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PROCEEDINGS

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"THE CHALLENGES OF EDUCATIONAL MANAGEMENT AND ADMINISTRATION IN COMPETITIVE ENVIRONMENT"

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Universitas Negeri Makassar
Ikatan Sarjana Manajemen Pendidikan Indonesia

PROCEEDINGS

International Conference on Educational Management and Administration &the 4th Congress of ISMAPI

"The Challenges of Educational Management And Administration in Competitive Environment"

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About CoEMA

CoEMA stands for the International **C**onference **o**n **E**ducational **M**anagement and **A**dministration. It is hosted by Universitas Negeri Makassar in collaboration with ISMAPI, the Association of Indonesia Educational Management Scholar. This conference aims at bringing knowledge and good practices together from different perspectives. Linking theory, practice and research is a challenge to improve the quality of education. The speakers and participants are vary from academics, education practitioners, teachers, school principals, policy makers, and students.

We would like to thank everybody who has helped to organize the Conference. We thank all the speaker, the presenters and all the participants. Special thanks is given to the Rector of Universitas Negeri Makassar and the National Board of ISMAPi for their support and fruitful feedback during the preparation of the Conference.

Makassar, 14 April 2016
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Prof. Dr. Syamsu A. Kamaruddin M.Si

Forewords by Rector UNM

I would like to congratulate the committee for its success in organizing the conference. This international conference is part of the university role in sharing and developing knowledge in the field of educational management and administration. I believe, the presence of various presenters and participants has contributed to the future development of knowledge and practices in the field.

This conference is just a beginning of the next journey in linking the theories and practices in the field of educational management and administration. Further partnership among scholars and universities will allow us to gain deeper understanding about the field. It is expected this conference will add new insight in improving the quality of educational management and administration in this dynamic environment.

Appreciation should be given to those who have helped and participated in this conference.Hopefully, this conference has given us opportunities to do more research collaboration and challenged our ideas about what educational management and administration should be.

Makassar, 14 April 2016
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PROCEEDING BOOK

The International Conference on Educational Management and Administration & the 4Th Congress of ISMAPI

Theme:
"The Challenges of Educational Management and Administration in Competitive Environment"

Topic Areas

1. School and University Governance
2. Quality Assurance in Education
3. Leadership & Organizational Culture in Education
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PLENARY SPEAKERS

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SCHOOL RELATIONSHIP MANAGEMENT WITH THE SOCIETY BASED ON MADURA LOCAL WISDOM TO IMPROVE QUALITY OF EDUCATION IN JUNIOR HIGH SCHOOL

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Abstract: Law No. 22 of 1999 on education reform that demands local autonomy and democracy insights in education. The phenomenon that occurs in Kalisat predominantly of Madura ethnic that shows the number of junior high school students increased by more than one hundred percent from 2010 to 2011. The purpose of this research is to describe phenomenon that occurs in the utilization of local wisdom in the school relationship management with the society to improve the quality of education and to find an effective school relationship management model with the society. This research is a qualitative study using phenomenological approach. Primary and secondary data collection through participant observation, in-depth interviews, life history, and analysis of documents as a material to identify the phenomena that occur in the school relationship management with the society. The analysis is conducted based on the perspective of ethics using domain analysis, taxonomic analysis, componential analysis and analysis of cultural themes to obtain optimal results. The results showed that (i) Madura Wisdom Value is religion (Islam), compliance, cooperation and consensus, (ii) Internalization of Madura Local Wisdom Value in the school relationship management with the society, and (iii) the effective school relationship management model with the society is based on the local wisdom. This research effort is able to provide feedback to the government of the importance of an Indonesian culture framework that can help school to understand the local wisdom of school so that can improve the quality of education. The conclusion from this research that (i) the effective school relationship management with the society is based on the local wisdom, (ii) the effective school relationship management with the society is based on the local wisdom include: planning, organizing, directing and monitoring, and (iii) utilization of local wisdom in the school relationship management with the society to improve the quality of education.

Keywords: School Relationship Management with the society, Madura Local Wisdom, the Quality of Education.

I. PRELIMINARY

Essentially, education is an effort to build a culture and civilization. In the process of education should be able to foster the existence of learners that are socialized, entrenched in the live-hoodof local dimension, national, and global. Education is a continuous process, and the process should not ignore or harass human being or override the guidance of living together and the possibilities and limitations provided by the natural surroundings (Hatimah I, 2008: 7:16). This is in accordance to the Universal Declaration of Human Rights which asserts that all beings are born free and equal in degree and the rights and have all the rights and freedoms without distinction of any kind, either of race, skin color, sex, language, religion, political opinion or anything, national or social origin, birth and any status.

In line with this, the Indonesian Republic Constitution Year 1945 explicitly mandates that every citizen is entitled to education. The government is constantly giving great attention to the development of education in order to achieve the objectives of the state; that is the intellectual life of the nation, which in turn greatly affects the general welfare and the implementation order of the world. Education has an important and strategic role in the development of the nation as well as contributing significantly to the economic growth and social transformation. Education has four main pillars; learning how to learn, learning how to know, learning how to be, and learning how to live together, will create an educated society who become prerequisite formation of developed society, independent, democratic, prosperous, and free of poverty.

Based on data from the United Nation's Development Program (UNDP) in 2013 put the Human Development Index (HDI) of Indonesia in the order of 121 of the 187 countries (http: //www.mitrainvestor.com/blog/2013/03/18/human-development), even compared to neighboring countries like Singapore, Brunei Darussalam, Malaysia, Thailand and the Philippines, the position of Indonesia is under them. The three components of the HDI increase in the health index, economic index, and education index. The above conditions are related to the demands of human resource development continuously increasing over time. The quality standards of both types of work, quality of services and products, as well as experiencing the dynamic quality of service to meet the needs and satisfaction of human life that continues to increase as well. This means that our education services must be able to follow the changes that occur.

Since the education reform in Indonesia has issued rules related to decentralization, those rules are: (1) Law Number 22 Year 1999 concerning: the local government demanded local autonomy and democracy insight in education, (2) Regulation No. 25 of 2000 regarding the authority of the government and province as autonomous region in the field of education, (3) the Constitution of the Republic of Indonesia Number 20 year 2003 Chapter XIV Article 50 Paragraph 5 states that the government of the regency/city manage primary and secondary education, and education unit that based on the local education, (4) Government Regulation No. 19 of 2005 Section III article 14 paragraph 1 that the curriculum for SMP / MTs / SMPLB or other equivalent form, can include the education of local excellence.

Basic education organized nine-year compulsory education program. In order nine-year compulsory education, it is necessary to strengthen governance, accountability, and public image, which consist of the development of the capacity of education boards and school committees. The proper functioning optimally both institutions will strengthen the implementation of the principles of good governance and accountability of education. Efforts to improve governance, accountability, and public image has become even more important, because Indonesia has now entered the era of globalization, which is full of fierce competition. Therefore, in order that the Indonesian people can compete globally, there is no other way except to improve the quality of human resources through the implementation of quality education and accountability (Sonhadji, 2012: 111).

National education according to Ki HajarDewantara is education that is

consistent with the livelihood of the nation. If the education of our children is not based on nationality, of course, our children will not know our needs, inner and outer, in addition, the children may not have a love for the nation and state. Some of the philosophy expressed by Ki HajarDewantararelated to the education are: (1) the equipment, effort and also how education should be in accordance with its nature, (2) nature stored in the customs of each community with various peculiarities, all of the aim to achieve orderly life and peaceful, (3) customs nature is always changing (dynamic), (4) to determine the current characteristic is required in-depth study of the community life in the past so that it can predict the future life in the community, and (5) the cultural development of society will be affected by other elements, this happens because of the association between nation.

Increasing globalization has increasingly emphasized the importance of learning about effective leadership. The leaders increasingly faced with the need to influence people from a different culture, and the influence that successfully requires a good understanding on these cultures. Leaders should also be able to understand how people from different cultures look at them and translate their actions (Yukl G., 2005). In line with this (Brauckman, S and Pashiardis, P, 2012) states that"*The greatest needs for leadership improvement and training are following three areas: (1) trust building and collaboration: relations with parent and community,promotion of cooperation with other organization and businesses from the community so that students' needs are addresses and initiation of trust building activities within the local community, (2) encouraging instructional leadership and human resources development, (3) initiating school improvement and development".* Viewed from the function, the education is one of public service institution in service field. So education needs to take advantage of local resource as a reference to improve the quality of education service.

Each region has the potential and diversity of work produced as a characteristic of the area. Local wisdom in an area can boost the acceleration of development in the region based on the potential of the local community. This is in line with the result of Sopana, A. (2013): "Public Participation in Local Budgeting Process Based Local Wisdom (Study in BromoTengger Tribe Community East Java)". This study managed to uncover participation (Truly Holistic Participation) Tengger tribe community informally *"rembugwargaTengger"* when planning the budget. These finding managed to break the previous literature, that community participation is merely a "ceremonial budgeting".

Jember is a regency in East Java. Jember city has been known since the Dutch era as it has lush and wide tobacco plantation. Together with the growth of the plantation industry also entered the farmers and plantation workers who come from the surrounding area and Madura Island. It is understandable that Madura ethnic is one of the most important ethnic in the region. Madura ethnic especially in Kalisat district is a place of research dominates any social activity, including school activities. Based on information from the Department of Education, Jember Regency,Kalisatdistrict is a district that has the highest quality of education compared to other sub-districts in North Jember predominantly Madura ethnic. District of Kalisat has Junior High School that consists of four schools with 801 pupils in 2010 and reached 1,683 in 2011. It could be said that Madura ethnic coloring the quality of education in Kalisat. Based on the context of the above research, the researcher took the main focus of "School Relationship Management with the Society Based on Madura Local Wisdom to Improve Quality of Education in Junior High School".

Based on the main focus is then translated into sub-focus as follows: (1) How is the culture of Madura in KalisatJember Regency?, (2) How is the phenomenon that occurs in the school relationship management with the society based on Madura local wisdom?, (3) What is the meaning of phenomena that occur in the school relationship management with the society based on Madura local wisdom in improving the quality of education?, (4) What is the

profile of Madura Local Wisdom in Kalisat?, (5) How is the effective school relationship management model with the society?

2. RESEARCH METHOD

2.1Approach and the Type of Research

This research is a qualitative research with phenomenological approach. Phenomenology is also a philosophical approach to investigate the human experience. In a phenomenological research involving careful and thorough testing in the consciousness of the human experience. The main concept in phenomenology is the meaning. Meaning is important content that appears from the experience of human consciousness. To identify the essential quality of the consciousness experience is done with in-depth and careful (Smith, etc., 2009). This research is expected to reveal the meaning of the phenomena occurring in the school relationship management with the society based on Madura local wisdom to improve the quality of education in Kalisat.

2.2 Research Site

Kalisat District inJember Regency is a research site established by researcher for the following reasons: (1) the district is located in NorthJember which means that the majority of the population is Madura ethnic, (2) Kalisatis a district that has the highest participation in education than other districts in North Jember region.

Location of the research is conducted in three schools namely SMP Negeri 1 Kalisat located in Glagawero, while SMP Negeri 2 Kalisat in Kalisat and SMP Al Badri is located in Gumuksari.

2.3 The Presence of the Researcher

In this ethnographic research, researcher's presence is a key element in the research. According to Bogdan and Biklen (2003), researcher in qualitative research to act as the planner, data collector, analyzer, interpreter, and the reporter on the result of his research. The presence of researcher in the field as a full observer and is a benchmark to get data validity that is expected to support success in understanding the focus of research.

2.4 Data Resources

The data collected in this research is primary data and secondary data. Primary data is data obtained directly by the researcher. Identifying data sources is done with snow ball principle, where the information from the first informant will be used as key information to determine the next informant who can provide research data. The process of determining the primary data source is determined by the following criteria: (1) The primary informantsare the principal, teachers and administrative staff at research site, (2) The primary informants are parents in the research site, (3) The primary informant is chairman of the school committee in the research site, (4) The primary informant has the knowledge, understanding and pleased to convey information held by the researcher.

2.5 Data Collection Method

As befits a qualitative study which emphasizes naturalistic in obtaining descriptive character of the data, the research phenomenology also take advantage of the data collection method used qualitative research in general, but there are several distinctive techniques. The data collection method in ethnographic research as follows: (1) in-depth interviews, (2) life history, (3) participant observation, (4) document analysis.

2.6 Method Analysis and Checking Validity of Data

Data analysis is performed using domain analysis, taxonomic analysis, componential analysis and analysis of cultural themes to get optimal results. Domain analysis is conducted to find a general overview of the focus that is being researched, that is the school relationship management with the society, local wisdom and the quality of education. Taxonomic analysis performed after the domain analysis to break down the domain to be more specific and in-depth. After it is doneby using componential analysis as a systematic search of various attributes (components of meaning) which associated with cultural symbols. Analysis of cultural themes performed to find the uniqueness of

the community in Kalisat which are mostly Madura ethnic.

In any qualitative research, the main criterion in looking at the validity of research data is valid, reliable and objective (Sugiono in Ulfatin, 2013: 269). Generally there are two kinds of validity to see the validity of the data, the internal validity and external validity. Test transferability (external validity) data for the location of SMPN 1 and SMPN 2 Kalisatwas conducted in SMP Negeri 1 Sukowono while the location of SMP Al Badriwas conducted in SMP Islam Al Multazam. To reinforce the validity of the data obtained, the researcher also needed the help of ethnographer expert who is expert on Madura culture; Mr. Dr.A. LatifWiyata as validator expert. Expert validation activities include research findings on the Local Wisdom of Madura. Data credibility test or confidence in the research data here is conducted the extension of observation, increased diligence in research, peer discussion, the adequacy of reference material and source triangulation.

3. RESULT AND ANALYSIS

3.1 Reseach Analysis

3.1.1 Kalisat Culture

Jember city has been known since the Dutch era as it has lush and wide tobacco plantation.Together with the growth of the plantation industry also entered the farmers and plantation workers who come from the surrounding area and Madura Island. It is understandable that Madura ethnic is one of the most important ethnic in the region. One of the most important contribution of the presence ofMadurese here is the emergence of Islamic boarding schools as social institutions of education. Madura ethnic, the tobacco plantation and boarding school are very important elements in the study of Jember.

According to statistics of the households number using cement or brick floor took the first place as many as 14 096, followed tiled / marble / granite as many as 4,553 and as many as 3,703 ground floor. While the number of households using PLN illumination without meter as many as 12,616, PLN meter 10,140 and not the electricity 69. The fuel used for cooking mostly use of firewood as many as 13 460 households, using gas as many as 8976 and kerosene as many as 234 households. Drinking water sources were used mostly used protected wells 17,469 households, 3,420 wells were not protected, bottled water as many as 459 and as many as 70 households using pump. Households that access the Internet as many as 1,480 and as many as 21 345 are not.

The main livelihood in Kalisatwas farming as many as 26 292, trading as many as 1,027, as many as 842 construction, transport as many as 215, as many as 158 industries, and others as many as 716. Kalisatpeople largely became a prosperous family that as many as 17 246 and as many as 8,124 pre-prosperous family.

Village official was very great in raising public awareness of education, not only provided advice and guidance but also gave a live example of the importance of education as the village secretary in Kalisat who just completed the undergraduate study. In addition, village officials would help to get scholarshipfor a smart kid and had great potential but the family could not afford.

The most prevalent mass organization inKalisatwas the basis of such religious recitation. There were forms of community organizations such as *andokan doro* (dove race) or gatherings of kites and football fans. Often religious based organizations and the general nature was tied with *arisan.*

One of the Madura identity was Madura language. The use of language was determined by the interaction context they face. Indonesian language would be used by the Kalisatsociety if they dealt with institution or in formal situation, but when they knew that their interlocutors are Madura, then they would also use the language of Madura.

Madura society inKalisatliked many activities such as parades, marching, drum band and it became entertainment for the societyin Kalisat. Therewas*ruwatan* tradition by inviting tambourine art or *macapatan.*The society often made offerings (*sesajen*) when they were going to plant or harvest. In

addition, there were many people in Kalisat who still believed in shaman.

3.1.2 A phenomenon that occurs in the school relationship management with the society in the Kalisat

SMP Negeri 1 Kalisat established since 1963 and it is the first junior high school in Kalisat and has a good academic achievement (rank fifth of 31 districts in Jember). SMP Negeri 1 Kalisat can understand the Madura Local Wisdom through School Committee Chairman which is settled in Kalisat to understand the characteristics of the people. School Committee Chairman SMP Negeri 1 Kalisat is a teacher in SMA Kalisat.

SMP Negeri 1 Kalisat has the advantage of non-academic in the form of football achievements that often become champions at the provincial level. Many trophies were won by the football team of SMP Negeri 1 Kalisat. The football team is supported by football association which was formed by the parents.

SMP Negeri 2 Kalisat existed since 1986 and has a drum band team that is often invited by the people there to fill some events such as *IsroMi'roj, pellet kandhung*(seven monthly gratefulness), pilgrimage and so on.

Chairman of the committee SMP Negeri 2 Kalisat is a religious teacher who is highly respected by the surrounding community. Program or school policy delivered very well by the Chairman of the Committee so that parents have always supported. As there is a Helping Poor Students (BSM) program is always hold consensus so that all students can get the help.

SMP Negeri 2 Kalisat has a special team to deal with troubled students like children who have been betrothed by parents, are often absent from school. The team will visit their home to pick up or troubleshoot these students. When parents of students invited to the school, they always come because they feel embarrassed.

Local content held in SMP Negeri 2 Kalisat is Madura language and literacy to Koran. Every morning around 7:00 to 07:07 hour students must recite with officer and it will turn each class and is listened by everyone in the school. At the time before the national exams they always held *istigosah* (praying) with a notice to parents in advance.

SMP Al Badri Kalisat newly established in 2009 under the auspices of Al Badri boarding school who led by *Kyai*. Since established of SMP Al Badri, students who enroll here has always exceeded the quota due to the location of classrooms are limited, only received two classes. Most of Al Badri junior high school students are those who studied at Al Badri boarding school.

The language used in everyday conversation outside the classroom are still using the language of Madura because almost one hundred percent of teachers and students of SMP Al Badriare Madura ethnic. SMP Al Badri began formingHadrah team in 2015 coached by the local community. This team can be called by the people around when they have a celebration (*Hajatan*).

Under the auspices of Al Badri boarding school has always held *imtihanan* (anniversary of the school). At that time the atmosphere was very crowded because of the parents of the students came to boarding school. Islamic holiday's celebration are always held in the boarding school.

3.1.3 The Significance of the Phenomenon in Kalisat

Based on the research finding above, the researcher discovered the meaning of the phenomena that occurred as follows:

1) People in Kalisatthat mostly Madura ethnic were Muslim so that school developed school relationship program based on religion.

2) They still no bond with the *bhindhara* and still had great respect for the teacher so that the Chairman of the Committee, who worked as a teacher or religious teacher would be very helpful between the schools with their parents. This is in accordance with L. A study Wiyata (2006: 49-50) that *bhindhara* regarded as a group of people who are in the intermediate layer which often treated almost like *Kyai*.

3) Kalisat society really liked entertainment so that when there was a drum band team then they lined up around the street to watch. They would be very proud if their students had appeared in the drum band team or joined the football. Kalisat society

had a community who loved football. They would work together to expend very large cost for this purpose. This is in line with research of A.Rifai M (2007: 108) that in Madura, there are forms of community organization named *Kamrat*.

4) Discussion and consensus was implemented in school related the programs that was implemented because they were obedient to figure of*Kyai*, teacher or religion teacher. As stated by A.Rifai M (2007: 313) that Madura society has philosophy;*pa', bhabhu, ghuru, Rato* (mother, father, elder, teacher, king) which organize the power ladder of life, every Madura society is advised to respect for parents and elder widely.

3.1.4 Local Wisdom of Madura in the district of KalisatJember Regency

Local Wisdom of Madura that could be found in this research were (i) religion (Islam), (ii) compliance, (iii) cooperate and (iv) consensus. Local wisdom of Madura (KLM) was well understood by the first secondary school in the District of Kalisat and became the basis for developing school relationship with the society.

3.1.5 The Effective School Relationship Management Model with the Society

The effective school relationship management model with the society is the school relationship management with the society based on local wisdom. According G.R Terry (2001) management has some functions such as planning, organizing, directing and monitoring. Before making a plan, the school should be able to understand the local wisdom of surrounding society. In making the plan, it needed the calculation carefully about enabling and inhibiting factors in planning by knowing it as much as possible to minimize the risks that might arise in the future, considering the future was never clear although it had already planned.

Then the school must utilize the local wisdom by organizing and directing so that the program could run well. By combining the people, the work to be carried out, the objectives in school relationship with the society can be achieved more effectively. Actuating function closely related to human means that the extent of the school relationship management with the society could mobilize all the existing human resources in order to work optimally.

It must be done to evaluate the program, where the society was involved inside. Supervision was an activity to correct and fixed it if found irregularities that could interfere the achievement of objectives. The goal was to determine the expectations which significantly achieved and made improvements to the deviations that occurred.

Utilization of Madura local wisdom (KLM) in school relationship management withthe societywas very high so thatKalisat society supporting the quality of education. This was consistent with Engkoswara and Komariah, A., (2010) which states that a quality education is the education which all of its components have terms and conditions that customers want and cause satisfaction.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

The conclusions taken from this research are (i) The effective school relationship management with the society is based on local wisdom, (ii) School relationship management with the society based on local wisdom includes: planning, organizing and directing, and monitoring, and (iii) utilization of local wisdom in the school relationship management with the society to improve the quality of education.

4.2 Suggestion

In order the school can understand the local wisdom around the society and improve the school relationship management with the society, the government must have the cultural frame of reference so that the quality of education can be improved.

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