COMMUNITY PARTICIPATION IN THE IMPLEMENTATION OF EDUCATION

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ABSTRACT

The study aims to describe the community participation in education. Research using qualitative methods, with a phenomenological approach. Subjects of research include: chairman of the foundation, headmaster, head of the panel madrasah, teachers, parents, donors, community leaders, religious leaders, education observers / NGOs, and education experts. The results showed: (1) Public participation in education form of financial and non financial; (2) Patterns of community participation in education there is a direct and representative; (3) Factors that affect the community participation in the provision of education for the culture of boading schools are different from boarding schools in general, the alumni are scattered in various professions, managerial capabilities foundation's president modernize madrassas, status and position of a person, a strategic location, communication, economy, gender, age, old habitation, and the opportunity to participate; and (4) Impact of community participation in education is positive and negative.

Keywords: Society participation; Education providers

ABSTRAK

Penelitian bertujuan untuk mendeskripsikan partisipasi masyarakat dalam penyelenggaraan pendidikan. Penelitian kualitatif ini menggunakan pendekatan fenomenologi. Subjek penelitian meliputi: ketua yayasan, kepala madrasah, ketua majelis madrasah, guru, orang tua siswa, donatur, tokoh masyarakat, tokoh agama, pemerhati pendidikan/LSM, dan pakar pendidikan. Hasil penelitian menunjukkan bahwa: (1) Partisipasi masyarakat dalam penyelenggaraan pendidikan berbentuk finansial dan non finansial; (2) Pola partisipasi masyarakat dalam penyelenggaraan pendidikan ada yang langsung dan perwakilan; (3) Faktor-faktor yang mempengaruhi terjadinya partisipasi masyarakat dalam penyelenggaraan pendidikan karena kultur pesantren yang berbeda dari pesantren pada umumnya, alumni tersebar dalam berbagai profesi, kemampuan manajerial ketua yayasan memodernisasi madrasah, status dan kedudukan seseorang, lokasi yang strategis, komunikasi, ekonomi, jenis kelamin, usia, lama mukim, dan kesempatan untuk berpartisipasi; dan (4) Dampak partisipasi masyarakat dalam penyelenggaraan pendidikan bernilai positif dan negatif.

Kata kunci: Partisipasi masyarakat; Penyelenggaraan pendidikan

INTRODUCTION

Education and society are inseparable. They both need each other. Education exists because of the needs of the community, while the advance or retreat of the community is influenced and even determined by the education system. For the sake of the success of education, then education requires community participation. For Ahmad (2013:293) there are, "*… significantly positive correlation between community participation and … education.*" So also the statement of Jordan, et. al. (Javarof. 2015:35): "*Family and community involvement* [participation] *frequently means helping reach goal defined by the schools*."

Community participation is required by education in all over the world. But, the participation of society in developing countries is very low or limited. Thus the results of the research Aref (2015:1): *But in third world countries there are some important barriers in face of community participation in education activities*. And the results of the research Bekoe, et. al. (2013:124): *the contribution of the community towards the improvement of the school is generally low … .* Also Kambuga (2013:1): *The nature and extent of community participation … is generally limited.*

According to the World Bank there are several reasons that make the management of the school are not effective, including (Djalal, et al. Op. cit.:158-169): the role of the community in the management of the school is very small, whereas the support of the community is part of the success of an educational institution. To overcome this, it is necessary to the granting of autonomy in the form of school management that is accountable. While research Nurjihad (2010) show:

(a) the community tends to position itself as the object of development education, not to be the subject that will determine the policy direction of the education program; (b) a decline in the spirit of be part of the community caused by the school management is not optimal and the factor of government policy;

Regardless of the whys and wherefores of the low community participation in the implementation of education, participation must remain grown-develop for the sake of the success of education. How can the assortment. According to the results of research, suggestions Pailwar, et. al. (2005:373): *by mobilizing resources within the community*. While for Hariet, et. al. (2013:95): should collaborate with all stakeholders. Meanwhile, according to Kambuga (Op.cit.): the mobilization of political support.

Community participation in the implementation of education, can be embodied in various forms. The results of the research Subakir, et al. (2001:81) show:

community participation in education is not always in the form of money. A Chairman of the RT because it has been understand and know their obligations towards education, then he willingly establish and supervise group learning students in the region. At a time when students learn, no one can blame television or the radio. He also uses the means of the recitation of citizens to deliver the school program.

These quotations according to the results of research Kambuga (*Loc. cit.*), … *the community participation in the ongoing construction of secondary school takes different forms of either cash contribution or labour power contribution.*

Based on the above explanation, the formulation of the research problem is as follows: 1). How the forms of community participation in the implementation of education in Madrasah Tsanawiyah (MTs) Boarding school Ummumsshabri (Pesri) Kendari? 2). How the pattern of community participation in the implementation of education in Madrasah Tsanawiyah (MTs) Boarding school Ummumsshabri (Pesri) Kendari? 3). What are the factors that affect the occurrence of community participation in the provision of education in Madrasah Tsanawiyah (MTs) Boarding school Ummumsshabri (Pesri) Kendari? 4). How the results or impact of community participation in the implementation of education in Madrasah Tsanawiyah (MTs) Boarding school Ummumsshabri (Pesri) Kendari?

LITERATURE REVIEW

<u>Community Participation</u>

Participation means taking part or follower participation. Budiono (2005:370): participate in an activity (Ibid.:336). Djalal, et al. (2001:201-202): the decision maker advise the people involved in the delivery of advice and opinions, items, skills, materials and services. McShane, et. al. (2010:221): employees influence how their work is organized and carried out. Newstrom, et. al. (2002:187): the mental and emotional involvement of people in group situations that encourages them to contribute to group goals and share responsibility for them. There are three important ideas in this definition involvement, contribution and responsibility. Solekhan (2014:141): a form of participation or involvement in active or proactive in an activity. Wagner (Locke. 2009:445): a process in which decision making problem solving, action planning or similar activities are shared and performed jointly by hierarchical superiors and their sub-ordinates. Campbell (1999:197): no more than taking part in some activity. Curtis, et. al. (Nasdian. 2013:91): concerned with the distribution of power in society, for it is power which enables groups to determine which needs, and whose needs will be met through the distribution of resources. Harris, et. al. (2001:111): tends to increase confidence and support for the decision reached and reduced antagonism or mistrust. Workes tend to support the decision they help make. Gibson, et. al. (2011:200): refers to the extent that a persons knowledge, opinions, and ideas are included in the decision making process. Encouragement of participation, Salusu (2008:233): people want to participate because there is no intention to establish and maintain self-esteem, want to gain the autonomy, responsibility, and power to take decisions on the job. Its purpose and benefits, Sinambeela, et al. (2011:37): bring together all the interests of the ... in a process of formulation and determination of policy in proportion ... . The involvement of the wider community ... is one effective way to accommodate ... a variety of diverse purposes. Hadiwijoyo (2012:17), planning and

decision-making within programs is often done from top to bottom. The public is often privy without given a choice and the opportunity to give input. This is due to the assumption to achieve high efficiency ... . Webler, et. al. (Purwanto, et al. 2008:187): the citizens of a country can help increase the assurance and certainty that the voice and interests of individuals and groups in society are listened to and responded to by the government in a fair manner. The basic thoughts underlying the participation, Hardjasoemantri (Karianga. 2011:214-215): a) provide information to the government about the problem posed by a plan of actions of the government ...; b) increase the community's willingness to accept the decision; c) help the protection of the law; and d) democratization of decision-making. Sumpeno (2008:137-138): 1) unity, ...; 2) grow from the bottom, ...; 3) trust and openness.

Education and Society

Bryson (2011:159), Environment outside the organization in order to identify the opportunities and challenges the organization faces (and ideally, in conjunction with stakeholder analyses, to identify key success factors. Naim, et al. (2010:13), there is a relation of reciprocity between the world of education with the social conditions of the community. Ahmad (2001:63), the system of education ... is closely related to the various systems of economic, political, etc. to foster and develop communities that have a complete system and become the foundation of the whole system and the purpose of society it-yourself. Saripudin (2010:34), the process of education always takes place in an educational environment. [that] the environment includes physical, social, intellectual, and values. Nasution (2015:10), a group or society guarantee kelangsung his life through education. Kotler (Pidarta. 1998:37), among others: a) identification of human-human key in the community; b) note the wishful thinking and their thoughts against educational institutions; c) formulate the purpose of the relationship of institutions with society the right with the wishful thinking and their thoughts. Nuraedi, et al. (2010:283-284): will be able to foster creativity and the dynamics of both sides ... . Tilaar (2000:22), Education deeply rooted in society also means the participation and control of society that the "owner" of education. Suyatno (2001:77), awareness about the importance of the participation of parents and community in the process of managing education, especially in schools has been going on since long since understood the concept of tri center of education (family, community and government). Forms of community participation in education, Effendi (Dwiningrum. 2001:58): the participation of vertical and horizontal. Some examples, Rodliyah (2012:34), among others: 1) oversee the development of personal and children's learning process at home; 2) provides facilities and learning supplies needed children and ... school for the advancement of education. Pattern, it can be done through a system of representatives (Law No. 25 of 2000, Law Number 20 Year 2003, and Keptusan the Minister of Education Number 044/U/2002), namely the School Committee/Assembly Madarasah. To achieve the objectives and programs (Sidi. 2003:134-135), the School Committee must do various efforts in the form of the function:-use the capabilities that exist in the parents, the community and the environment ... . The

factors that influence it, Slamet (Rodliyah. Op. cit.:56-58): 1) gender, 2) age, 3) education level, 4) level penghaslan, and 5) livelihoods. How to mobilize participation, Rusdiana (2015:126): 1) Involving community and parents in a proportionate and professional in developing the planning, implementation, and program evaluation school/madrasah, 2) Establish an intensive communication in the form of a joint meeting between the school and the community. Factor-inhibiting factor, Adisasmita (2006:135): a) the nature of the lazy, apathetic, ...; b) aspects of the topography (hills and ravines), geographical (small islands scattered its location), demographic (population a little), and economic (poor village). Positive impact, Sagala (2009:247), among others: a) Develop democratic attitudes in the school and strive to meet the needs of the community; b) the occurrence of are equal and harmonious relationship between the school and stakeholders. Westra (Suryobroto. 2002:79), among others: 1) more communication occurs in two directions; 2) the more subordinates that influence the decision; 3) the manager and the participants less aggressive.

METHODS

Research (Spradley. 1980:52) was conducted in Madrasah Tsanawiyah (MTs) Boarding school Ummusshabri (Pesri) Kendari, Southeast Sulawesi, from September 2015 to February 2016. Qualitative research (Strauss, et. al. 2009:4) uses a phenomenological approach (Sukidin. 2002:32). The primary Data collected through the techniques of observation (Moleong. 1994:126; Denzin, et. al. 2009:527; Sugiyono. 2009:62-63) and interview (Sugiyono. 2010:194-197) of the key informants (Bungin. 2003:53), namely: the chairman of the foundation, the head of the madrasah, the chairman of the committee/assembly of madrasah, teachers, parents of students, donors, community leaders, religious leaders, education NGOS, education experts and experts on public policy. And secondary data collected through document analysis. To test the credibility of the data, then do the triangulation related techniques, time and resources. Data were analyzed with the techniques analyzed the interactive Milles, et. al. (1984).

FINDINGS and DISCUSSION

The Findings Of The Study

1. Sub-focus 1: Forms of Community Participation in the Implementation of Education

Community participation in education means the promotion of sertaannya in providing ideas, constructive criticism, and support over the implementation of the education. Decentralization and democratization of education, highly require the participation of the community. The community must be partners madrasah in implementing and advancing education.

The results of the interview with pemerihati education, also with experts on public policy shows that, the madrasah and the community are like two sides of one same currency. Both ask and give.

Madrasah exist because of the needs of the community, even the community affect forward or pullback madrasah. On the contrary, the progress of society also thanks to the positive influence of madrasah.

There are several forms of community participation in the implementation of education. There is a participation of the tangible money, possessions, labor, skills, ideas and social. Of the diverse manifestation of it, according to the results of the interview with the chairman of the assembly of the madrasah, community participation is classified into 2 (two), namely: the participation of financial and non-financial.

The participation of financial or material e.g. in the form of money and possessions. Participation money is a form of participation to meet the needs of the madrasah, for example, the cost of try out in the face of a national exam – as shown by the results of observation. The participation of possessions is a participation in the form of donations of material possessions for example the procurement of building materials.

While the participation of non-financial/non-material is the participation in the form of power to support the success of the program, such as contribution of labor the bachelor of education at the madrasah. Participation skills means providing training so that students master certain skills, such as the hospital sent a nurse to give you the skills provision of the first care of the accident victims. The participation of the fruits of the mind is the participation in the form of brainstorming, constructive criticism.

According to one of the guardians of students, community participation can be given on: 1) decision making, 2) program implementation, 3) the retrieval of benefits, 4) supervision, and 5) evaluation.

Although there are many forms and the opportunity to participate, the fact is that not all the chances and potential of participation carried out thoroughly by the community. There is a participation that often and rarely made public. The forms of participation that are prevalent, namely the participation of financial in the form of money and possessions.

Of the various forms of participation, it is expected to be excavated and developed by the madrasah to optimize participation for the success of the program madrasah. In that context, madrasah, according to the results of the interview with the Chairman of the Foundation: a) Establish effective communication with parents of students and the general public, b) Involve the community and parents of students in the planning and implementation of the program, and c) Inviting the public at each meeting the activities of the madrasah.

2. Sub-focus 2: the Pattern of Community Participation in Education
   a. Pattern directly

On the pattern of direct participation, the community interacts directly with the madrasah. The pattern of direct participation occurs when people can directly give a donation, submit ideas, discuss problems, and provide an assessment of the implementation of the program.

Direct participation is usually done by the people of economy class in the middle to the top. Also by those who are bound emotionally to the madrasah. For example, have emotional ties with the leadership of the foundation, the school children in this school, know that the madrasas need help, have long lived in the madrasah, and the profile of the foundation – related public confidence regarding the performance of the foundation.

In addition, there are also a number of people who participate in the incidental. The culprit referred to as donors incidental.

In addition to individuals, there is also participation in institutional – as said the Chairman of the Institution of Social Welfare of the Child (LKSA), which get help from the Department of Social Rp. 800.000. to help the students of economically weak.

b. Pattern Representative

On the pattern of representative, people to interact indirectly with the madrasah. This pattern occurs when people give a donation, submit ideas, discuss problems, and provide an assessment of the implementation of the program through a representative. For that, we need a container that can menampun and voicing the aspirations and needs of stakeholders.

The results of the study of the document shows that the container named assembly madrasah. Its members consist of representatives of representative stakeholders: (1) the head of the madrasah, (2) teachers, (3) students, (4) parents, (5) community leaders, and (6) the supervisory madrasah.

The structure of the organization describing the duties of the madrasah, consisting of the chairman, secretary, treasurer, and member of the group that handles affairs special.

The goal, among others: 1. Facilitate and increase the participation of stakeholders in formulating, establishing, implementing, and monitoring the implementation of the policy of the madrasah as well as the accountability ... the quality of education .... 2. Facilitate the stakeholders in the management of the madrasah according to their role and function, related to the planning, implementation and evaluation of the program madrasah proportionally.

His duties, among others: 1. The joint madrasah formulate and establish vision and mission of the madrasah, the standard of education services, drawing up the Draft Budget of Receipts and Expenditures of the Madrasa, developing the potential towards the achievement akademk and non-kademik. 2. Discuss and increase the honorarium for the Head of Madrasah, Teacher and Administrative Personnel.

Its functions, among others: 1. To encourage the growth of attention and commitment the community on the implementation of quality education. 2. Do work with the community ..., and government related to the implementation of quality education.

The pattern of community participation in the provision of education in madrasah this is more likely on the representative system, as it is said by the chairman of the madrasah, thus also according to the results of interviews with parents of students, and the results of the observation.

3. Sub-focus 3: Factors that Influence the Occurrence of Community Participation in Education

There are several factors that can affect community participation in a program. Such factors, according to an education expert, including:

a. The culture of the Boarding school Ummusabri ... different with boarding school in general …

b. The Alumni has been widespread, there is to be a teacher, lecturer, MILITARY/Police, employers, and others who prove that [this school] can meet the needs of the community.

c. The ability manajeral Chairman of the Foundation which is capable of converting MTs Pesri madrasah ordinary into the madrasah modern

According to an observer of education, the factors are social status, program of activities and natural conditions around. While for the Chairman of the GUPPI Southeast Sulawesi, namely: a. Leadership, b. Education, c. Communication.

For the chairman of the assembly of the madrasah, parents of students who established most provide assistance in cash in the amount of relatively large. They rarely do the physical labor yourself. While parents of students who earn mediocre tend to participate in it the most.

In addition to economic, factors long mukim someone in ligkungan specific experience and interact with the environment that will affect their participation, as said by the parents of students, the shape of the real community support that they do not interfere with the safety and maintain the cleanliness of the madrasah. Even they will be rebuked if there are people who throw the garbage or doing the commotion around the madrasah.

Age is a factor that affects a person's attitude over the social activities, including participation in education. Those who are middle aged and above with the attachment of strong moral norms and values of society, tend to participate more than the old middle class, as indicated the results of the observation.

The gender factor also affects one's participation in development - education. The presence of social stratification, which distinguish the status and the degree of a person, will lead to differences in rights and obligations between men and women. According to religious leaders: if invited to the meeting, which are present mostly men. This is because of the nature of the division of household affairs: the husband earn a living outside the home, while the wife takes care of the household. That

opinion, according to the results of observation: time of meeting Places, which are present mostly men.

The factor of opportunity/access. To engage educational activities, a person must have the opportunity to participate. According to the expert of public policy, there are 4 points that influence community participation: a. Communication inten between fellow citizens, between citizens and leaders; b. Climate social, economic, political, and culture ... that encourages growth and development participation; c. The opportunity to participate. d. Freedom berprakarsa and be creative. For a regular donors, these factors, among others: 1. Mindset of the society that increasingly advanced which considers education very important. 2. Social stratification that puts a certain level of education as a prestige ....

The basic elements of social participation, according to an expert on public policy, namely: a) public Trust; b) Solidarity and social integrity of the community; c) the Responsibility of-java social and community commitment; d) Willingness and ability to fix things and build on its own strengths; e) Organization, rational decisions, and the efficiency of the effort;) Deliberation-and consensus in decision-making; g) Sensitivity and community responses to the problem.

While the factors inhibiting the participation, according to the Chairman of the Foundation: 1) the Presence of apathy because during this time the community is rarely involved in decision-making; 2) the absence of public confidence in the madrasa; and 3) the high cost of education in the MTs Pesri. According to the head of the madrasah, the inhibiting factor of the government, namely:

a) Weak commitment politikpara decision-makers in the region to seriously involve the community preformance decision-making concerning public services; b) the Weak support of HUMAN resources to implement a strategy to increase the participation of the service nature of the public service; c) the Low ability of the legislature to actualize the interests of the community; d) Weak budget support, because the activities of public participation are often only seen as a project.

4. Sub-focus 4: the Results or Impact Pratisipasi the Community in the Implementation of Education there are two, namely:

a. Results or a Positive Impact.

According to the Head of the Madrasah, kepedualian the community in the organization of education in our school, have a very positive impact. That opinion, according to the results of observation: Building 2 storey built in 2014 about 80% of the funds from the parents of students, donors and the general public. Some parents offer her son – who has just completed higher education department of teacher training – to teach in madrasah. According to an observer of education in the success of the program madrasah, we can expand the horizons as we discuss the progress to be achieved students. Also improve the representation of various community groups that participate, as

said a regular donors, which justified the chairman of the assembly of the madrassa: engagement elements of the community in strategic decision-making can increase the desire and the representation of community groups, especially during this time marginalized in the activities of the madrasah.

The various groups of powers can be represented with the assembly of the madrasah, which will be a counterweight to other groups, so as to maintain the decision made to remain on the right track. Another positive impact, said the parents of students:

Cooperation can build different perspectives in the form of ideas and ideas of the various stakeholders. [This] allows the madrasah has a lot of options that are beneficial to the success of the program madrasah. Community involvement also means to accommodate the knowledge, experience, and creativity so that the local gives a variety of options. Considerations, opinions, and advice given by members will reduce the potential for failure of a decision.

Meanwhile, according to the Chairman of the Foundation, that:Parents of students and the wider community who support the work program of the madrasah is derived from various elements and layers of society. With the involvement of their, it can help the establishment of transparency and communication as well as relationships in the reciprocity between them.

By involving stakeholders and discuss with parties who will (potentially) receive a result of a program will be able to avoid the uncertainties and errors of interpretation. According to a donor is not fixed: with the participation of the community can then improve the approach, literatif, and ensure that the solution is based on the idea that constructive, views and thinking that far ahead according of the understanding and views of the city. For experts of education, the school is owned by the community. Public participation-sertaannya will encourage the soul wants to have, have a strong commitment, and bertangging-responsible for the interests of the institution. Saving community leaders, participation can build community capacity to support the success of programs of school and become social capital between members that participate.

b. Results or a Negative Impact.

The department of religion was filled by hundreds of students while the jobs available are very limited. This number is constantly increasing as time goes by.Consciously or not, participation can be detrimental to those involved, as said by a public figure:

Parents and community participate in the success of the program in MTs Pesri Kendari very much. This is a great potential when properly managed. But in fact, in certain conditions the process of participation is used to manipulate a large number of the citizens of the community for the sake of personal interests.Those who manipulate the participation of, for example, when there are certain

parties who participate with the hope to gain the sympathy of the community. This happens at the moment of election of Regional Head and members of the legislature.

Participation could potentially lead to conflict, as said one of the donors remain:Participation can cause conflict. Because the implementation is not based on an agreement which was built jointly by the parties participating. The process of participation often-times leads to instability of social relations that exist and lead to conflicts that can threaten the implementation of programs that have been planned. This never happened in the MTs Pesri.

The statement according to the results of observation: There is the unfinished building was built. Then I met the head of the madrasah, I asked what the cause of the building was not yet finished. The head of the madrassa said that the actual budget was there just a misunderstanding occurs between members of the assembly of madrasah involved as a contractor that manages the construction of it.

Participation can add to the cost and time of a program without any guarantee that participation will give you real results. In the region-the region that occurred injustice and social poverty, participation will be expensive and the expenses for that process can not be justified. This happens if there is inequality of income between groups of rich and poor. According to the parents of the students: on the implementation of a program, there are discrepancies between the plans with the results achieved, then it let us down. There may be certain parties who manipulate, and it undermines the spirit of the implementation of the program.

The Discussion Of The Research Findings

1. Forms of Community Participation in the Implementation of Education

Participation is a complex concept and often interpreted differently. The term participation is widely used in the context of development. Participation helps the success of the program according to the ability of each person. Participation, for Soleh (2014:111-112): the involvement of a person or group of people in an activity to achieve the goal. Engagement is driven by awareness and well-volunteers to participate to improve the situation. Adisasmita (Op. cit.:34): the involvement of citizens in development, which include: planning and implementation of the program. Participation is the actualization of the willingness and ability of the community to make sacrifices and contribute to the implementation of the program.

Its main purpose, according to Sinambela, et al. (Op. cit.:37): bring together all the interests ... in the ... the formulation and determination of policy proportionally to all parties involved and affected by the defined policy. The involvement of the wider community in the process of determining policy is an effective way to accommodate and accommodate a variety of interests.

Community involvement in the process of the determination of public policies that provide strategic value for the community to be important condition the development of political, economic, social and cultural. Planning, formulation and public policy making with participatory approach is very strategic because it becomes the essence of the fundamental in aggregating and articulating the aspirations of the public as a motor of the prime mover.

Decentralization and democratization of education in the context of regional autonomy, the very require the participation of the community. The Madrasah should become a partner of the community in carrying out the education, therefore cooperation between them is very important. The Madrasah and the community is responsible to educate the younger generation.

Forms of community participation in education are: First, the participation of financial, from donors fixed and not fixed, the parents and the community. The institution of business and industry are also expected to provide scholarships or operating costs of education. Second, the participation of the material, for the construction of the building. Community support public facilities for the implementation of education. Third, the participation of academic, public concern related to support for the implementation of academic activities. Those who have a certain expertise can be resource persons who can improve the quality of education. The world of industry and business can also be the sharing of experience and competence through the provision of internship opportunities. Fourth, the participation of cultural, community concern over maintenance of the value of culture and the moral community. The community must participate to become top filter culture invansion that is not in accordance with the culture and values of the community. The attitude and behavior of the grown-suburkan in the madrasah, to be supported by the attitudes and behavior of society. Fifth, the participation of the evaluative, community involvement in the control over the implementation of the education, so that the community can give ratings and feebback on the performance of educational institutions.

The forms of participation that are common with parents and the community is the provision of assistance – money or possessions. There is misunderstandings most of the citizens of the community that the form of participation that is most important is the provision of a donation. Indeed, community participation is not always in the form of money or possessions. In addition to financial, there is participation in the form of non-financial.

2. The pattern of Community Participation in Education

Community participation in education is community involvement in – planning, implementation, monitoring, and evaluation – education. For Gaventa, et. al. (Dwiningrum. Op. cit.:54): community participation has given birth to the concept of participation towards a concern with various forms of

involvement of citizens in policy-making and decision-making in a variety of arena a key influence in the lives of the citizens of the community.

1) Pattern Directly:

On the pattern of direct participation, the community interacts directly with the madrasah. The pattern of this participation has turned the concept of participation towards a concern with various forms of involvement of citizens in policy-making and decision-making in the various activities of the madrasahs that affect the lives of the citizens of the madrasah. Direct participation in decision-making about public policy in madrasah can cover the failure of representative democracy.

In this madrasah, the direct participation commonly done by people who are already well established. The culprit is usually have an emotional bond with the madrasah – the chairman of the foundation, his son's school in a madrasah and madrasah facing a problem and need help, have long lived in the madrasah, and the profile of the foundation. Profile the foundation is a public trust on the performance of the foundation, the better the profile of the foundation according to the community assessment, the higher the involvement of the community on the activities of the madrasah.

There are also a number of people who participate in the incidental. The culprit called donors incidental, which help funds with the amount of donation according to the wishes.

2) The Pattern Of Representatives

Community participation in the provision of education in madrasah is more likely on the pattern of the representatives through the Assembly of the Madrasah, or the School Committee.

Law Number 25 Year 2000 about National Development Program (Propenas) 2000-2004, the Decision of the Minister of National Education Number 044/U/2002 concerning Education Council and School Committee, and the Law of National Education System Number 20 Year 2003, Article 56, Paragraph 3 (Understand the New Paradigm of National Education, Op. cit.:58) states: the Committee of the school or madrasah as an independent institution, formed and play a role in improving quality of care by giving consideration, referrals and support personnel, facilities, and supervision of education at educational unit level.

The school committee is the body of the self that embodies the role of the community in improving the quality, equity and efficiency of education management at the unit level education – preschool education, the education school and outside of school. The committee is a non-profit and non-political formed based on the deliberative democratic by the stakeholders at the level of the educational unit as a representation of various elements which are responsible for the quality improvement process and the quality of educational outcomes.

Committee/school board formed in every place and region (Fatah. 203:118) can be developed for distinctive and are rooted from cultural, demographic, ecological, value-the value of the deal as well as the trust that is built according to the potential of the community. Therefore, the school board built should be the development of a wealth of philosophical society of the collective.

To achieve the purpose and program, (Sidi. Op. cit.:134-135) the school committee must utilize the capabilities that exist in the parents, the community, and the environment, including NGOS field of education. If the School Committee is functioning means that the educational process goes according to democratic principles. That is, the school environment into a laboratory and an example of the microstructure of the realization of civil society, thus the public schools perform the function of legislative-executive, participation, transparency and accountability.

Pay attention to the goals, tasks and functions of the madrasa council or council/school committee, then the role of the community to participate and promote education in madrasah is very large.

3. The factors that affect Community Participation in Education

Educational institutions are owned and located in the heart of the community. This indicates the presence of the symbiotic relationship between educational institutions and the community, which requires both of them for working together in sinergik.

The process of such a relationship, according to Kotler (Pidarta. Op. cit.:37): (a) Identification of human-human key in the community; (b) Note the wishful thinking and their thoughts to education with box-box by chance; (c) Formulate the purpose of the relationship of institutions with society the right with the wishful thinking and their mind; (d) the value of the cost-effectiveness of the program; and (e) Implement and value the result. The process of inter-relationship such as this is shown to make certain programs that are already real in the time that has been determined.

The participation of parents and communities in education is very important, because of his great influence over the success of the education of the child. According to Castro, et. al. (2015:33): the parental models most linked to high achievement are those focusing on the general supervision of the children's learning activities. Davies, et. al. (2013:80): found evidence for impact of creative environments on pupil attainment. The learning process of the child takes place in school, home and community. Therefore, all three entities must work together for the sake of children's learning achievements. According to Willems, et. al. (2012:9), the goals for student academic success are best achieved through the cooperation and support of schools, families, and communities.

The factors that affect the occurrence of community participation, according to Slamet (Rodliyah. Op. cit.:56-58): (1) gender – a man will be different participation than women; (2) age – shows the difference in the position and degrees of seniority; (3) level of education – that affect community

participation; (4) the level of income – income affects the financial ability of the community to participate; and (5) livelihoods. All of these factors greatly affect the level of community participation in decision-making and planning in the school.

The factors that affect community participation in education in this madrasah is:

1). The culture of the Boarding schools different from boarding schools in general, so that MTs Pesri more open and modern. Management participation is quite open and flexible in utilizing every potential to achieve the progress of the madrasah. 2). Alumni are scattered in various professions, as teachers, lecturers, members of the TNI/Police, employers, and others that prove that madrassas can meet the needs of the community. 3). The managerial skills of the chairman of the foundation in modernize the madrasah. This shows the ability to capture and manage the participation of the community well. 4). The social Status of the person's education. Education level can give understanding to play a major role in the construction, such as in the field of education. 5). Geographical circumstances. The location of the madrasah is very strategic, in the office of the government and the private sector, near the institutions of general education (high SCHOOL, SMEA), and the centers of the economy. 6). Communication, ideas, policy, and program planning madrasah which is easily known and understood community. 7). Economy. The job determines the level of income. A good income allows a person to participate in the activities of the madrasah. 8). Long mukim someone. The longer a person lives in an environment, increasingly strong sense of having such environments, thus enlarging the participation in environmental activities. Likewise the community that is long lived in the vicinity madrasah will have the emotional bond is thick with the madrasah, so that they keep the existence, cleanliness and comfort of the madrasah. 9). Age, are factors that affect a person's attitude on social activities, including education. Those who are middle aged and above have the attachment to the moral value and norm of the society is steady, tend to participate more in education than those who come from the other age groups. 10). Gender. The participation of a man and a woman in construction is different. Due to the presence of social stratification, which distinguish rank and position, will lead to differences in rights and obligations between men and women. When meeting the graduation in madrasah month of May 2015, the participants of the meeting mostly men. 11). The opportunity to participate. There are many citizens who are financially able but not participating, in particular by providing relief funds because it does not have access/ opportunity to participate.

Barriers experienced by the madrasah in the invites public participation because it is not yet fully disadai that education is the responsibility shared.

Inhibiting factors from the government: (a) lack of political will of the decision makers to seriously involve the community in decision-making related to public services; (b) weak human resources to implement strategies to increase community participation in the public service; (c) the low

ability of the legislature in the realization of the interests of the community; (d) weak budget support, because the activities of public participation are often only seen as a project.

Inhibiting factors of the community, namely: (a) the apathy of the community because it is rarely involved in decision making in the madrasah; (b) the absence of public trust in the madrasah; and (c) the high cost of education in madrasah.

4. The results or Impact of Community Participation in the Delivery of Education in this Madrasah

A. Results or a positive impact:

1) Helped financing the construction of the foundation. Help people usually for the construction of physical buildings, places of ablution, and others. 2) Expand knowledge and representation. Through participation, the members of which engage each other to exchange ideas, thus expanding knowledge. By involving the community in decision-making then it can improve the representation of community groups, particularly marginalized groups in the activities of the madrasah. 3) Build diverse perspectives of various stakeholders. The diversity of perspective allows the madrasah has a lot of alternatives that are beneficial to the success of the program madrasah. 4) Build transparency, communication and a reciprocal relationship between those who engage the program of the madrasah. By involving stakeholders and discuss with parties who will (potentially) receive a result of an activity will be able to avoid the uncertainties and errors interprtasi. 5) To improve the approach literatif, and ensure that the solution is based on the idea that constructive, views and visionary thinking appropriate local knowledge and understanding. By giving opportunities in decision-making, decision-makers can expand the experience of the community and obtain feedback from the circles wider. So the activities of the madrasah is effective and relevant to the interests of the community. 6) Encourage commitment and accountability. Community participation will encourage the soul wants to have, have a strong commitment and responsibility to the interests of the madrasah. 7) Build the capacity and capability of the community to support the success of the program madrasah, and be social capital between members that participate.

According To Sagala (Op. cit. :247) the positive impact of community participation, namely:

(1) develop democratic attitudes in the school and strive to meet the needs of the community; (2) increase community participation in planning school and monitoring their implementation, support children's learning, physical support to the school, the control of society, of thought, expertise and skills; (3) the occurrence of are equal and harmonious relationship between the school and stakeholders; (4) a growing sense of responsibility of society towards progress and the quality of the school.(2) While for Westra (Suryobroto. Op. cit.:79): (1) more two-way communication occurs; (2) the more subordinates so that affects the decision; (3) the

manager and the participants are less aggressive; and (3) the potential to provide a significant contribution to positive is recognized in the higher degrees.

B. The results or the negative impact:

a. Bring up the new problem, which occurred non-conformities – number and relevance – among the graduates with the world of work. The department of religion was filled by hundreds of students being in employment is very limited. Inequality continues to grow, because each year there are always new graduates, while the graduates of the previous year have not been accommodated.

b. The manipulation of a large number of the citizens of the community for the sake of personal interests.

c. Cause conflict, because the implementation is not according to the agreement of the participants.

d. Costly, because of the time and the cost incurred is perceived as something expensive for local communities.

e. If participation does not reach the target, it will upset other members.

CONCLUSIONS and RECOMMENDATIONS

Conclusions

1. Forms of community participation in the implementation of education on MTs Pesri there are 2 kinds, namely: a. The participation of financial, in the form of funds and materials. b. The participation of non-financial, such as participation of academic, cultural, evaluative, decision-making, the implementation of the program, taking the benefits, supervision, and discordant thoughts.

2. The pattern of community participation in the implementation of education in the MTs Pesri there are 2, namely: a. The pattern directly, i.e. the people to interact directly with the madrasah. b. The pattern of delegation, namely the community participated through the council of the madrasah. This pattern is more likely to be made public.

3. The factors that affect community participation in the implementation of education in the MTs Persi: a. The culture of the boarding school is open and modern. b. Alumni are scattered in various professions. c. The managerial skills of the chairman of the foundation modernize the madrasah. d. A person's social Status based on education. e. The strategic location of the madrasah. f. Communication, idea, policy, plan and program that is easy to understand the community. g. Economy. h. Long mukim someone in the madrasah. i. Age, most middle to upper class. j. Sex, most men than women. k. Opportunity, related to time and access.

4. The impact of community participation in the implementation of education in the MTs Pesri there are 2 kinds: a. Positive impact: 1) to assist in financing the construction of the foundation. 2) Expand the knowledge base and representation. 3) Build a diverse perspective of the various stakeholders. 4) Help the establishment of transparency, communication and a reciprocal relationship between those involved

in the program madrasah. 5) Improve the approach literatif, and ensure that the solution is based on constructive ideas, thoughts and views of visionaries in accordance with local knowledge. 6) Encourage commitment and accountability, kepedualian and involvement, as well as the responsibility of society to the madrasah. 7) Build the capacity of the community to support the success of the program madrasah, and became the social capital of the participants. b. Negative impact: 1) Raises a new issue: inequality between graduates with the world of work – the number and relevance. 2) Manipulation for the sake of personal interests. 3) Lead to conflict, because its implementation is not based on the agreement of the participants. 4) costly because of the time and the cost incurred is perceived as something expensive for local communities. 5) If participation does not reach the target, will make the disappointed members of the other further weakened the spirit of community participation.

Recommendations:

1. Foundations need to more actively disseminate community participation in the implementation of education. This is to give you an understanding and opportunity to participate in the wider community.

2. Madrasas need to manage the participation of the well, so participation in addition to the form of financial, also can be done with the monitoring, evaluation, influence decision-making, and ask pertangung-answers on the implementation of the program.

3. Assembly of the madrasah should be more active to encourage and invite the community to support all program madrasah.

4. Parents of students, need to further increase participation for the sake of the quality of education sons and daughters.

5. Donors, need to increase participation for the success of the program madrasah.

6. Religious and community leaders, it is necessary to provide an understanding of the community that this school belongs to the community and the people that have supported sustainability.

7. Education observers/ NGOS, should educate the public that participation given to support the success of the program madrasah.

8. The expert of education and public policy, the need to contribute their thoughts on the madrasah in order to manage the participation of the well, so that public confidence is maintained. And provide understanding to the community about the importance of participation in the success of the program madrasah.

9. Business entity and industry, should be able to donate funds or materials, for the success of education.

10. The government needs to pay more attention to the private madrasah, so that the madrasah not only expect the community participation in the management of education.

11. People need to realize that the success of education in addition to being the responsibility of the madrasas and the government, also the community. With that awareness, the public will support his success.

12. The researchers, should be able to continue and develop research on this topic or topic about the uniqueness of community participation in the implementation of education.

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