

## Participation Model of Society in Education at Islamic Elementary School

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### ABSTRACT

*This Study aims to examine the influence of society on madrasah as a social educational institution, the purpose of madrasah, programs, and the needs of organizing education. Instead the community has a responsibility to contribute resources in the relationship. This study used descriptive qualitative research approach, with library research method, Conducted by collecting, sorting, studying, analyzing materials relevant to the study, namely about school based management. This research found that the participation of the community and parents of students in the implementation of education is referred to as the participation process. The process of participation or participation of the community and parents of students in the school environment is for input making, decisions and gathering of support that requires preparation so that national development such as education can be encouraged and improve the quality of schools. In an effort to involve the participation of the community and parents of students, the school also needs to pay attention to the needs of these parties as a positive responsibility so as to create a good cooperative environment.*

**Keywords:** *Participation Mode of Society, Islamic Elementary School, Organizing Education*

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## INTRODUCTION

Schools and communities are inseparable environments. Madrasah as a place to learn while the community environment is a place of implication of the process of education and teaching in madrasah. Things related to studying in madrasah are always associated with the collateral for the improvement of life in the community. The community as one of the owners of madrasah supports and participates in improving education in madrasah. Madrasah and the community have a very close contact on an ongoing basis. In simple terms the concept of school relations with the community is stated in Law No. 20 of 2003 on the National Education System, In article 8 it is stated that "The community has the right to participate in the planning, implementation, supervision and evaluation of educational programs". Then in article 9 "The community is obliged to provide resource support in the implementation of education". Based on the above legislation, Madrasah's relationship with the community is a synergistic reciprocal relationship" (UU Sisdiknas).

Madrasah can not be separated from management, because management is an integral component that can not be separated from an educational process as a whole, realized that without management it is impossible for educational objectives to be realized effectively and efficiently. in this concept grows an awareness that the importance of empowering the community and the environment around madrasah. In this case the madrasah and the community have a very close relationship in achieving the objectives of the madrasah. in addition, madrasah must be able to support the achievement of goals or meet the needs of the community, especially education.

In education management in public relations madrasah has an important position where the public relations position in the madrasah organization has been put forward by Suryosubroto as follows: first, If viewed from the point of view of management, public relations is a realization of communication function while the public relations task itself is one of the management functions. Second, if reviewed from the point of view of education administration, public relations is part or one of the components of educational administration activities, in this case in madrasah. The realization is the activities carried out by madrasah together with the community. Madrasah activities related to the community are directed at the creation of harmonious cooperation between madrasah and the community (Suryosubroto, 2012). From the description above it is clear that the educational environment is not a stand-alone body, but rather an integral part of society at large. It is an open system that always establishes good relationships or cooperation with the community, together to build education. Along with the development of modern technology today, public awareness of the importance of education becomes the main capital in building and advancing the nation including the community itself.

Improving the delivery of information to the community is done by making it easier for the public to get information about Madrasah by updating the information facilities that madrasah already has such as madrasah magazines, madrasah websites, or information media or other information facilities so that the public can know the agenda of madrasah activities in carrying out the vision and mission of madrasah. The influence of society on madrasah as a social educational institution, very strong, and influential to the individuals in the madrasah environment. Madrasah environment is a complex society, consisting of various levels of society that complement each other and are unique as a result of the background of diverse cultural dimensions.

Therefore, to improve and heighten the community's attention to madrasah can be done by involving parents and the community in madrasah education, because the main point of effective participation development with the local community, is to enable parents and citizens of the region to actively and meaningfully participate in educational education in madrasah (Wahjo Sumojo, 1999). Education organizing requires support and the community is an educational stakeholder, considering that the community is so complex and the number is so limitless that schools have difficulty interacting. The concept of community needs to be simplified so that the school becomes easier to interact with the community by conducting a representative system by forming a container / organization of school committees at the level of an education. The Decree of the Minister of National Education No. 044/U/2002 needs to be established a school committee in each education unit is to bridge the interests of schools and communities and accommodate and channel the aspirations and initiatives of the community to participate in improving the quality of education.

School committees are non-profit and non-political bodies or institutions formed based on democratic deliberations by stakeholders at the education unit level, as a representative of various elements must truly represent the community of diversity and be responsible for improving the quality of educational processes and outcomes. Therefore, the birth of a school committee or school board is actually not very foreign or completely new to the school. Where both cannot stand alone in the implementation of education. Madrasah as a formal educational institution has the responsibility of giving understanding to the community about the purpose of madrasah, programs, and the needs of organizing education. Instead the community has a responsibility to contribute resources in the relationship. On the other hand, the community has the authority to play a role in the planning, implementation, supervision, and evaluation of educational programs. The community authority is intended to make room for the community to criticize education in madrasah, so that the needs of education can be adjusted to the needs and potential of the local community.

Identification of this research problem is as follows:

1. Still low community participation in school construction
2. Difficult coordination between communities and schools
3. The community is still considered less helpful in the educational process

4. The power of the government in the education process is so strong
5. The community, especially parents, has not been widely included and involved in the school policy decision making process.
6. The assistance provided is limited to education financing.
7. Low public awareness of the importance of participating in children's schools.
8. Some parents have a low educational background. (Interview, 2021)

## **METHOD**

This study used descriptive qualitative research approach, with library research method, the author focused the study with literature. Either in the form of a notebook or previous research that has been reported (M. Iqbal Hasan, 2002). Conducted by collecting, sorting, studying, analyzing materials relevant to the study, namely about commendable leadership in islamic viewpoints, derived from books, encyclopedias, journals and associated discussions. The author will describe it in the form of words and language, using natural methods. Analyzed the data objectively and in detail to get accurate data (Nana Syaodih Sukmadinata: 2008) about community involvement in education.

## **RESULT AND DISCUSSION**

### **Model Concept**

A model is a representation of an object, object, or ideas in a simplified form of natural conditions or phenomena. The model contains information about a phenomenon created with the aim of studying the actual system phenomenon. A model can be an imitation of an actual object, system or event that contains only information that is considered important to be studied. The word "model" is derived from latin mold or pettern (pattern). According to Mahmud Achmad (2008) that the form of models in general there are four, namely system models, mental models, verbal models, and mathematical models.

The system model is a tool that we use to answer questions about the system without conducting experiments. As an example of a model of one's behavior to say that he or she is a "good" person. This model helps us to answer the question of how she would react if we asked her. Mental models are models for engineering systems based on experience and feelings. As an example of how to drive a car is part of the mental development model of the nature of driving a car. A verbal model is a model of system behavior under different conditions described in words. As a result, if bank rates rise, the rate of bullying will rise.

While what is meant by mathematical models is where we connect between magnitudes (distance, current, flow and so on) that we can observe in the system, described as mathematical relationships in the model. For example, most laws of nature are mathematical models, as Newton's point-of-law system of movement provides a connection between force and speed. For resistor systems, Ohm's law describes the relationship between current and voltage.

The purpose of modeling studies is to determine the information that is considered important to collect, so that there is no unique model. One system can have a variety of models, depending on the model maker's point of view and interests. System modeling is a collection of activities in modeling where the model is a representation or abstraction of an actual object or situation a simplification of a complex reality. This model was developed to control the program launched by the Directorate of Family Education Development, Directorate General of Early Childhood Education and Community Education, Ministry of Education and Culture of the Republic of Indonesia who want to restore the function of the Family as the first and foremost educator, where parental involvement in child education is an inevitability. The control is in the form of a model search for partnership implementation that can be implemented in the local context of each region.

This implementation pattern is then expected to be a complementary reference, enhancer, and/or replacement of the previous pattern. This model is oriented in addition to the procedure of organizing

parental involvement in the first secondary education unit, also focusing on the methods used in increasing parental participation.

1. Involvement in this sense is partnership, namely cooperation between educational units, families, and communities based on mutual cooperation, equality, mutual trust, mutual respect, and willingness to sacrifice in building an educational ecosystem that fosters the character and culture of student achievement.
2. The parents referred to in this study are Families, is the smallest unit of society consisting of several people who are bound by blood relations and marriage, gathered and live in one place / roof in a state of interdependence and responsible for the care, care and education of their children. Parents are fathers and mothers, fathers or mothers for single parents, guardians, or caregivers authorized by the legal family of learners.
3. Education Unit is an educational service group that organizes education on formal, nonformal, and informal lines at every level and type of education.
4. Basic Education Unit is an educational service group that organizes education on formal lines at the level and type of further education of basic education.
5. A community is a group of people who form a system where most interactions occur between individuals who are in that group and are school stakeholders.
6. School Committee is an independent organization consisting of parents / guardians of students, school communities, and community leaders who care about education.
7. Education Ecosystem is a whole and comprehensive unity order of all elements of education so as to produce a learning environment conducive to optimal child development.
8. Character is akhlak /adab, budi perkerti which refers to religious, legal, and social values and norms applied in daily life in school, family, and community environment that includes religious character, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of homeland, respect for friendly/communicative achievements, peace-loving, reading, environmental care, social care, and responsibility.
9. Achievement Culture is the order of values, habits, agreements reflected in the daily behavior of school residents related to the achievement of school achievements as institutions as well as individual achievements of learners according to their talents, interests, and potentials.
10. Palécé Method. The word Palécé is taken from the regional language meaning persuade or persuade (bugis and makassar). In this sense, a method is used by conveying the sentences of persuasion or seduction to be able to motivate the child to be able to convey a message to his parents to be willing to come to attend the meeting.

### **Concept of Basic Community Engagement**

#### **The Meaning of Engagement**

1. Participation / involvement comes from the English language i.e. "participation" is the taking of participation or participation. In the Indonesian Dictionary, participation is about participating in an activity or participation or participation. According to Made Pidarta (1988: 28), participation is the involvement of a person or persons in an activity. Involvement can be in the form of mental and emotional and physical involvement in using all the abilities it has (initiative) in all activities carried out and supporting the achievement of goals and responsibilities for all involvement. Participation is an active process and initiative that arises from the community and will be realized as a real activity if fulfilled by three supporting factors, namely: (a) the willingness, (b) the ability, and (c) the opportunity to participate (Slamet, 1992). Participation also means that every citizen has a voice in decision-making, either directly or through the intermediation of legitimacy institutions representing their interests. Participation is built on freedom of association and constructive speech and participation. In the context of democracy autonomy requires a statement of human rights beyond choosing to provide equal opportunity to participate in development. Mikkelsen (2011: 58) divides participation into six definitions, namely:

2. Participation is a voluntary contribution from the community to the project without participating in decision making;
3. Participation is the "designation" of the community to increase the willingness to accept and the ability to respond to development projects;
4. Participation is voluntary involvement by the community in its own determined changes;
5. Participation is an active process, which means that the person or group concerned, takes the initiative and uses its freedom to do so;
6. Participation is the establishment of dialogue between the local community and the staff who prepare, implement, monitor the project, in order to obtain information about the local context, and social impacts;
7. Participation is community involvement in their self-development, life, and environment.

According to the Great Dictionary of The Indonesian Language, people are a number of human beings in the broadest sense and bound by a culture that they consider the same. . Society can be interpreted as a group of a number of people in a certain place that indicates the ownership of norms of co-living even though there are various layers such as the social environment (Rodliyah, 2013).

The meaning of society in Law No. 20 of 2003 is stated as a group of non-governmental Indonesian citizens who have a concern and role in the field of education. Society is a group of a number of people in a certain place that shows the ownership of norms of co-living even though there are various layers such as the social environment (Rodliyah, 2013). Community as a group of people characterized by collective characteristics, Getzels (1978) shared it in various taxonomies (groups), which include local communities, social communities, instrumental communities, ethnic communities, castes, or groups (ethnic, caste, or class community), and ideological communities (Fred & Allan, 2011). According to Talcott Parson, individuals in society hold two statuses, namely ascribed status and achieved status. Ascribed status is a status that is carried by individuals automatically, this status is obtained from the offspring or genealogy of the family, race and biological. Achieved status is a status obtained by individuals through hard work or struggle. This status will be obtained by the individual according to his achievements in public life, so that in the community, the individual no longer bears the role of ascribed his status (Nanang Martono, 2012). So society is a group of a number of people in a certain place that shows the ownership of norms of living together even though in it there are various layers one of which is the social environment.vCommunity participation in education according to Law No. 20 of 2003 on National Education System Article 54 and 56 are:

- a. Article 54, includes: (1) Community participation in education includes the participation of individuals, groups, families, professional organizations, entrepreneurs, and community organizations in the implementation and control of the quality of educational services; (2) The community may participate as a source, implementer, and user of educational results.
- b. Article 56, includes: (1) The community plays a role in improving the quality of education services which includes the planning, supervision and evaluation of education programs through the board of education and school committees / madrasas; (2) The committee of schools/madrasas as independent institutions, shall be formed and play a role in improving the quality of services by providing consideration, direction and support of personnel, facilities and infrastructure, as well as supervision of education at the level of education units (Sisdiknas Law).

For schools, community participation in the development of education is an objective reality that in its understanding is determined by the subjective condition of the parents of students. Participation and public awareness to assume the responsibility of education is a demand that must be realized in the activities carried out in education (Rodliyah, 2013)

According to Sundariningrum in Sugiyah (2001) classify participation into 2 (two) based on the way of involvement, namely:

a. Direct Participation

Participation occurs when an individual displays an activity. Indirect participation Participation that occurs when an individual delegates certain participation rights in the participation process. This participation occurs when everyone can submit a view, discuss the subject matter, object to the wishes of others or to his or her speech.

b. Indirect participation

Participation that occurs when an individual delegates their rights participation.

**Form of Participation**

The form of participation according to Effendi quoted by Siti Irene Astuti D (2011), is divided into:

a. Vertical Participation

Vertical participation occurs in the form of certain conditions of the community engaging or taking part in a program of another party, in a relationship where the community is in the status of subordinates, followers, or clients.

b. Horizontal participation

Horizontal participation, the community has an initiative where each member or community group participates horizontally with each other. The implementation of education is carried out not only by the school, such as educators and educational personnel, but the existence of the community and parents of students to realize better educational achievement. This statement is in accordance with the theory presented by (Zaini, Zakso, & Syukri, 2014) that one of the effective efforts that can be made to obtain the purpose of organizing a good education is to involve the community and parents of students. This is applied to gain support and provide opportunities for external parties to participate and feel the development of education in the region. Efforts to procure the participation of the community or parents of learners as described by the theory above are part of the process of decentralization of education.

**Community Involvement in Education**

Lukito (2012) claimed the role of the community is not only carried out with material support, but also thoughts, motivations, and cooperation that continues through the school committee, the provision of materials or funds to build the education it provides in the school meeting forum. The statement presented by Lukito provides an overview of the roles that can be given by the community and parents of students, the participation is intended to build good cooperation between parties to achieve education that is able to compete in the development of the times. Therefore, the parties in question, such as teachers and parents of students must be well established to increase the expected participation (Pradhan, et al., 2011).

According to Noor (2011), community empowerment is an effort to involve the community in terms of economic development, said to be economic development because in its implementation certainly involves the existence of APBD used to facilitate the procurement of participation activities. This theory provides the view that the role of the community not only takes place in the aspect of public demand or procurement, but many things need to be considered and very important that can directly facilitate the implementation of activities, one form of community participation is in the development of education policy, as done by educational institutions and so on, (Mariana, 2017). In addition, community participation can also be said to be a political matter because it belongs to the centralized process described earlier, this statement is in line with the theory presented by (Magriasti, 2011) that the centralized part or the provision of responsibility in development in each region has objectives in various aspects such as politics, government management, society and economy. The existence of centralization in the world of education can provide flexibility to the community to participate in the development of education, one of which is the implementation of schools (Munadi, 2013).

Based on the above statement obtained understanding that the participation of the community and parents of students in the implementation of education is referred to as the participation process (Imron, 2012). The process of participation or participation of the community and parents of

students in the school environment is for input making, decisions and gathering of support that requires preparation so that national development such as education can be encouraged and improve the quality of schools (Laksana, 2013). In an effort to involve the participation of the community and parents of students, the school also needs to pay attention to the needs of these parties as a positive responsibility so as to create a good cooperative environment (Handayani, 2011).

Steps of participation or participation in the involvement of the community and parents of students can take place through planning, implementation and evaluation of activities, which in the implementation is also seen the type of *pera* and given in the form of support seen or not directly as described by Zaini, et al above, (Hermawan & Suryono, 2016). This theory provides an understanding that all activities, activities in the form of programs built by educational institutions, including the involvement of the community and parents of learners need to be planned in advance, and the establishment of internal parties as responsible for the implementation of educational activities in the region.

There are many factors that can influence the participation or involvement of the community or parents of learners in the implementation of a program, as described by (Suroso, Hakim, & Noor, 2014) which are grouped into two factors, namely internal and external. Internal factors, including age, level of education, type of work, income level of the population, and length of residence in an area, while for external factors, including communication and leadership, communication, and leadership referred to when it comes to the implementation of education, it relates to communication created through school committees with the community and parents in building education through good cooperation.

Through the process of organizing community participation in a transparency also affects the existence of *Anggaran Pendapatan dan Belanja Daerah* or APBD (Regional Budget), in other words the implementation of procurement of community participation in the development of education in the region also involves the calculation of APBD owned by educational institutions, this takes place to support the participation in question so as to benefit two parties, namely schools and the community or parents of students in particular (Isma Coryanata, 2007). This theory provides an idea that the implementation of community participation does not run easily, in the sense that many preparations need to be considered by schools or educational institutions, the preparation in question can be in the form of APBD or budget that can facilitate the implementation of education activities, in this case is to facilitate the procurement of education in some areas.

Education is a shared responsibility between parents, society and government. Based on these wise words, improving the quality of education in Indonesia becomes a burden with parents, society and government. In law number 20 of 2003 on the national education system mentioned several roles that can be done by the community, government and local government in the implementation of education, including:

*Communitie's Rights and Obligations.* In articles 8 and 9 of the UUSPN, it is stated that the community has the right to participate in the planning, implementation, supervision, and evaluation of education programs. While Article 9 states that the community is obliged to provide resource support in the implementation of education.

*Rights and Obligations of The Government and Local Government Article 10 UUSPN.* Article 10 of the UUSPN states that the government and local governments have the right to direct, guide, assist and supervise the implementation of education in accordance with the prevailing laws and regulations. While article 11 states that the government and local government: (1) must provide services and facilities, and ensure the implementation of quality education for every citizen without discrimination, (2) must guarantee the availability of usefulness and implementation of education for every citizen aged seven to fifteen years.

### **Funding Responsibilities.**

Article 46 of the UUSPN states: (a) education funding becomes a shared responsibility between the government, local government and the community, (b) the government, local government, and the community are responsible for the education budget as stipulated in article 31 paragraph (4) of the 1945 Constitution.

### **Resources and Management of Education Funds.**

Article 47 of the UUSPN states that a) the source of education funding is established based on the principles of fairness, adequacy and sustainability. b) the government, local government and the community deploy existing resources in accordance with the laws and regulations. While article 48 states that the management of education funds based on the principles of fairness, efficiency, transparency and public accountability

**Community Participation in Education is stipulated in article 54 of the UUSPN.** Article 54 of the UUSPN states that a) community participation in education includes the participation of individuals, groups, families, professional organizations, entrepreneurs, and community organizations in the implementation and control of the quality of education services, b) the community can participate as a source, implementer, and user of educational results. More specifically, article 56 of the National Education System Act states that in the community there are educational councils and school committees or madrasah committees, which play a role: Masyarakat berperan dalam peningkatan mutu pelayanan pendidikan yang meliputi perencanaan, pengawasan, dan evaluasi program pendidikan melalui dewan pendidikan dan komite sekolah atau madrasah.

1. The board of education as an independent institution is formed and plays a role in improving the quality of education services by providing consideration, direction and support of personnel, facilities and infrastructure and supervision of education at the national, provincial and district / city levels that do not have hierarchical relationships.
2. School committee / madrasah as an independent institution was formed and played a role in improving the quality of services and providing consideration, direction and support of personnel, facilities and infrastructure and supervision of education at the level of education units In addition to the above regulation, in Article 3 of Government Regulation No. 39 of 1992 concerning Community Participation in Education, it is stated that community participation can be implemented in various forms such as: (1) the establishment and implementation of education, (2) procurement and provision of educational personnel assistance, (3) procurement and assistance of experts, (4) procurement and/or implementation of education programs that have not been implemented by the government to support national education, (5) procurement of funds and other grants, (6) procurement and provision of learning facilities (buildings, books), (7) providing opportunities for internships, (8) giving thought and consideration, (9) providing management assistance, and (10) providing assistance in the form of cooperation. The participation of the community was more explicitly mentioned in the Decree of the Minister of National Education No. 044/U/2002, concerning the Board of Education and the School Committee. Both the Board of Education and the School Committee, they act as:

Advisory agencies give consideration in monitoring and implementing policies. Identify community aspirations, make decisions and socialize school activities. 1) Supporting agencies, organizing the condition of education personnel in schools, identifying experts in the community, empowering the assistance of school facilities and infrastructure so that community support and assistance is needed.; 2) Controller (controlling agency) controller of education planning; 3) Mediator between the government (executive) and the Regional People's Representative Council (legislative), commission E and the Education Office with schools.

### **Relationship School and Communities.**

School is an educational institution that is in the middle of the community and is part of the community, thus the relationship between the two is very close and interdependent in educating the

community. On the other hand, the school needs help from the community, both moral and material. In order to realize the vision and mission of the school in accordance with the principles of School based management, the school needs to empower the community and the environment optimally. This is important because schools need input from the community in putting together relevant programs, while also requiring community support in implementing the program. On the other hand, the community needs school services to get education programs as desired. Therefore, the school is obliged to provide information about the goals, and the school program so that it is in accordance with the needs and expectations of the community towards the school. In other words, between the school and the community must be fostered and developed a harmonious relationship.

*Community Engagement Through School Committees.* One of the national policies in the field of education that is very popular today is the implementation of a school-based management model (SBM). The implementation of the SBM model is based on several assumptions, among others: (1) the education centralization system implemented so far has not shown encouraging results, (2) education policy has been more focused on inputs and outputs, whereas schools as a system should look in terms of inputs, processes, and outputs, (3) the SBM model is considered appropriate and in accordance with the spirit of regional autonomy that is being applied today , and (4) provide more opportunities and freedom to schools and stakeholders in developing schools according to the conditions and potentials of their respective regions. Hadiyanto (2004) states that various efforts have been implemented by the government to implement the SBM model at each level of education unit but still far from the expectation of the initial principle of SBM trials in elementary schools that stipulates three components of the SBM implementation program, namely: (1) improvement of school management, (2) improvement of the learning process with pakem approach, and (3) improvement of community participation. This is because the emergence of the SBM model in Indonesia does not come from the initiative.

In the era of centralization of the role of the community in the field of education more serves as a supporter and giver of material funds to support the smooth implementation of education in schools. In the era of education desentralisai called school autonomy with the concept of school-based management (SBM) community participation becomes important to improve the quality of education. Education organizing requires support and the community is an educational stakeholder, considering that the community is so complex and the number is so limitless that schools have difficulty interacting. The concept of community needs to be simplified so that the school becomes easier to interact with the community by conducting a representative system by forming a container / organization of school committees at the level of an education. The Decree of the Minister of National Education No. 044/U/2002 needs to be established a school committee in each education unit is to bridge the interests of schools and communities and accommodate and channel the aspirations and initiatives of the community to participate in improving the quality of education.

School committees are non-profit and non-political bodies or institutions formed based on democratic deliberations by stakeholders at the education unit level, as a regrepresentative of various elements must truly represent the community of diversity and be responsible for improving the quality of educational processes and outcomes. Therefore, the birth of a school committee or school board is actually not completely new to the school. Only possible is the expansion of the role of the institution and the expansion of its members. Committee / Board of schools seen from the understanding can be seen as regulated by government regulations as follows:

1) The school committee is an independent body that accommodates the participation of the community in order to improve the quality, equality, and efficiency of education management in the education unit, both in school education and out-of-school education pathways. The name of the body is adjusted to the conditions and needs of each education unit/ school, such as the School Committee, Education Committee, Outside School Education Committee, School Board, School Assembly, Madrasah Assembly, Kindergarten Committee; or any other agreed name. This agreement should be born from the results of member deliberations at the time of drafting articles of association and bylaws

involving all members. Name agreements are very important because they can carry a good or bad image for the school.

2) BP3, existing school committees and/or school assemblies may expand their functions, roles, and memberships in accordance with this reference. The appropriateness of the role functions should be discussed so that the functions and roles of these school committees do not overlap with the role of the school or can mess up which functions and roles should be performed which schools are the functions and roles of the committee. School committees are formed based on mutual agreements that grow from the roots of culture, socio-demographics and the values of the local community, therefore the school committee is an autonomous and independent body that adheres to togetherness that leads to improving the quality of services and educational outcomes of learners stipulated in the articles of association and bylaws. (Fatah, 2003). The existence of this school committee is to accommodate the participation of the community in efforts to improve the quality, equality, efficiency and effectiveness of education management at the education unit level. From the understanding and name of the body as mentioned above, it appears that this body is only an extension of BP3 that has existed for a long time in each school. Because the forerunner already exists, it is not difficult for the principal to cooperate with this committee.

### **Factors Influencing Community Participation**

According to Slamet (1993), factors that affect community participation are gender, age, education level, income level and livelihood (employment) (Slamet, 1993). These factors are as follows:

#### **Gender**

The participation given by a man will be different from the participation given by a woman. This is due to the social layering system formed in society that distinguishes positions and degrees between men and women, thus causing differences in rights and obligations.

#### **Age**

In society there are differences in position and degree on the basis of seniority, thus giving rise to different old and young people in certain matters, such as channeling their opinions and making decisions. Productive age also greatly influences people's thinking patterns in participating in improving the quality of society.

#### **Education Level**

Educational factors influence the community in participating related to the educational background obtained, one is easier to communicate with outsiders and quickly respond to educational innovations and has a high sense of responsibility to the quality of education. Income Level. The amount of income level will provide greater opportunities for people to participate. This level of income affects people's financial ability to participate in school funding and invest in school progress. Livelihood (employment). The type of work a person will determine the level of income and affect one's free time that can be used in participating, for example attending meetings held by the school to discuss the plan of school programs ranging from short- to medium-term to long-term. In addition, it also affects the ability of the community, especially parents in covering the cost of education of children (Rodliyah, 2013).

From this we can then find that the model of participation in this study looks more at one's mindset in the process of improving the quality of society and its influence on innovation, responsibility and ability of an individual to finance his or her child's schooling. These findings have certainly never been discussed before. Fathul Majid (2017) expressed about the form and role of the community in its participation and obstacles in its implementation. Nurkhoiri (2017) which discusses the model of community engagement in the form of SBM and visionary leadership.

Thus, this study makes a significant contribution, in which education without community participation will stagnate and weakness in supporting both in the form of supervision of school performance, building cooperation, solutions to complaints and suggestions, helping to build infrastructure, equipping facilities and then participating in developing and developing strategic and operational work programs in schools.

## CONCLUSSION

The participation of the community and parents of students in the implementation of education is referred to as the participation process. The process of participation or participation of the community and parents of students in the school environment is for input making, decisions and gathering of support that requires preparation so that national development such as education can be encouraged and improve the quality of schools. In an effort to involve the participation of the community and parents of students, the school also needs to pay attention to the needs of these parties as a positive responsibility so as to create a good cooperative environment.

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