



COMMUNITY PARTICIPATION IN SCHOOL-BASED MANAGEMENT AT SDN 02 JETIS TO FACE THE DIGITAL ERA

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Abstrak

Partisipasi masyarakat sangat penting dalam keberhasilan implementasi manajemen berbasis sekolah. Tantangan pendidikan bagi pendidik di era digital saat ini sangat berat. Kemajuan teknologi mengharuskan pendidik kreatif berinovasi dalam pembelajaran, serta sekolah harus memperhatikan manajemen sekolah. Namun, partisipasi masyarakat juga diperlukan untuk mengatasi tantangan pendidikan di era digital. Tujuan dari penelitian ini adalah untuk menentukan peran masyarakat dalam implementasi manajemen berbasis sekolah untuk menghadapi era digital. Metode penelitian ini adalah metode penelitian kualitatif. Dari hasil wawancara dan observasi, SDN 02 Jetis selalu memberdayakan masyarakat di setiap kegiatan sekolah dan mengajak masyarakat untuk berpartisipasi dalam kemajuan prestasi siswa dan bekerja sama dalam mengawasi kemajuan prestasi siswa. Kepala sekolah SDN 02 Jetis mengajak masyarakat untuk berpartisipasi dalam meningkatkan pencapaian peserta didik terutama dalam menghadapi tantangan di era digital.

Abstract

Community participation is crucial in the successful implementation of school-based management. Educational challenges for educators in the current digital era are very heavy. Technological advances require that creative educators innovate in learning, as well as schools should pay close attention to school management. However, community participation is also needed to overcome the challenges of education in the digital era. The purpose of this study is to determine the role of the community in the implementation of school-based management to deal with the digital era. This research method is a qualitative research method. From the results of interviews and observations, SDN 02 Jetis always empowers the community in every school activity and invites the community to participate in the progress of the students achievements and cooperates in supervising the progress of students achievements. The principal of SDN 02 Jetis invites the community to participate in improving the achievement of learners especially in facing the challenges in the digital era.

INTRODUCTION

The success of national development is determined by the quality of its people (the subject of development) in addition to other object factors such as politics and economics. Humans are the focal point of national development, improving the quality of human resources is an absolute necessity, especially in the face of such rapid changes and developments in various fields. It is clear that the development is in the field of knowledge and technology. Entering the 21st century is a challenge for educators. Educators who were born in an all-manual (digital imigran) era with students who were born in the digital era. Where students from birth already know the development of technology. The challenge of an educator to prepare the millennial generation in the face of the future is to have the skills to survive in the 21st century. This skill was stated by Wagner (2008:14) there are seven skills needed to survive well in the 21st century, namely: (1) *critical thinking and problem solving*, (2) *collaboration across networks and leading by influence*, (3) *agility and adaptability*, (4) *initiative and*

entrepreneurialism, (5) *effective oral and written communication*, (6) *accessing and analyzing information*, (7) *curiosity and imagination*. Thus the challenge of an educator in preparing students to face the future, education must equip students with critical thinking skills, the skill of filtering and analyzing information to solve well the various problems faced, collaborating in various networks, adapting to adapting, and entrepreneurial spirit to be able to find and realize innovative and creative ideas.

The students faced by educators today are millennials. The students are very friendly with the virtual world that is on their respective smartphones. Ease in accessing anything on the smartphone of each student, resulting in students very easily presenting a virtual world in everyday life. The Advancement of information and communication technology is a major source of disruption in educational innovation in the era of digitalization, internet of things, artificial intelligence, and human-machine interfaces that characterize the Industrial Revolution 4.0 has changed the needs and ways of learning

millennial generation (Udik Budi Wibowo, 2018:9) so that this is a huge challenge for educators to always improve human resources. If educators are not up to date in terms of technological development, students will feel bored with learning that still uses classical learning. Improving the quality of education is needed in the face of millennial students.

Good education management is very necessary in every school. Education management is an alternative strategy that can be used to improve the quality of education and face the challenges of education in the digital era. In Indonesia has implemented a school management with the aim of facilitating school institutions in managing all activities related to education. Daryanto (2013:176) explained that school-based management is essentially the harmonization of resources carried out independently by the school by involving stakeholders related to the school directly in the decision making process to meet the needs of improving the quality of schools or to achieve national education goals. School-based management not only provides outonomy/freedom to

school institutions in the implementation of programs and the implementation of learning only, but also frees up the decision-making process as well as the implementation of these decisions.

Schools are an integral part of society. A harmonious, integrated and reciprocal relationship that is as good as possible between school and community must be created and implemented so that improving the quality of education and community development can be mutually supportive. School relations with the community are essentially a means that is very instrumental in fostering and developing the personal growth of students in school. Schools are also a shared responsibility between government, parents and society. But parents only as assistants of education providers, and are not entitled to influence let alone change the direction of their educational goals.

The effectiveness of school-based management is inseparable from the consistency of its implementation in applying its principles that will deliver educational progress and success. Autonomy/freedom is the basic

principle of school-based management. Autonomy means having independence in deciding something, implementing, monitoring, and evaluating a program. Autonomy is born from the ability to self-regulate, analyze problems, set targets, determine short-term, medium-term program, share work, monitor, and develop continuously. The principal must make this school-based management as a momentum of awakening to meet progress. The principal and all of his staff are challenged to be able to make their own programs, analyze strengths and weaknesses, obstacles and opportunities, implement them, and develop them continuously and intensively.

Autonomy is used as an entry point to open the wide participation of all parties in advancing education. Participation is involvement and participation in conveying ideas, making decisions, implementing, monitoring and evaluating. The successful implementation of school-based management is in desperate need of collaboration between the participation of student guardians, school committees, teachers, leaders, and the community. Therefore, the

principal should encourage stakeholders to actively provide input, oversee the program, provide evaluation, and others. This participation will strengthen the brotherhood, because all stakeholders are respectfully positioned.

Community participation in the form of ideas, financial, and moral support, granting access and so on is very important for the improvement of school quality. Large schools cannot be separated from the community's contribution in providing support both morally and materially. The entry of students to school is not only because of quality, but also strong public support for schools. Community participation will strengthen their support for schools and directly the school will develop itself.

Based on the description above, the formulation of the problem of this article is how is the participation of the community in the implementation of school-based management to deal with the digital era? While the purpose of this study is to determine the role of the community in the implementation of

school-based management to deal with the digital era.

LITERATURE REVIEW

Michael J. Mcnamara's article entitled Parental Participation And School-Based Management In Nicaragua: An Ses Analysis Of Differentiated Parent Participation In School Councils By Income, Education, And Community Crime Rates. The similarity is discussing about community participation. The inequality is focusing on the role of parents based on student guardians by income, education, and community crime rates. Whereas in this article the focus is on implementing community participation to deal with the digital era.

Teguh Triwiyanto's article entitled the obstacles to the implementation of the school committee's work program to enhance community participation. The similarity is discussing about community participation. Inequality focuses on barriers from the committee's work program and community participation. Whereas in this article the focus is on implementing community

participation to deal with the digital era.

Renny Retna Puspasari's article entitled community participation in supporting the implementation of school programs. The similarity is discussing about community participation. The difference is focusing on community participation in the implementation of school programs. Whereas in this article the focus is on implementing community participation to deal with the digital era.

METHODOLOGY

This study uses a qualitative-descriptive method, which is a research procedure that produces descriptive data in the form of written or verbal words from the respondent or people whose behavior is observed (Cut Suryani, 2015:25). This study describes various things related to the focus of the issues raised. Data collected through observation and interviews. The subjects in this study were school residents who dealt with meticulous objects consisting of elements of school leaders, committee heads, school staff, and the community who were concerned about the

implementation of education in the school. The data source was determined purposively. Sugiyono (2009:53) revealed that purposive sampling is a data source retrieval technique with certain considerations. This research was conducted in SD Negeri 02 Jetis, Jaten sub-district, Karanganyar district by involving the school principal, teachers, school committee and the chairperson of the student guardian association as the main source of research. The time of the study was held on Monday to Saturday on 23-28 July 2018 during school service hours at 08.00-10.00.

RESULTS

Based on the result of interviews with the public elementary school principal 02 jetis, jaten sub-district, karanganyar district, several facts were found in the field, namely:

1. The school empowers school resources as a form of autonomy from the implementation of school-based management.
2. All teachers are involved in the preparation of the school's vision, mission, goals and programs. the headmaster gives freedom to the teacher,

committee, community and stakeholders to express opinions and aspirations for the advancement of the quality of education.

3. the principal involves the school committee in planning school programs, and implementing the program.
4. the principal involves the community aiming to help each other in the form of ideas of thoughts and goods and work together to supervise students both in the school environment and in the home environment.
5. the school holds a group of student guardians in each class to facilitate cooperation between the school and student guardians in conveying the development of students and anything related to students and school activities.
6. there is a group leader who is directly related to the school so that when there is information related to the school and students will convey to the community members.
7. the association holds a meeting to discuss problems or information from the school

with a regularly unscheduled time intensity.

8. the school and student guardians use social media to accommodate aspirations and convey information so that it is easier to communicate.
9. the school and guardians of students work together to monitor students in the use of gadgets and the negative impact of using media dan the internet.
10. the form of school relations with the community are:
 - a. through the school committee, there are elements of the community, government and business/industry.
 - b. through consultation, the school conducts consultations with an expert in the community.
 - c. through a joint meeting.
 - d. through joint program preparation.

CONCLUSION

The competence of school principals in leading and implementing school-based management is needed so that the school management program can be

carried out well. Community participation, committees and stakeholder are also needed so that school-based management programs can improve the quality of education and produce graduates who excel in both academic and non-academic fields. The involvement of community participation can help the school in supervising the progress of student achievement and also overseeing the negative and positive impacts of gadget use, social media and the internet. The approach of the school with the community and the forms of activities in involving the participation of the community need to be examined more deeply so that a harmonious communication relationship between the school and the community is established. With the existence of this research, it can be seen that community participation is very important and stakeholders are part of the smooth implementation of school-based management. Further hope there will be in-depth research to forms of school approaches so that the community and stakeholders participate. Furthermore, it is an in-depth study of the forms of participation activities of the

community and stakeholders for the smooth running of school-based management and improving student achievement. Then research on the participation of the community and stakeholders in pacing educational challenges in the era of disruption.

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