Madrasah Development Management In Improving Community Participation: Study In Madrasah Aliyah State 2 Bone

Astuti

Abstract—This study discusses the management of madrasah development in increasing community participation in Madrasah Aliyah Negeri 2 Bone. In an effort to improve the quality of education in madrasah, it is necessary to arrange a management system by implementing management functions that include planning, organizing, implementing, monitoring, and evaluating. One component that needs to be managed is the relationship between the school and the community. We must realize that society has a very important role in the existence, continuity, and even progress of educational institutions. At least one parameter that determines the fate of educational institutions is the community. If there is an advanced educational institution, it is almost certain that the success factors are the community's involvement. Therefore, with the management of school relations with madrasah, it is expected that the community is involved in the management of educational institutions in the form of material and non-material. The roles of community contributions are contributions and community participation in supporting efforts to improve the quality of education. The results showed that the implementation of management functions in increasing participation of the community in Madrasah Aliyah Negeri 2 Bone had run well, it could be seen from the implementation of the planning function, organizing function, and implementation function. Community participation in Bone 2 Madrasah Aliyah Negeri is in decision making, implementation and assessment. The obstacles to developing community participation are the community itself, therefore cooperation with the community needs to be well established.

Keyword — Community Participation, management of school, Madrasah Aliyah

1 INTRODUCTION

Education is one of the social institutions that offer service services that are intellectual, affective, psychomotor, emotional and prepare the future of the people. Education is also an investment for every human (human investment), which is able to deliver humans in enriching insight and improving the quality of life in all aspects of life, especially the development and development of human resources. The place for education is in informal, formal and non-formal educational institutions. Madrasah as one of the formal educational institutions is a complex and unique institution. It is complex because madrasahs as organizations within it have various dimensions that are interrelated and mutually interdependent. While the unique nature shows that madrasah as an organization has certain characteristics that are not owned by other organizations. The characteristics that place the madrasa have their own character, where there is a teaching and learning process, a place where the civilization of human life takes place. Because of its complex nature and the unit, madrasah as organizations need maximum management. Management is the achievement of something through efforts carried out together with people. Management is a series of actions with the intention of achieving a rational cooperative relationship in an administrative system [1]. Management is a form of personnel cooperation for business management, management, management of resource use beginning with planning, implementing, evaluating to achieve the goals and objectives that have been established by using the ability of the executing people in a rational cooperation relationship in an administrative system. Ngalim Purwanto said, based on Arifin Abdurrahman's opinion "management is an activity to achieve the main goals and objectives that have been determined by using the resources owned [2]. In connection with management, Fayol put forward a number of principles, namely: division of labor, clarity in authority and responsibility, discipline, unity of command, unity of direction to prioritize public/organizational interests rather than personal interests compensation, centralization, scalar, orderly, even distribution, stability in office, initiative, and group spirit [3]. Therefore, the management or leader of educational institutions does have a strategic position and function as the controller of the institution. They have political power, a power that teachers do not have. Through that authority, they have the authority to develop or renew quality through community empowerment. The high and low level of community involvement is also very much determined by the management system conducted by the head of the madrasah. Many efforts to improve the quality of education have been carried out, but education is still faced with the problem of the low quality of education. Therefore, leaders of educational institutions need to have managerial skills in the management of educational institutions by taking into account all the components that are integrated with each other so as to support the realization of improving the quality of education. Society is one element that greatly influences the progress of an educational institution. Therefore, one policy in improving madrasah management is the implementation of school / madrasah-based management that requires high participation from the community. According to Arief Budi Wuriyanto, community participation is a contribution, contribution, and community participation in supporting efforts to improve education quality [4]. At present, education planning, implementation, and monitoring involve community participation. Awareness of the importance of education that can provide better hopes and possibilities in the future encourages various efforts and concerns of all levels of society. In Law Number 20 of 2003 concerning the National Education System, it was stated that the participation of the community in education included the participation of individuals, groups, families, professional organizations, entrepreneurs, and community organizations in the implementation and quality control of education services. Koentjaraningrat (1982) classifies community participation in its typology, is quantitative participation and qualitative participation [5]. Quantitative

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* Astuti Islamic Education Management IAIN Bone, Watampone, South Sulawesi, Indonesia. E-mail: astutiabbas69@gmail.com
participation refers to the frequency of community participation in policy implementation, a range of qualitative participation refers to its level and degree. Community participation can also be grouped based on the position of individuals in the group. Efforts to establish educational institutions and community relations are expected to produce tangible results for educational institutions. The relationship between the cooperation of educational institutions and the community through a situational approach, allows the institution to remain upright. Because he is in living together with the community which is also a lighthouse and innovator for the community. Therefore, there are two important things that must be done by the principal, namely: how to obtain improvement support from the community and how to use the necessary resources appropriately, so as to improve the teaching and learning process [6]. Research that strengthens what was stated above is stated by Levine & Hagigust, who states that the family environment, how parents treat their children with their children as one of the ways/forms of their participation in education can increase children's intellects. In developed countries, schools are indeed created by the community, so the quality of the school is the center of their attention and they are always trying to be maintained. This can happen because they already believe that school is the best and convincing way to foster the development and growth of their children. Given the high confidence in the ability of the school in the formation of their children in building a good future, it makes them actively and optimally participate in the planning, implementation, and supervision of school management and implementation. They seemed to feel that as school owners they were also responsible for the success of the school. This condition can occur because of the high awareness of the community concerned. Madrasah Aliyah Negeri 2 Bone is a middle-level educational institution that has been in demand by the community because it shows its achievements both in the academic and non-academic fields and this is inseparable from the management of the madrasah. From the existing phenomenon, the researcher is interested in examining how the management of madrasah development in increasing community participation in State 2 Madrasah Aliyah Bone.

2 METHOD
This research is qualitative research. The research location is in Madrasah Aliyah Negeri 2 Bone, which is located on Jl. Yos Sudarso, Ta village, Tanete Riattang sub-district. The research data sources are the citizens of the madrasah and the community. The research instrument used was an observation guide, interview guide, and documentation. Data collection methods of this research are observation, interviews and documentation. Processing and analysis of research data is reduction, display, and conclusion or verification.

3 FINDINGS AND DISCUSSION

3.1 Implementation of Management Functions in Increasing Community Participants in MAN 2 Bone
Management has tasks that must be carried out which are called management functions. The management function consists of planning, organizing, implementing and monitoring the existing activities so that they can achieve their goals effectively and efficiently. Therefore, management functions must be carried out in every organization, especially educational organizations, namely madrasah.

3.1.1 Planning
The planning function consists of reviewing relevant policies, analyzing institutional conditions, formulating objectives, collecting data and information, analyzing data and information, formulating and selecting alternatives, and determining the steps of implementation activities. The form of community involvement in planning in MAN 2 Bone is in the formulation of the vision, mission, and goals and objectives of the madrasah because the existing goals cannot be achieved without commitment between the madrasah and the madrasah committee as supporting activities in the madrasah. Likewise, the collection of data and information on students in madrasah heads in collaboration with the admissions committee of new students, homeroom teachers, and organizational coaches. The new student admission committee conducts initial data collection on the condition of new students, then the homeroom teacher conducts further data collection such as student biodata, family card, no. parent's cell phone, as well as other data needed, then the organization's supervisor collects data from students in an organization, both from the level of achievement in the field of organization, and others. So there is a synergy between all parties in the madrasah in collecting data and information needed for the progress of the madrasah [7]. In the formulation of policies in MAN 2 Bone adjusts to the collected data and information, and in the selection of alternative, activities are carried out based on the priority scale. The most urgent and necessary program activities are prioritized to be implemented first. Furthermore, the determination of the steps for doing activities is carried out by the internal madrasah, namely from the head of the madrasah and the deputy of madrasah, the supervisor of the organization, teachers, staff, and homerooms, as well as students, which is then made the committee on the implementation of activities, so that the activities what will be carried out is arranged systematically, while still taking into account technical guidelines that are present in each activity implementation [8]. Based on the explanation above, it can be concluded that in the dimensions of planning, it has been done well, and systematically, starting from reviewing relevant policies tailored to the state of madrasah, formulating institutional objectives with the formulation of various parties, both from madrasah and committees/ communities, collecting and analyzing data and information what is needed such as data and information about students, and formulating and selecting alternative activities with priority scale, setting the steps for implementation activities such as giving authority to designated personnel in an activity.

3.1.2 Organizing
The management function in the organizing dimension consists of understanding institutional objectives, identifying activities needed, grouping activities, determining personnel of each work unit, determining work relations between units. From the organizing dimension in MAN 2 Bone it has been done well, it can be seen from the indicator that all madrasah personnel always understand the institutional goals through the understanding given both from the head of the madrasah and others, the madrasah has identified the required activities through proposed activities by the deputy of madrasa, as well as from the organization coaches, in grouping activities have been well organized by each organization coach, and madrasas have placed work personnel in accordance with
their abilities and educational background, so that the relationship between madrasah can be established well [8].

3.1.3 Implementation
The management function in the implementation consists of indicators, leadership, giving motivation, giving assignments and regular explanations regarding work, and explaining the policies set. To find out the leadership in the madrasah, it can be seen in the results of the interview of the author with several speakers in the State 2 Bone Madrasah Aliyah as follows: The function of implementation in management at MAN 2 Bone has been well implemented, can be seen from the leadership that always conducts deliberation, giving motivation / encouragement to all madrasah personnel for achieving goals, giving assignments / delegating authority from the leadership to appointed members, and always doing socialization of the policies set [8].

3.1.4 Planning
The supervisory function in management consists of indicators namely, formulating standards, conducting measurements, comparing measurement results with existing standards, assessing the results of activities and follow-up/improvement efforts. To find out how to formulate a standard program of activities and to measure activities, it can be seen in the results of the interview of the author with several speakers in the State 2 Bone Madrasah Aliyah as follows: The function of supervision in management functions in MAN 2 Bone has been well implemented, that can be seen from the set of standard activities in accordance with government standards and standards of madrasah, supervision is carried out both directly and indirectly, measurements made by comparing standards set with the results of the implementation of activities, as well as continuous efforts to improve and follow up activities. This improvement effort is not only carried out by the homeroom teacher or coach of an organization but is carried out by all parties in the madrasah and madrasah committees or parents of students [8]. Based on the explanation above, it can be concluded that the Implementation of Management functions in Increasing Community Participation in State 2 Bone Madrasah Aliyah has been going well. It could be seen from the planning function, namely reviewing relevant policies tailored to the state of madrasas, formulating the objectives of the institution, collecting and analyzing data and information, choosing alternative activities with a priority scale, determining the steps of implementation activities. The function dimension of organizing has been done well, that is understanding institutional objectives, identifying activities needed, grouping activities, and placing work personnel in accordance with their abilities and educational background. The function of implementation in management, well implemented, can be seen from the leadership that always conducts deliberation, giving motivation/encouragement to all madrasah personnel to achieve goals. The supervisory function has been carried out well, supervision is carried out both directly and indirectly, measurements are carried out by comparing the standards that have been arranged with the results of the implementation of activities, and always carried out remedial efforts and follow-up of activities. So that the implementation of the management function can achieve madrasah goals effectively and efficiently.

3.2 Community Participation in 2 Bone Madrasah Aliyah Negeri
Community participation is an involvement, the participation of a group of people in an environment in an activity, or the community involvement in activities at the madrasah. There are three communities participation in education. Those are participating in decision making, implementation, and assessment.

3.2.1 Decision Making
Community participation in decision making in MAN 2 Bone can be seen from the indicators, namely involving the community in managing the madrasah committee, building the principle of mutual benefit between the community and madrasah, the community participating in meetings, dialogues/discussions, giving ideas to the problems faced madrasah. The management of the madrasah committee is managed by the community or parents of students who care about education. Madrasah always provides a place, namely through the madrasah committee to convey the aspirations and expectations of the community towards the madrasah. In creating mutually beneficial relationships between madrasah as providers of education and society as objects and targets of education, it must create trust in each party. The creation of good relations in both by establishing incentive communication so that the problems that occur can be handled by both parties. The community through madrasah committees is always involved in new student admission activities, annual meetings, dialogues about the condition of children in madrasah [9].

3.2.2 Implementation
The community has participated in the implementation of activities in MAN 2 Bone, that is involving in the formulation of madrasah programs, providing opportunities for a skillful outside community and a skilfull as an interviewees such as police, health, and religious leaders, involving the community in various social service programs, separation, commemoration of national and religious holidays, art performances, and the community helped to provide educational facilities [9].

3.2.3 Assessment
Community participation in the assessment of madrasah activities consists of the community overseeing personal development and the learning process of teaching their children so that the community as social control, the community oversees the programs carried out by the school, the community participates in efforts to improve school activities. Community participation in the form of assessments in MAN 2 Bone is that the community participates in supervising personal development and the teaching and learning process of their children through information provided by homeroom teachers, or otherwise, the community also supervises programs carried out by schools such as acceptance of new students, activities extracurricular students, and the community provide input through committees in an effort to improve activities in the madrasah [9].

3.2 Obstacles and Solution in Increasing Community Participation in 2 Bone Madrasah Aliyah Negeri
In increasing the participation of the community in the madrasah certainly has obstacles in its implementation.
Obstacles in increasing community participation in 2 Bone Madrasah Aliyah Negeri, is that community involvement still needs to be improved due to a lack of public understanding of the importance of their participation in education. This is because 80% of students' parents are farmers and fishermen in coastal areas [9]. Solutions in dealing with existing problems in enhancing community participation are with the cooperation of all parties in the madrasah such as principals, educators and education staff, public relations staff, organizational coaches and homeroom teachers, and collaboration with the madrasah committee. Neither do family approaches with the community through the provision of understandings that are easy to understand and more detailed [9].

4 CONCLUSION
The results showed that the implementation of management functions in increasing community participation in State 2 Bone Madrasah Aliyah has been going well can be seen from the planning function, namely reviewing relevant policies to formulate the objectives of the institution, collecting and analyzing data and information, choosing alternative activities with priority scale, set the steps for implementation activities. The organizing function is carried out by understanding institutional objectives, identifying activities, grouping activities, and placing work personnel in accordance with the educational background. The function of implementation in management can be seen from the leadership that always conducts deliberations and the provision of motivation/encouragement. Monitoring functions are carried out both directly and indirectly, measurements made by comparing standards that have been arranged, and always made efforts to improve and follow up on activities. Community participation in Bone 2 Madrasah Aliyah Negeri is in decision making, implementation and assessment. In making decisions such as the community in the management of the madrasah committee, always establishing trust and mutually beneficial relationships for the community and madrasah, the community participates in meetings, dialogues/discussions, and the public expresses criticism and suggestions to the madrasa. In the implementation of madrasa activities, namely, madrasah provide opportunities for madrasah or skilled outside communities and skills as resource persons, involve the community in various community programs, provide information in the form of banners, the community provides facilities, and community participation in the form of learning resources, energy and ideas/mind. Community participation in the assessment is that the community participates in supervision and efforts to improve activities. Barriers to the development of community participation lie with the community itself, therefore the collaboration of all parties in madrasah such as principals, public relations representatives, organizational supervisors, and homerooms, as well as collaboration with madrasah committees. One giving a statement to parents of students to give permission to students appointed by the madrasah to take part in activities in the madrasa, a statement about order in the madrasa, two homerooms directly coming to the parents' house delivering invitations from the madrasa to attend the meeting, three make a family approach to the community by providing understanding that is easily understood by the community and in more detail.

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