Community Participation Management On The Effectiveness Of "Rumah Kolong" School Management

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ABSTRACT

This study aims to analyze community participation in the management of "rumah kolong" schools. Using descriptive qualitative research methods, this study examines the types of participation, the elements of the community involved and the impact of participation. The results show that community involvement is instrumental in supporting the infrastructure and learning in kolong schools, which are held under stilt houses as an alternative to education in remote areas. Community participation in the form of financial, labor and moral support has proven effective in creating a sustainable learning environment despite accessibility limitations. This research provides a practical contribution to the participatory management model of education in the 3T (Disadvantaged, Frontier and Outermost) areas.

Keywords: Management, Community Participation, School Effectiveness.

INTRODUCTION

Education is a shared responsibility between the government and the community. Community participation in school management has a significant impact in ensuring the sustainability and improvement of education quality. Especially in underdeveloped and remote areas, community support in education is needed due to limited accessibility and resources. Based on Law No 20 of 2003 on the National Education System, the role of the community is regulated in the implementation and quality control of education services, which includes the participation of individuals, families, groups, organizations and communities (Bandur, 2018). Research shows that community participation in education management can improve transparency and accountability and encourage better planning based on good data analysis and community consultation (Bandur, 2018). This is in line with findings showing that school committees can serve as a link between communities and educational institutions, encouraging parental and community involvement in educational practices (Santi, 2023).

This research focuses on kolong schools, a unique concept initiated by the communities at SDN 06 Tulang and SDN 013 Tabur. Located in the border area of North Kalimantan, these two schools operate under stilt houses as an alternative effort to provide education in the midst of limited facilities and infrastructure. The successful management of these underpass schools is inseparable from community contributions in the form of funding, labor and moral support. In this context, community participation is key to overcoming the challenges faced by schools in remote areas where resources are often very limited (Dewi et al., 2022). Research shows that school-based management (SBM) provides opportunities for autonomy in policy development and planning of school activities involving the community (Dewi et al., 2022). This suggests that

Community involvement not only improves the quality of education but also strengthens the sense of belonging to educational institutions (Santi, 2023). This phenomenon is interesting to study in depth because community participation in remote areas provides an important example for education management models in similar areas. Research shows that active community participation in education can improve the quality, relevance, effectiveness and sustainability of educational initiatives undertaken to meet community needs (Ahmad, 2013). In the context of kolong schools, community support in the form of funding and labor is essential to ensure the continuity of school operations (Suroso, 2021). In addition, the role of school committees in raising public funds and encouraging parental and community involvement in educational practices is critical to improving educational quality and equity (Santi, 2023; Irawan et al., 2021).

The purpose of this study aims to describe the types of community participation in the management of kolong schools, identify the parties involved, analyze the stages of participation, and evaluate the impact of such participation on the effectiveness of school management. In this regard, it is important to understand how different parties, including parents, teachers and community members, contribute to school management and how these contributions affect the quality of education received by students (Alam, 2015). Previous research shows that parental and community involvement in education can reduce student absenteeism and improve learning outcomes (Ama et al., 2020). In addition, community participation in education management can also help in the development of quality human resources, which in turn will improve the quality of education services (Nefianto, 2022).

In the context of kolong schools, analyzing the stages of community participation can provide important insights into how communities interact with educational institutions and how they can effectively contribute to school management. Research shows that community participation in education management is not only limited to financial aspects, but also includes moral and social support that is crucial in creating a positive learning environment (Sinery & Manusawai, 2017; Hardiansyah & Zainuddin, 2022). By understanding these different forms of participation, we can identify better strategies to engage communities in education management, especially in areas that face similar challenges to those experienced by Sekolah Kolong. From an impact evaluation point of view, it is important to assess how community participation affects the effectiveness of school management. Research shows that community involvement in education management can contribute to improving the quality of education, both in terms of curriculum and student learning outcomes (Ahmad, 2013; Hardiansyah, 2022). By involving the community in planning and decision-making, schools can be more responsive to community needs and expectations, which in turn can increase community satisfaction and commitment to education (S, 2022). Therefore, this study is expected to make a significant contribution to the understanding of the role of communities in education management and provide recommendations for best practices in the context of education in remote areas.

METHODS

The approach used in this research is descriptive qualitative with a multicriteria case study method. Data were collected through in-depth interviews with school officials, community administrators, and community leaders, as well as through direct observation of kolong school activities. The method of analysis used is thematic analysis, which is

enables identification of patterns of community participation in supporting school sustainability.

RESULTS AND DISCUSSION
Types of Community Participation

Community participation in education management can be divided into several categories, including financial participation, physical labor and moral support. Financial participation generally takes the form of voluntary financial contributions, which are essential to support school operations, especially in resource-constrained areas. Research shows that financial support from the community can improve the quality of education by providing better facilities and resources needed for learning Salsabila (2023). In addition, financial participation also creates a sense of belonging among the community, which can encourage them to be more involved in educational activities (Hendrik, 2022). Physical labor is another important form of participation. Communities are often involved in the construction and improvement of school facilities, such as building repairs, providing learning tools and maintaining the school environment. Community involvement in these physical activities not only helps to reduce the cost burden that must be borne by the government, but also strengthens social ties among community members (Feranina & Komala, 2022). Research shows that community participation in physical activities can increase the sense of ownership and responsibility towards the school, which in turn can improve the quality of education provided (Sriwahyuni et al., 2021).

Moral support is also an important aspect of community participation. This support can be realized through motivation to teachers and students, which is very important in maintaining the spirit of learning in the midst of limitations. Moral support can take the form of encouragement to achieve, recognition of efforts made, or even the provision of a positive environment for learning (Mustopa, 2023). Research shows that social support from the community, including emotional and moral support, can increase student and teacher motivation, and create a more conducive learning atmosphere (Tiaraningrum & Pratama, 2022). With moral support, students will feel more motivated to learn and achieve, even when they are in difficult situations (Handayani & Agussalim, 2023). Overall, community participation in education management in kolong schools is diverse and has a significant impact on the quality of education. Through financial participation, physical labor and moral support, communities can actively contribute to creating a better educational environment. Research shows that education management models that involve the community can improve the effectiveness and sustainability of education, especially in areas that face challenges similar to those experienced by kolong schools (Sekarningrum et al., 2021; Purnama et al., 2023). Therefore, it is important to continue to encourage and facilitate community participation in education management to achieve optimal results.

Community Elements Involved

The community elements involved in the management of the kolong school include important elements such as parents, community leaders and local organizations. The participation of these elements not only reflects a concern for education but also demonstrates the spirit of mutual cooperation in supporting existing educational facilities. Parents, as one of the main elements, play a crucial role in providing financial and moral support to the school. They are often involved in fundraising for school activities, as well as providing input regarding education policies taken by the school Hermawan & Suryono (2016). Research shows that parents' involvement in their children's education can be

improve learning outcomes and student motivation (Wahyuningsih, 2021). Community leaders also play an important role in the management of kolong schools. They are often the bridge between the school and the community, assisting in mobilizing support and facilitating communication between the school and parents. Community leaders can serve as leaders in education initiatives, encouraging the community to actively participate in school activities and support programs (Sahroni, 2019). Research shows that community leaders' participation in education can increase community trust in schools and encourage more people to get involved (Rohimat et al., 2018). Local organizations, both community-based and non-governmental, also contribute to the management of kolong schools. They often provide additional resources in the form of funds, manpower and training for teachers and students. These organizations can assist in the development of education programs that are relevant to the needs of the local community and improve the capacity of schools to deliver quality education (Ningsih, 2023). Research shows that collaboration between schools and local organizations can result in more effective and sustainable education programs (Proborini & Nurhidayati, 2022). Community participation in the management of kolong schools also reflects a strong spirit of gotong royong. In this context, the community not only acts as beneficiaries but also as active actors in the education process. They are involved in various activities, from the physical construction of schools to organizing educational events that involve students and parents (Pakniany et al., 2020). Research shows that the spirit of gotong royong in the community can increase the sense of belonging to the school and encourage greater participation in educational activities (Rachman & Fitra, 2020). Overall, the elements of the community involved in managing the kolong school show that education is a shared responsibility. By involving parents, community leaders and local organizations, school management can be more effective and responsive to community needs. Research shows that education management models that involve various elements of the community can improve the quality of education and create a better learning environment for students (Subianto, 2013; Afandi, 2011). Therefore, it is important to continue to encourage community participation in education management, especially in areas that face challenges similar to those experienced by kolong schools.

The impact of community participation on the effectiveness of kolong school management is significant and can be seen from various aspects. Firstly, the financial and labor support from the community enables the kolong schools to maintain their operations even with minimal government assistance. Research shows that community participation in the form of financial contributions can improve the quality of education fund management, which in turn contributes to the effectiveness of school operations Putra & Rasmini (2019). With this support, schools can fulfill basic needs such as the provision of adequate facilities and teaching materials needed for the teaching and learning process. In addition to financial support, community participation also includes labor contribution, where the community is involved in building and repairing school facilities. This involvement not only reduces the costs incurred by the school but also creates a sense of ownership among the community towards the school (Umaira & Adnan, 2019). Research shows that when communities are directly involved in the management of educational facilities, they tend to be more concerned and responsible for the sustainability of education in their neighborhood (Supriatna, 2023). This creates a synergy between the school and the community that can increase the effectiveness of the school and the community (Supriatna, 2023).

overall education management. Moral support from the community also plays an important role in improving student learning motivation and teacher performance. When the community shows support and appreciation for educational endeavours, it can boost students' learning spirit and encourage teachers to give their best in the teaching process (Ramadhani & Yuliati, 2021). Research shows that strong social support from the community can contribute to improved student learning outcomes, as students feel more motivated and supported in their efforts to learn. Thus, community participation impacts not only on the financial and physical aspects, but also on the psychological aspects that are crucial in education. Overall, community participation creates a strong sense of belonging to the school, which contributes to the sustainability of education in remote areas. When the community feels ownership of the school, they are more likely to be involved in various activities that support education, including fundraising, providing labor and moral support. Research shows that education management models that involve active community participation can produce better outcomes in terms of education quality and sustainability of education programs (Sya'diah, 2022). Therefore, it is important for relevant parties to continue to encourage and facilitate community participation in education management, especially in areas that face challenges similar to those experienced by kolong schools.

CONCLUSION

This research shows that community participation is instrumental in supporting the management of kolong schools in remote areas. This participation includes financial assistance, physical labor and moral support, which overall contribute to improving the quality of education despite limited facilities. Through this study, it is hoped that the participatory management model can be adopted by schools in other areas with similar challenges, as a step towards realizing equitable inclusive education throughout Indonesia.

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