

EDUCATION QUALITY IMPROVEMENT EFFORTS IN PRIMARY AND MADRASAH THROUGH PARENT STUDENT PARTICIPATION

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Abstrak: This research aims to reveal (1) a wide variety of forms of participation of parents in improving the quality of education, (2) attempts education unit to enable the participation of parents in improving the quality of education, and (3) indicators of achievement of the quality of education based on participation parents. This type of research is a multi-case study using a qualitative approach. In this study, the researchers went to the field by using the technique of interview, observation or observation, and documentation. As for the location of the research include primary schools and madrasah both public and private in Malang who has had many achievements both academic and non-academic. This study uses data analysis techniques of constant comparative analysis. Based on the analysis, obtained the following results. *First:* there are various forms of participation of parents in improving the quality of education, including the development of learning, education finance, energy, thoughts/ideas, and the formation of associations of parents of students organizations. *Second:* the various efforts made by the education unit to enable the participation of parents in improving the quality of education, which are: create a program or school activity that is interesting and useful, providing a good service to students and parents, applying the principle of transparency in the management and segala accountability in the activities. *Third:* the achievement indicators for the quality of education based on the participation of parents, including academic achievement, non-academic achievement, learning, achievement and accomplishment institutionally educators.

Keywords: improving the quality of education, primary school, madrasah, parent participation

Education is a process of transformation of knowledge, attitudes, beliefs, skills and other aspects of behavior from one generation to the next. Considering education as a very important asset, then education should be organized with a good system and quality, as it has expressly stipulated in Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 4 Ayat 1 stated that “pendidikan diselenggarakan sebagai satu kesatuan yang sistemik dengan sistem terbuka dan multimakna”. Furthemor in, Pasal 5 Ayat 1 stated that “setiap warga negara mempunyai hak yang sama untuk memperoleh pendidikan yang bermutu”.

The formulation of the quality of education is dynamic and can be analyzed from various viewpoints. The quality of education should be pursued to achieve the progress that is based on the planned change (Sagala, 2009). Rugaiyah (2012: 454) states "quality education is education that can give satisfaction even beyond the wishes and needs of education stakeholders". Meanwhile Unesco (2005) explains that the quality of education is a dynamic concept that changes and develops in accordance with the time and changes in the context of social, economic, and environment in place is concerned.

Basic education is a formal education is very strategic, given the underlying level of secondary education and further education (Sonhadji, 2013: 107). In the Undang Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 17 Ayat (1) stated that “pendidikan dasar merupakan jenjang pendidikan yang melandasi pendidikan menengah”. Furthemor in Ayat (2)) stated that “Pendidikan dasar berbentuk sekolah dasar (SD) dan madrasah ibtidaiyah (MI) atau bentuk lain yang sederajat serta sekolah menengah pertama (SMP) dan madrasah Tsanawiyah (MTs) atau bentuk lain yang sederajat”. Given

the basic education (especially SD / MI) as the foundation for the next education level then it should need to be increased again towards the attainment of quality.

School quality, in this case the SD / MI is a school that is capable of functioning of all components of the school effectively and efficiently in order to create a conducive learning to achieve educational goals. Elementary Education/MI is the foundation or the major foundations that need attention in earnest, meaning to get the quality of higher education, must begin with the creation and establishment of SD/MI quality. This is in accordance with the opinion expressed by Tilaar (2000: 17), that "the quality of primary school education will be the formation of a further education (SLTP, SMA, and PT) solid and quality. In line with these opinions, Bafadal (2006: 20) states that:

Primary school quality is a primary school that is able to function as containers educational process, the container process of socialization, and container transformation process, so as to usher students into an educated, have science and technology, including national culture that makes it ready to enter school later that junior high school or madrasah tsanawiyah.

This is in line with the formulation of a great vision of the Ministry of Education and Culture in 2025, which is to produce intelligent beings and competitive Indonesian (perfect man/man plenary). In order for this vision is achieved in accordance with the expectations of the central role of education should be maximized and laid out in a comprehensive manner starting from the laying of a solid foundation early on through education in SD/MI. If the education conditions are not addressed from the outset, undoubtedly vision of education in 2025 will not be achieved.

It is well known that, nationwide, quality education remains a crucial issue in this country. The issue of quality of education is still a major problem. Quality improvement program almost into every minister who sits on the Ministry of Education and Culture, but until now has not been completed. The quality of education has not been lifted and sits parallel to other states, most improperly in Southeast Asia or Asia (Soetopo, 2012: 3).

Directorate of Elementary Education and Culture Ministry in fact has made a map of the quality of education issues and challenges that can be used as the basis for making relevant policies. Map of the quality of education issues and challenges as presented Table 1.

Table 1. Map Education Quality Issues and Challenges

No.	Education Quality Problems	Challenges
1.	There are still many elementary school which organizes educational services under the SPM and SNP	<ol style="list-style-type: none"> 1. Providing educational facilities according SPM and SNP 2. Develop the capacity of education personnel in the management of the education unit 3. Develop the capacity of educators in the development of learning systems
2.	Not optimal use of ICT in learning	<ol style="list-style-type: none"> 1. Provide infrastructure ICT-based learning 2. Providing internet access 3. Provide ICT-based learning models 4. Developing the capacity of educators in ICT-based learning
3.	The lack of noble character formation of the child's character and creative in anticipating the negative impact of globalization	Revitalization of the times and learning systems integrated with character education

Source: Direktorat Pembinaan SD Kemdikbud (2012)

Problems and challenges above shows how education management requires a systematic pattern of handling and conditioning mature. Whereas the condition of the current education governance are less convincing, and requires hard work to get out of problems-problems that exist (Soetopo, 2012: 3).

Conditions such as these have been anticipated by the various authorities in order to guarantee good quality of education remains a local scale, national, and global. This is evidenced by the issuance of Undang-Undang Republik Indonesia Nomor 23 Tahun 2004 tentang Pemerintah Daerah, the authority in the management of basic education the greater given to district / city governments, educational unit level, as well as communities that include planning, implementation, monitoring and evaluation of the educational unit (Sonhadji, 2013). Furthermore Imron and Sumarsono (2013: 18) states, "one of the essences of regulation on decentralization and local autonomy in education is empowerment, opportunity, and freedom broad, tangible and accountable to regions and communities to organize and conduct the affairs of compulsory education ". For that all the necessary management of the school/madrasah effective.

Based on existing regulations, the provision of education is a shared responsibility between the government (in this case the school / madrasah), parents, and community. The third environment, in accordance with the functions and roles of each, should strive to increase the quality of education programs held optimally. Children will learn and grow in a family environment, school, and community.

From the exposure of the researchers to formulate some of the issues raised from this study are: (1) various forms of participation of parents in improving the quality of education, (2) attempts education unit to enable the participation of parents in improving the quality of education, and (3) indicators of achievement of quality education based on parent participation.

METHOD

The research design used by the researchers is a multi case study comparison (comparative case study). Multi comparative case study design in this study with reference of Bogdan and Biklen (2003) which states that "study two or more subjects, setting, or depositories of data they are usually doing what we call multi-case studies....others reseachers do comparative case study...show generalizability or diversity".

In a research study design multi comparative case is done in two ways, namely (1) a single case study, namely descriptive study each case used as sabagai basis or foundation early in comparing with other, and (2) multi-case studies, namely a comparative study between the case, specialized in the research will be compared of the four cases examined, namely: SDN Kauman 1, SD Lab UM, MIN Malang 1, dan MI Khadijah.

As an illustration to clarify the description, the researchers tried to make a schematic or diagram as a visualization study design in Figure 1.

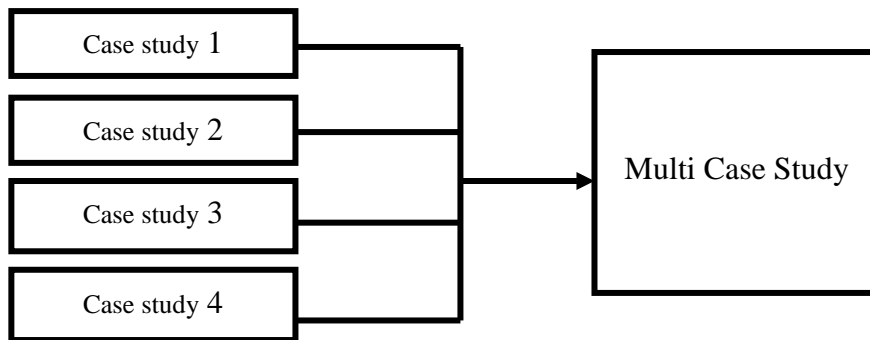


Figure 1 Study Design Multi Case Study with Two Kinds of Study (Case Single and Multi Case)

This research was conducted at the State Elementary School (SDN) Kauman 1 Elementary School Laboratory of the State University of Malang (SD Lab UM), Islamic Elementary Affairs (MIN) Malang 1, and the Islamic Elementary School (MI) Khadijah in Malang, who were identified as cases 1, case 2, case 3 and case 4. the characteristics of each study site are different from each other. The distance between the location of research with other research locations are relatively close together, and fit into one group.

The collection of data is an important stage in the study due to the acquisition of the data obtained in the field will be used in analyzing the results. There are several techniques used by researchers in this study, in-depth interviews, observation, and documentation.

This research data analysis using the constant comparative analysis techniques (constant comparative analysis) developed from Bogdan & Biklen. The use of this technique with the aim of finding a theory (grounded theory). To find the theory, researchers conducted studies with a long time, so it can be known events continuous monotonically (constant). In addition, the incidence of subjects studied more than one this is due to see the comparison. (Ulfatin, 2013).

Bogdan & Biklen (2003), imposes limits constant comparative analysis techniques (constant comparative analysis) as a model to apply a series of steps that take place simultaneously and analysis is always returned (turned) to the data collection phase. In real terms can be explained that the data analysis across cases conducted by researchers were: first, finding the data obtained from case 1 SDN Kauman 1 arranged categories and themes, analyzed inductively conceptually, made explanations narrative and structured in the form of propositions certain and developed into the theory of substantive 1.

Second, do the same thing as the first step to analyze the case 2 (SD Lab UM), 3 cases (MIN Malang 1), and 4 cases (MI Kahdijah). Third, at the final stage of the analysis carried out simultaneous to recommend and develop conceptions of comparison cases 1, 2, 3, and 4 systematically. From this analysis found similarities and differences in characteristics between the findings of three cases.

This latter analysis is intended to draw up a systematic conception based on data analysis and interpretation of theoretical narrative form of propositions which further cross case be used as material to develop substantive findings or theories in general.

RESULTS AND DISCUSSION

Variety of Forms Student Parent Participation in Improving the Quality of Education

The findings of the different forms of participation of parents in an effort to improve the quality of education in schools / madrasah of the four cases presented in the similarities and differences of each of the following cases.

1. Equation

Equality of participation of parents in improving the quality of education in the case of 1, 2, 3, and 4 lie in terms of: (a) aspects of the species, namely (1) helped organize, provide input or consideration of the program schools / madrasah, (2) provide good support in the form of thought, energy, facilities, and funds in the realization of the program, and (3) as a resource for learning; (b) the aspect of time, namely (1) according to the schedule / needs and Ramadan and Dzulhijah; (c) aspects of the areas of activity include: extracurricular activities, lessons, competitions, and the community of parents.

2. Difference

Differences in the form of parent participation in improving the quality of education in the case of 1, 2, 3, and 4 located in:

a) aspects of its kind, in the fourth case is different from case 1 mengkiriti program and its implementation; 2 cases of conducting school facilities and infrastructure and supports education funding; case 3 to give consideration and direction of the madrasah program planning, and monitoring and evaluation of program implementation madrassas; and in 4 cases were actively involved in the festival activities of Muslim children.

b) the aspect of time, namely at the beginning and end of the school year (case 1), the end of the school year (case 2), the beginning and end of the school year, and periodically (case 3). As for the case of 4 that is incidental.

c) aspects of the field of activity in the case 1 includes the donation of voluntary funding without bond and release of graduation, case 2 in the form of construction of a mosque and a school class outing, while that for the case 3 is a plan madrasah program, contact bina achievements, and designing the physical condition of class. For the case of four areas of activity of parent participation include new student, learning facilities, cluster competition, and implementation of Gema Dzulhijah.

Participation of parents as a concern in the administration of education in schools/madrasah by parents, manifested in a variety of forms. Participation by parents that include activities ranging from giving advice or criticism of the program school/madrasah to follow through with implementation.

Implementation of parent participation in the school takes place at the beginning and end of the school year, periodically, incidental, and scheduled. The field activities include matters relating to donations voluntary funding without bond, activity release of graduation, donations for the construction of the mosque school, the implementation of the outing class, plan a program madrasah, contact bina achievement, designing the physical condition of the classroom, a new student, learning tools, race groups, and implementation of Gema Dzulhijah.

Judging of its kind, the study's findings are consistent with that expressed by Ornstein and Levine (1985) that parents / guardians can be involved in planning and solving problems in the areas of curriculum or learning program, as well as policies concerning

student. Meanwhile, Olsen and Fuller (2004) revealed that the involvement and participation of parents can be interpreted as a form of participation of parents in order to help education in schools to develop learning and development of learners in order to improve the process and outcomes of education in schools.

The results also reinforce of the opinion Zamroni (2000) sorting forms of community participation (in which no parent) to the school into two; The first relates to efforts to mobilize funds and to two forms of participation in the activity of parents in iku thinking about school progress. In addition, the support of parents who are environmental inputs to the education process. In detail, such support can be realized in the form of: (a) the involvement of parents/guardians in making school development plan (strategic plan, operating plan, vision, mission, and objectives of the school), (b) the involvement of parents/guardians of students in the preparation school planning (RAPBS / RAKS), (c) the involvement of parents/guardians of students in the preparation and development of educational curriculum, (d) the involvement of parents/guardians in planning ketenagaa, (e) the participation of parents/guardians in planning student, (f) the participation of parents/guardians in the development of school facilities and infrastructure, and (g) the involvement of parents/guardians in the development of other programs (Depdiknas, 2002).

Education Unit Efforts to Empower Parents' Participation in Improving the Quality of Education

Attempts by the education unit to enable the participation of parents in improving the quality of education is done through the creation of a school environment that is conducive, which is realized through being friendly, open to suggestions or criticism from parents, be patient in serving students and parents, to empathize with the parents, the arrival of the parents to the school was greeted with warmth and familiarity, do not put a sour face, and say hello to the parents, accompanied by a smile.

Subsequent attempts to establish communication in intensity between the school/madrasah and the parents, through a committee meeting, the community of parents, books Contacts Development Achievement, and magazines School/Madrasah; involve parents in the implementation and supervision of school activities, in terms of preparing the implementation of school activities, and participate in supervising the activities of the school; apply the principles of transparency and accountability for the implementation of activities; make the program interesting and useful for the elderly, such as program student day inclass and outclass, the involvement of parents in the socialization of Curriculum 2013, the anniversary of the school, as well as the commemoration day of the national and religious holidays; and develop a positive attitude to students and parents, which is embodied in the acknowledgments in the elderly who have participated, giving appreciation to students who excel, show a sense of caring for parents, applying the principle of trust which raised the confidence of parents, and improve the quality of services to students and parents.

Conditions parent participation in each unit of education need to be improved or continued effort toward better empowered again. It is intended to participate in improving the quality of education, because without the participation or the participation of the elderly quality of education will not be achieved. From the results of these studies showed

that education units to feel the importance of the involvement or participation of parents of school.

The findings of the study by Preedy (1993) showed that the involvement of parents / guardians of students in school activities positive effect on students' progress and development. Studies conducted other researchers also suggest that the involvement of parents or guardians are aspects that influence the effectiveness of the school. Meanwhile, the results of research Hewison & Tizard (1980) showed a correlation between the involvement of parents / guardians of students to achieve the results of reading high school students. The Murillo (2002) reported the results of effective school improvement research in Spain, that the involvement of parents/guardians of the students is very important to improve the quality of a school.

Thus the results of this study can be used as a reference by schools or madrassas to continue to work in empowering the participation of older people to improve the quality of education. When participation is greater then automatically the greater the sense of having parents/guardians of students to educational institutions. And in such circumstances, parents will naturally participate in monitoring, provide input, and even maintain continuity with a vengeance.

Based Quality Achievement Indicators Parent's Participation

The findings of the research on indicators of the quality of education attainment of the four cases known that there are some aspects in common and there are different from each other. Overall indicator of educational quality is indicated by the presence of the learning process, academic achievement, non-academic achievements through extracurricular activities, achievements achievements of teachers, and the institutional achievement. Achievement of the quality of the learning aspect is characterized by the application of innovative learning -aplikatif, berbasis learning information technology, and learning global perspective.

Indicators of quality achievement of aspects of academic achievement marked by student graduation rates, achievement test scores, and absorption of graduates in further education which is in junior high school or madrasah public or private tsanawiyah favorites. While aspects of the non-academic achievements, marked by race or match results on group level, municipal, provincial and national levels.

Research reports as has been the tersajikan, indicating that the characteristics of education or in this case the quality school is the learning outcomes, the achievement can be measured. Achievement is what most people associated with quality. Clarify the opinion of Hoy, et al (2000) that quality in education is a learning process that can improve the customer's desire to excel and be able to develop their talents, and in the same time to meet the standards set by the client. Danim (2006) explains that the quality of the learning process implies the ability to transform the educational resource multi input types and situations to achieve the degree of value is needed by the student. While the study results are considered qualified if it is able to bring academic excellence and extracurricular.

Meanwhile Kholis (2003) looked at the quality of education is not only focused on the development of academic achievement, but also develop the potential of psychological, physical, ethical, moral, religious, emotional, spiritual, adversity, and intelligence. Likewise Dagget (2005) states that the characteristics of quality school is a commitment to the expectations of high achievement, development instraksional is professionally

done, connect the experience outside of school with the learning in the classroom, learning is flexible and relevant, as well as supporting the relationship and communication with parents/guardians students and the community.

CONCLUSION

First, the form of parent participation in the Education Quality Improvement: (a) Parent participation in improving the quality of education includes such forms of activities ranging from giving advice or criticism of the program school / madrasah to follow through with implementation; (b) Implementation of the forms of participation of parents of school maupunj incidental take place on a scheduled basis; (c) Participation of parents in improving the quality of education with regard to the substance of the activities in the field of curriculum and teaching, personnel, finance, facilities, and student with the participation of physical and non-physical. Second, education Unit Efforts to Empower Parents' Participation in Improving the Quality of Education: (a) The creation of a conducive school climate; (b) Establish in the intensity of communication between parents and the educational unit; (c) Involve parents in the implementation and supervision of school activities; (c) Applying the principles of transparency and accountability for the implementation of activities; (d) Make the program interesting and useful for parents; and (e) Develop a positive attitude to students and parents. Third, based Quality Achievement Indicators Parent Participation: (a) The achievement of quality indicators based on parent participation include learning, academic achievement, non-academic achievements through extracurricular activities, achievements achievements of teachers, and the institutional achievement; (b) Indicators of achievement of the quality of the learning aspect is characterized by the application of innovative learning -aplicative, information technology-based learning, and learning global perspective; (c) Indicators of quality achievement of aspects of academic achievement marked by student graduation rates, achievement test scores, and absorption of graduates in further education which is in junior high school or madrasah public or private tsanawiyah favorites; (d) Indicators of achievement of the quality aspects of non-academic achievements are marked by race or match results at group level, municipal, provincial and national levels; (e) Indicators of quality achievement of aspects of teacher achievement achievements marked by the race results manufacture of props educational and academic qualifications of teachers are mostly qualified scholars and has been certified; and (f) Indicators of achievement of the quality of the institutional aspects of the achievement prestas ditndai the champion achieved at school race / madrasah. ✍

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