking for information related to the development and improvement of the quality of education in schools; 4) Provide reports to the public regarding the use of finances and the implementation of programs in education units.

Research conducted by the school committee's participation as a liaison at the School only helps absorb the community's aspirations, hopes and suggestions for progress and quality improvement in schools. Input from the community as users of educational services is urgently needed by the School as an education manager so that the quality of school graduates meets the community's expectations.

CONCLUSIONS

The forms of community participation in the implementation of School-Based Management at SMA Negeri 2 Mataram are:

1) As a giver of opinion, the school committee actively provides consideration through input

and suggestions in preparing RKAS, special programs and education management.

2) As support, this is in the form of raising public funds to finance the implementation of education and supporting students in carrying out the School's flagship program.

3) As a controller, this is in the form of controlling the course of the meeting in preparing the RKAS and maintaining the teaching and learning activities in schools.

4) As a liaison, the school committee actively provides consideration through input and suggestions in preparing RKAS, flagship programs and education management.

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