

## COMMUNITY PARTICIPATION IN EDUCATION MANAGEMENT FOR IMPROVING QUALITY EDUCATION

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### **Abstract**

*This research deeply discusses about implementation of community participation in the education management in Primary Shool (SD) and Islamic Primary Shool (MI) in Sidoarjo District, in East Java especially related to the participation processes, forms or models, levels or strata and functions, the obstacles or problems and the supports factors, and how to overcome all problems, and to find alternative participation implementation models. Moreover, this research infolved School Commite, Head Master, and Community leader in 18 Sub Distrcts in Sidoarjo District of East Java Indonesia. The conclusion and suggestions, of the research can be seen as follow : Community Participation in Edication Management has functions as : (1) Community fund rising; (2) the improvement of community attention and commitment; (3) the improvement of parent and community participation to make a better quality of education; and (4) the evaluation and supervision of education policy and the product of education. The opstacles of the community participation in education management are : (1) In Planning; (2) In Organizing and implementing; and (3) In monitoring and evaluation. The supporting factors are : (1) In planning and monitoring by using School Website; (2) BOS/BOSDA (School Operatinal Fund) very helpful for the poor parents to reduce the school payment; (3) Teacher Sertification Programe give positif impact to increase the spirit of teaching and learning process in the shool. Suggestions/Recommendations are : (1) School Commity needs reposition; (2) School need democracy improvement; (3) School needs improvement of tranparancy, acuntability, and responsiveness; (4) School needs improvement of cooperation with Higher Education; (5) District Government should give Recommendation Easily for the CSR (Corporate Social Responsibility) programe; (6) School Commity needs support from everybody to the positif effort for better quality of education; (7) To know deeper about the positive impacts of Website or the development of Information, Communication, and Technology (ICT) in Education Management, needs further and deeper research mus be done.*

**Key words** : "Community Participation".

## 1. INTRODUCTION.

### 1.1. Background

Today, the state of education in Indonesia is in a state of alarm when viewed from the quality and global challenges that must be faced. This can be seen from the quality of teachers where there are many teachers who do not meet the qualification standards of education as demanded by the Act No. 14 of 2005 on Teachers and Lecturers is minimal S1 or D4. Data East Java Provincial Education Department in 2010 showed as many as teachers or as much as + 205 000 + 33% have not S1-D4. Meanwhile, teachers who are certified teachers or as many as 129 494 + 20% of teachers who have Greenworld NUPTK (Unique ID Teachers and Education Personnel). Similarly, the average length of education of the population of East Java, or a new mean schooling of 7.9 years. Still we often hear of the School concerned or improper condition is used as a place pembelajaran.khususnya on SD / MI. Whereas in the burgeoning era of globalization needs to improve the quality of continuous education. Renewal in education requires the courage to look for a method and construct a new paradigm.

In the twenty-first century, the phenomenon of life is very important, namely the globalization of almost every aspect of life. Consequently, for all forms of work, of which education has challenges that are global, as a result of the rapid development of information and communication technology. Professionalism must be created to meet these challenges such as challenge / performance targets issued by the MDG's, HDI, etc.

Required increased community participation in education, school management transparency and fixed timeline is going to board the teacher in the learning activities supported by the policy of regional autonomy and decentralization of education, so schools have autonomy in the administration of education is very much different from the previous centralized system.

Improved quality of basic education can not be separated from improving the quality of elementary schools and Islamic elementary schools and even improve the quality of preschool education. This is the link to get to quality resources. In other words, improving the quality of primary schools and Islamic elementary schools is an absolute condition that must be realized. Responsibility not only to improve the quality of government with different policies, but also in schools, parents and community participation. Cooperation among them as the partnership will determine the success of improving the quality of education in primary schools and Islamic elementary schools.

Because this study as a continuation of previous studies on the implementation policy of MBS in order to improve the quality of education in the district of Sidoarjo in East Java, (done by Bro. Ratio in 2005), which is one of the characteristics of the MBS in question is the participation of the research is intended to look further and depth of community participation in improving the quality of education. Therefore, the locus of decision-SD / MI in Sidoarjo in East Java in our study is in order to maintain consistency of the locus of previous studies.

In addition, Sidoarjo including Unique, because although geographically Sidoarjo regency buffer adjacent to and as the metropolis of Surabaya and Figures GER SD / MI is high and is complete Compulsory Basic Education and have 9-year Compulsory Education program started 12 years since 2006 years ago. but it has not been able to Sidoarjo regency SD / MI International Standard School stubs (RSBI).

### 1.2. problem formulation

In accordance with the above background, and based on the results of earlier studies conducted found several problems to be investigated through the study of this dissertation, as follows:

*"What is community participation in education management in order to improve the quality of education in elementary school (SD) and Islamic elementary schools (MI) in Sidoarjo*

*regency, East Java, both associated with processes, forms, levels and functions of community participation as well as factors inhibiting and supporters ".*

### **1.3. Research objectives**

In accordance with the principal issues that have been formulated above, the objectives of this study.

1. Analyze the process, forms, levels and functions of community participation in education management in order to improve the quality of primary school education (SD) and Islamic elementary schools (MI) associated with Law Number 20 Year 2003 on National Education System.
2. Analyze the implementation of community participation in education management in order to improve the quality of primary school education (SD) and Islamic elementary schools (MI) associated with Law Number 20 Year 2003 on National Education System.
3. Analyze the factors inhibiting and supporting community participation in education management in order to improve the quality of primary school education (SD) and Islamic elementary schools (M) in Sidoarjo district.

### **1.4. Benefits of Research**

The results of this study is expected to be useful for:

1. Theoretical benefits of this research is very important as evaluative efforts for community participation in policy in the field of education management in order to improve the quality of primary school education (SD) and Islamic elementary schools (MI) in Sidoarjo district.
2. To contribute to developing models of community participation in education management that is suitable for local governments, and schools in Indonesia, especially in East Java Province.
3. While the practical benefits penelian results are expected to find a model that describes the relationship between central and local, county and school and school and community, especially community participation in education management in order to improve the quality of primary school education (SD) and Islamic elementary schools (MI) in Sidoarjo district of East Java Province.
4. Provide important information for other researchers interested in undertaking further research on People's Participation in the Field of Education in particular by exploiting Manaemen development and Information Communication Technology (ICT) to benefit peningkatan manaemen quality of education both in Offices and Schools.

## **2. RESEARCH ACCOMPLISHED**

Previous research relevant to point out briefly as follows:

1. Research conducted by Leithwood and Menzies (1998) with 83 empirical studies on the application of MBS states that the quality of education proved to be negative, "there is virtually no firm". Fullan (1993) also states that approximately the same conclusion. "There is also no doubt That evidence of a direct cause-and-effect relationship Between self-management and improved outcomes is minimal". No doubt that a causal relationship between MBS with improving the quality of educational outcomes is minimal. This is understandable because the application of MBS is not directly related to the incident in the classroom.
2. Gaziel (1998) concluded the results of research in schools Esrael that "Greater school autonomy has a positive impact on teacher motivation and commitment and on the school's achievement". Granting greater autonomy to the schools has had a positive impact on motivation and commitment of teachers and school success.
3. King and Ozler (1998) states that "enhanced community and parental involvement in EDUCO schools has improved students' language skills and diminished absenteeism".

Similarly Geoff Spring, the architect of reform in South Australia and Victoria states that "school-based management has led to higher student achievement".

4. Jemenez and Sawada (1998) concluded that the involvement of the community and parents have long-term impact in improving learning outcomes.
5. Sapari Supriono research and Achmad (2001: 2-3) that the policy of quality improvement or quality of primary school must begin the transparency of school management, increased participation or the participation of the community, parents, increase passion and professionalism of teachers, effective learning, as well as improvements in the facilities / infrastructure and the greening of the school will have a positive impact.
6. Agus Akhmadi Research (2003) Developing the School Committee on the Empowerment of People's Participation in the Delivery of Education in SD Muhammadiyah Roxburgh, stated that the School Committee has been active and innovative to raise awareness of both the aspects of the educational infrastructure and academic aspects. Community participation is also growing with increasing awareness, involvement, and community's role in providing education in schools both in financial support, support facilities, and academic support.
7. Rasiyo Research (2005) concluded that:

MBS policy has not been transformed or communicated effectively to the policy implementation at school level. Meanwhile, on the other two stages, namely stages of organizing and applications, MBS policy has been implemented quite well in school. Characteristics of democracy, accountability, responsibility, responsiveness, transparency and openness, partisipai community, and learning in schools has grown PAKEM meaning it has done quite well by the school. This can happen because the schools communicate more directly with the government, obtaining funding and technical assistance or program, and the disposition to perform a variety of activities; without going through the Department of Education and Culture, Provincial and District Education Office.

In this paper the author uses the basic theory of Public Administration as a grand theory, "Good Governance" as a middle range theory, and Community participation in the field of education as an *applied theory* Managemen.

### 3. THE CONCEPT FRAMEWORK AND METHODS OF RESEACH

#### 3.1. The concept of research framework

Improving the quality of education is not just a task manager of the school, but the duty of all components of society. This is understandable because the school is basically just a small part of the education system as a whole. Departing from the above, then the concept of this study can be described as follows:

Figure 3.1.  
The concept of research framework





### 3.2. Research Methods

#### 3.2.1. The research approach

The research approach chosen was an observational approach, which is a research approach to studying social phenomena that occur in society (Moleong, 2000: 14). This research approach was chosen, because it is studied in this research concerns the problems associated and community participation.

Qualitative research is a study using participant observation (participant observation) or by Moleong "Qualitative research is research that produces descriptive data about the words spoken or written and observable behavior of people or institutions surveyed (Moleong, 2000: 5). "While the case studies referred to in this study, is an empirical study that investigates a contemporary phenomenon within real-life setting.

#### 3.2.2. Research Focus

The focus of qualitative research is closely related to the formulation of the problem, in which the research problem can develop or change according to the nature of the qualitative approach is flexible, supple and following the empirical mindset, where everything in the current study determined the final result of data collection that reflects the state of the actually in the field (Moleong, 2000:62-63). With the clarity of the data and the ability to focus, researchers can make an informed decision about which data to be collected and where data is not necessary or even be discarded. With the focus of researchers will not be trapped by the abundant volume of data in the field.

In the present study focused on community participation in education management in improving education in elementary school kalitas and Islamic elementary schools, including:

1. Describe the processes, forms, levels and functions of community participation in education management in improving the quality of education include:
  - Policy management of schools;
  - The process of learning activities;
  - Community participation / stakeholder.
2. Describe and analyze the role of stakeholders in the implementation of community participation in education management in improving the quality of education.
3. Describes the inhibiting factors in community participation in education management in improving the quality of education.

#### 3.2.3. Research Sites

In keeping with the theme in this study will be conducted in elementary schools and Islamic elementary schools in the district of Sidoarjo, with consideration of:

1. Managerial capability in managing the school principal, including the learning process;
2. Community participation to the development of education in primary schools and Islamic elementary Sidoarjo regency;

3. Proximity to the location of the study investigators, so the implementation of more effective research.
4. As a continuation of previous studies or to maintain consistency with previous studies of substance.

### 3.2.4. Types and Sources of Data

Type of data collected consists of primary data and secondary data. Primary data is data in the form of words and behaviors or actions that were collected or observed directly from study subjects, while secondary data was collected from the office of agency / institution that has to do with research.

Sources of data in this study are:

1. Informant: the people who are used to provide information (data) about the circumstances of the setting (Moleong, 2000:90). Initial informants were purposively selected (purposive) in study subjects who mastered problems as key informants.
2. Document: the official documents or personal documents which are relevant to the focus of research.

Key figures who asked for information that the Principal, Head of the School Committee, and subsequently requested to appoint three members of the public figures who may be asked for information regarding degan management of community participation in education as an effort to improve the quality of education in primary schools and Islamic elementary schools.

In this study, researchers used data collection techniques to ensure the validity Trianggulasi and validity of data and information obtained, which include: observation, documentation and interviews.

### 3.2.5. Data Collection Techniques

In this study, researcher used data collection techniques include the following:

1. In-depth interviews  
Interviews were conducted in an open and structured and focused on the problem statement that the information collected is complete and profound. Disclosure of information leaing to the concession has been able to ferret out informants honesty and objectivity to deliver what they really are. To avoid information bias, researchers equip with instruments recording device with the consent of informants, so that the data and information can be captured in their entirety.  
`The interviews have been conducted not only in offices but also dilakukakan at home and at a mutually agreed upon. This is done so that the opportunity time and time to dig as much information about people's participation in the field of management in improving the quality of education.
2. Observation  
Observation techniques, either directly or indirectly, or formally or informally used to observe the various activities in the village. This is done in order to complement the primary data and secondary field that has been collected saebelumnya, and data from primary and secondary Islamic elementary schools, or derived from the Sidoarjo District Education Office of Sidoarjo.

#### Documentation

This technique is performed to obtain the secondary data in the form of letters, resolutions, records, and documents relating to the formulation of the problem or research focus.

### 2.2.6. Data Analysis

Data analysis in qualitative research carried out starting from the beginning to take place throughout the research process. This study used data analysis developed by Miles and Huberman (1992:15-20), using an interactive model analysis with the three procedures,

namely: data reduction, data presentation, and draw conclusions / verification.

### 3.2.6.1 Data Reduction

Data reduction is intended as a selection process, focusing attention on simplification, and transformation of data pengabstrakan "rough" that emerged from the remarks - remarks written in the field. Data obtained in the field is then reduced by the researchers in a way: coding, data classification, trace themes, making clusters, making partitions, then made the choice to write a memo to the data obtained in the field, then from the data, where relevant and where are not relevant to the issues and research focus. Data reduction / transformation process is continued after the research field, to complete the final report is ordered.

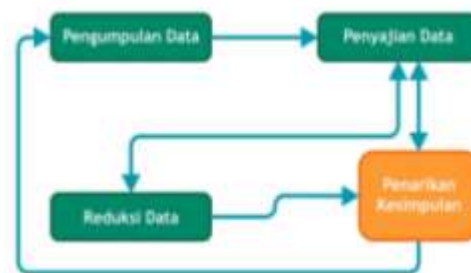
### 3.2.6.2 The presentation of the data

Presentation of the data or display is intended as a set of structured information that gives the possibility of making inferences and actions. By looking at the presentations, we can understand what is happening and what to do. This is done to make it easier for researchers to see the picture as a whole or certain parts of the research data so that data can be drawn from the conclusions. Presentation of data in this study carried out by using the matrix in the form of a narrative text or set of sentences. Everything is designed to combine structured information in a form coherent and easily understood, so researchers can see what is going on and draw the appropriate conclusions.

### 3.2.6.3 Attracting Conclusion

Inference is an activity of the whole configuration during the study period. Was re-verification is an activity of thought that came to mind among your peers to develop "intersubjective opportunity," in other words the meaning that emerges from the data must be verifiable, and suitability kekokohnya (validity). Verification of the research carried out continuously throughout the verification study by researchers intended to analyze and find meaning from the information collected by searching for themes, patterns of relationships, the problems that arise, and concluded a tentative hypothesis, thus forming certain propositions that could support the theory or the theory of refinement.

Analysis procedure with 3 (three) phase is described by Miles and Huberman (1992:22) referred to as "interactive model" as described as follows:



Sumber : Miles & Huberman, 1992

## 3. RESEARCH

In the present study focused on community participation in the field of education management in order to improve the quality of education in primary schools and Islamic elementary schools in the district of Sidoarjo, including:

1. Describe the processes, forms, levels and functions of community participation in education management in improving the quality of education.

2. Describe and analyze the role of stakeholders in the implementation of community participation in education management in improving the quality of education.
3. Describe the factors inhibiting and supporting factors in community participation in education management in improving the quality of education.

In keeping with the theme of the research was conducted in elementary schools and Islamic elementary schools in the district of Sidoarjo, with consideration of:

1. Managerial capability in managing the school principal, including the learning process;
2. Community participation to the development of education in primary schools and Islamic elementary Sidoarjo regency;
3. Proximity to the location of the study investigators, so the implementation of more effective research.
4. As a continuation of previous studies or to maintain consistency with previous studies of substance.

In this study, researchers used data collection techniques in-depth interviews (depth interviews) The interviews were conducted in an open and structured to 18 (eighteen) of the Principal, 18 (eighteen) of the School Committee as well as several community leaders and Islamic elementary Elementary School in Sidoarjo district in May until July 2011 and a statement focusing on the issues so that information collected is complete and profound. Disclosure of information leading to the concession has been able to ferret out informants honesty and objectivity to deliver what they really are. To avoid information bias, researchers equip with instruments recording device with the consent of informants, so that the data and information can be captured in their entirety.

Interviews that have been made to the 18 (eighteen) of the Principal, 18 (eighteen) of the School Committee as well as some community leaders and Islamic elementary schools elementary school in Sidoarjo district in May until the month of July 2011 not only in offices but also dilakukakan at home and at a mutually agreed upon. This is done so that the opportunity time and time to dig as much information about the basic education policy information.

#### **4.1. Community Participation Process.**

Community participation Process in Primary Schools and Islamic elementary schools in the district of Sidoarjo in order to Improve the Quality of Education. Interviews related to the above it appears that the community participation process, which built both by Head of School, School Committee and community leaders and Islamic elementary Elementary School stated that "the strategy of the organization of schools in the preparation of planning the school program, where community groups who are members of the School Committee perform continuous bargaining and seeks to influence decision making, are preferable to the mobilization by the school before the public seeking to be involved in planning the work program in the School and then expect people to engage in it even in the lowest degree (read: passive), with an emphasis main: can not oppose the program that has been designed by the School of the empowerment strategy is preferred over the school done, by trying to make awareness to the community to realize their rights and their obligations, so as to exercise control over government policies or actions associated with them "(Note: In this strategy the operational position as the third power of public awareness facilitator, because without a third force acting community is likely to remain in a false consciousness).

#### **4.2. Community Participation Forms.**

Community participation in Primary Schools and Islamic elementary schools in the district of Sidoarjo in order to Improve the Quality Pendidikan. Interviews related to the above it appears that the form of community participation that is built both by Head of School, School Committee and community leaders / religious leaders in primary schools and Islamic elementary schools that form of community participation in general is concerned / absorb and respond to information, both in means to receive, obey, fulfill, carry out, yes, accept the terms



and in terms of rejecting it preferable to other forms of community participation through contact with other parties in this case with schools and other stakeholders in planning, organizing and implementation and supervision of schools as well for community participation in the implementation of school development, including decision-making (establishment plan), feeling involved in decisions concerning the construction of schools, including their fate and participation in technical terms.

#### **4.3. Community Participation Levels.**

Participation rate in elementary schools and Islamic elementary schools in the district of Sidoarjo in order to Improve the Quality of Education. Interviews related to the above it appears that the level of community participation, which built both by Head of School, School Committee and community leaders / religious leaders in Islamic elementary Elementary School and stated that the level of community participation in general the most consecutive high / above (citizen controle ( Note: The degree / quality of community participationat the very top level that is citizen power (citizen controle, delegate power, and partnership) it actually has a degree / quality of participation of the most serious / good, while at the lowest level (manipulation) has a degree / quality of the light) and then followed his involvement at the level of consultation and involvement at the level of joint planning.

#### **4.4. Community Participation Functions in Education Management**

Community Participation in Education managementin Primary Schools and Islamic elementary schools in the district of Sidoarjo in order to Improve the Quality of Education. Interviews related to the above it appears that community participationis built both by Head of School, School Committee and leaders of religious masyarakat.tokoh on Elementary and Islamic elementary schools stated that community participation in education in general management functions of a sequence of public funds in order to finance the implementation of education in the educational unit, the function of encouraging the growth of the attention and commitment to the implementation of quality education and the function of encouraging parents and community berpartipasi in education to support improved quality and equity of education and evaluation functions and oversight of policy, program, organization, and outputs in education school units.

#### **4.5. Community Participation Obstacles in Education Management**

Community Participation Obstacles n Education managementby the Committee on Elementary Schools and Islamic elementary schools in the district of Sidoarjo in order to Improve the Quality of Education. Interviews related to the above it appears that the factors inhibiting participation in education managementby the Committee on Elementary Schools and Islamic elementary schools in the district of Sidoarjo in general as the School Committee never feel any resistance when planning the implementation of quality education managementsuch as policy in determining budgets attraction occurs between the interests of business and affairs of routine physical development is more dominant than the limiting factor when organizing the implementation of quality management education, and implement a quality education managementas well as overseeing the implementation of quality management education.

#### **4.6. Community Participation Supports in Education Management**

Community Participation Support in Education Management by the Committee on Elementary Schools and Islamic elementary schools in the district of Sidoarjo in order to Improve the Quality of Education. Interviews related to the above it appears that the factors supporting community participation in education managementby the Committee on Elementary Schools and Islamic elementary schools in the district of Sidoarjo in general "as

the School Committee had felt a contributing factor when planning the implementation of quality education management and at supporting factors at the time overseeing the implementation of quality management education, for example with the establishment of a School Website can be accessed anytime and anywhere by the public, especially by the School Committee ". Website is a concrete manifestation of e-government program in the field of education a more powerful influence than the supporting factors at the time of organizing and supporting factors at the time of executing the implementation of quality management education.

#### **4.7. FGD as a forum for the establishment of Community Participation in Education Management**

In connection with the meeting the Head of School, School Committee and community leaders as well as elements of the District Education Office UPTD Sidoarjo through Discussion Group Focus (FGD) with the topic "Community Participation in Education Management of Primary Schools and Islamic elementary schools in the district of Sidoarjo in order to Improve the Quality of Education" in dated July 30, 2011 held at the Education Office Propinsi East Java, which was attended by 12 Principals and 12 of the School Committee and community leaders as well as six staff UPTD Sidoarjo District Education Office to produce a conclusion as follows:

- 1) The process of community participation by the School Committee on Elementary and Islamic elementary schools in the district of Sidoarjo conduct bargaining and continuous as well as attempting to influence decision making, and then expect people to be involved in it
- 2) The form of community participation in primary schools and Islamic elementary schools in the district of Sidoarjo are concerned / absorb and respond to information.
- 3) Elements of community participation in primary schools and Islamic elementary schools in the district of Sidoarjo is successively participate in monitoring and assessing the activities of construction and development results are achieved by the school and,
- 4) The level of community participation, which built both by Head of School, School Committee and community leaders / religious leaders in primary schools and Islamic elementary schools in the district of Sidoarjo is citizen power (citizen control, delegate power, and partnership)
- 5) The Function of Community Participation in the district of Sidoarjo in Education Management as the funds rising in order to finance the education in the school unit, the function of encouraging the growth of the attention and commitment to the implementation of quality education and the function of encouraging parents and community berpartipasi in education to support quality improvement and equity of education and evaluation and monitoring of policies, programs, organization, and outputs of education in the educational unit.
- 6) The obstacle factors of community participation in education management by the Committee on Elementary Schools and Islamic elementary schools in Sidoarjo regency was at the time of School budget plan formulation such as policy in determining the budgets going tug of interests between business and affairs of routine physical development more dominant than the limiting factor when organizing the implementation of quality management education, and implement a quality education management as well as overseeing the implementation of quality management education.
- 7) The supporting factors of community participation in education management by the Committee on Elementary Schools and Islamic elementary schools in the district of Sidoarjo, in this case the school Web site can be accessed anytime and anywhere by the public, especially by the School Committee ". Because the site is a concrete manifestation of e-government program in the field of education a more powerful influence than the supporting factors at the time of organizing and supporting factors at the time of executing the implementation of quality management education.

## **5. CONCLUSIONS, SUGGESTIONS, AND IMPLICATIONS**

### **5.1. Conclusion**

Based on the presentation and analysis in the previous chapter, the community participation in education management to improve the quality of education in primary schools and Islamic elementary schools in the district of Sidoarjo is expressed as follows:

1. The process of community participation in education management to improve the quality of education that is built both by Head of School, School Committee and community leaders / religious leaders in primary schools and Islamic elementary schools in the district of Sidoarjo are using a strategy of school organization in the preparation of planning the school program, where community groups who are members of the School Committee. perform continuous bargaining and seeks to influence decision making is preferred over mobilization efforts by the school before the public to get involved in planning the work program in the School and then expect people to engage in it even in the lowest degree (read: passive), with the main emphasis : should not be opposed to programs that have been designed by the School and is preferred over the strategy of empowering the schools do, by trying to make awareness to the community to realize their rights and their obligations, so as to exercise control over government policies or actions associated with them . (Note: In this strategy the operational position as the third power of public awareness facilitator, because without playing the third power of the community is likely to remain in a false consciousness).
2. Forms of community participation in education management to improve the quality of education that is built both by Head of School, School Committee and community leaders / religious leaders in primary schools and Islamic elementary schools in the district of Sidoarjo declare that this form of community participation in general is concerned / absorb and respond to information, both in terms of receiving, keeping, fulfill, carry out, yes, accept with request or even in a sense to reject it, are preferable than community participation through contact with other parties in this case with schools and other stakeholders in planning, organization and supervision of schools, as well as to the form of community participation in the implementation of school development, including decision-making (plan establishment), the feelings involved in the construction of schools development, including decisions about their fate and participation in technical terms.
3. Levels of community participation in order to improve the quality of education that is built both by Head of School, School Committee and community leaders / religious leaders in primary schools and Islamic elementary schools in Sidoarjo regency levels of community participation is generally the most consecutive high / upper control citizen involvement followed by the level of manipulation, then consultation and involvement at the level of joint planning.
4. Function of community participation in education management in order to improve the quality of education that is built both by Head of School, School Committee and community leaders / religious leaders in primary schools and Islamic elementary schools in the district of Sidoarjo is generally a sequence of functions of public funds rising in order to finance the education in school unit, the function of encouraging the growth of the attention and commitment to the implementation of quality education and the function of encouraging parents and community berpartipasi in education to support improved quality and equity of education and evaluation functions and oversight of policy, program, organization, and outputs of education in the school unit .
5. Factors inhibiting community participation in education management in order to improve the quality of education by the Committee on Elementary Schools and Islamic elementary schools in the district of Sidoarjo in general is the existence of barriers when planning the implementation of quality education management is more powerful than the barrier effect at the time of organizing the implementation of education management quality, and implement a quality education management as well as overseeing the implementation of quality education management. Barriers when planning the implementation of quality

education management, such as the role of the school committee is just a fully devolved to the Head of School in the preparation of school budgets policy, which means the School Committee only as the stamp of school without think long and hard about how to plan educational management quality.

6. Factors supporting community participation in education management in order to improve the quality of education by the Committee on Elementary Schools and Islamic elementary schools in the district of Sidoarjo in general at the time of planning implementation of quality education management and at the time overseeing the implementation of quality education, for instance, with the establishment of School Websites that can be accessed anytime and anywhere by the public, especially by the School Committee. This website is a concrete manifestation of e-government in education is very dominant than the influence of factors at the time of organizing and executing the implementation of quality management education. Utilization of ICT (information, communication, and technology) as a means of PSB (New Student Enrollment) and learning system improvements; and the establishment of networks (networking) between the educational unit SD.MI in Sidoarjo. Besides the policies and BOS and BOSDA (Islamic School / private teacher), to help poor parents and students in the financing of education in primary schools and Islamic elementary schools in the district of Sidoarjo. One reason for the low participation or participation in education, especially in poor communities, is the high cost of education both direct and indirect costs. The efforts made by the School Committee in education management in order to improve the quality of education in primary schools and Islamic elementary schools in Sidoarjo regency, including:
  - a) increased participation of parents and community in school progress, particularly the moral and material support,
  - b) improving the welfare of teachers,
  - c) the provision of learning facilities and infrastructure,
  - d) monitoring of education programs in schools. These efforts have made the most of the School Committee in accordance with the management capability of the School Committee in order to improve the quality of education.

## 5.2. Suggestion

Based on the above conclusion, it may be advisable to increase the participation masyarakat in education management in order to improve the quality of education in primary schools and Islamic elementary schools in the district of Sidoarjo is expressed as follows:

1. Required repositioning of the role of school committees in both the Primary and Islamic elementary school in Sidoarjo regency;
2. Improving civilizing principle of democratization in the Islamic elementary schools and elementary schools in the district of Sidoarjo in digging majemen participation in education in order to improve the quality of education;
3. Increasing transparency, accountability and responsiveness in education management in primary schools and Islamic elementary schools in the district of Sidoarjo in utilizing good ICT developments;
4. Good cooperation with similar institutions or universities in an effort to explore the potential of the community as an effort to increase community participation in education majemen in order to improve the quality of education;
5. Sidoarjo regency government in order to provide ease of recommendation for elementary schools and Islamic elementary schools in the district of Sidoarjo in majemen explore community participation in education in order to improve the quality of education, including seeking funding at both state-owned enterprises and local companies as well as a partner with the private perusahaanj education primarily through CSR (Corporate Social Responsibility) Companies that already exist either in the district of Sidoarjo and other districts in East Java Province, particularly for manufacturing and development site in Elementary Education and Islamic elementary schools in the district of Sidoarjo and other

breakthroughs as global breakthrough effort in exploring community participation in education management in order to improve the quality of education.

6. School Committee effort to have community participation in education in order to improve the quality of education need support of all components of education, good teachers, principals, students, parents / guardians, community, and educational institutions, especially in primary schools and Islamic elementary schools in Sidoarjo district. Therefore it is necessary that closer cooperation and coordination between all the education component so that the quality of education can be implemented effectively and efficiently.

Conduct further research regarding the utilization of ICT in improving the quality of education management, given the tendency of the use of ICT through the virtual world becomes dominant as a tool for community participation in education, especially education management in the era of globalization.

### **5.3. Theoretical and Practical Implications**

#### **5.3.1 Theoretical Implications**

In perspective development theory, this study can be considered as the development of the theory of Public Administration as Public Management, (Owen E. Hughes (1998) in his book *Public Management and Administration*) particularly the theory of iterative education. In regard to education management, the development of theory of Public Administration will have implications for the development of public administration as public management. The consequences of "public administration" as "public management" epistemologically also affected the way in public administration in the future scientists to develop this science.

For the future of public administration scientists must understand:

- (1) the increasing pressure on public sector to restructure and hand over to the private sector,
- (2) how to make decisions that are economically beneficial to the study of public choice theory, principal / agent theory and transaction cost theory;
- (3) environmental changes in the private sector such as increasing competition and globalization; and

the occurrence of changes in information technology that can help public managers to solve their problems so that the future of public management scientists must learn (and to understand and master) the development of information technology to be adopted into e-government (Hughes, 1998: 8-18).

#### **5.3.2 Practical Implications**

The findings of this study the practical implications that community participation in education management in order to improve the quality of education that is built both by Head of School, School Committee and community leaders / religious leaders in primary schools and Islamic elementary schools in the district of Sidoarjo in sequence serves to raise funds in order to finance public education in the school unit, encouraging the growth of the attention and commitment to the implementation of quality education and encourage parents and community to participate, in order to support the improvement of education quality and equity of education and evaluation and monitoring of policies, programs, organization, and outputs of education in the school unit .

In addition, this research needs to be studied further in greater depth regarding the factors inhibiting and supporting community participation in education management in order to improve the quality of education by the Committee on Elementary Schools and Islamic elementary schools in the district of Sidoarjo in general at the time of planning the implementation of quality education management and at oversee the implementation of quality management education, for example on ICT.

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