
COMMUNITY PARTICIPATION IN IMPROVING THE QUALITY OF EDUCATION DURING THE COVID-19 PANDEMIC

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ABSTRACT

KEYWORDS

Community Participation, Education Quality, Covid-19 Pandemic

This article discusses community participation in improving the quality of education during the pandemic. Researchers used a qualitative approach, with data collection using interviews and observations. The results of the study found several roles of the community in improving the quality of schools, including community involvement in providing guidance to children at home; provide guidance to children in the community, religious leaders, communities, and parents provide supervision and input related to the development of student behavior. Some of the school's efforts in optimizing the role of the community include providing confidence in the community to be involved in quality improvement. Periodic meetings are held to build community involvement. Community involvement also encountered obstacles caused by two factors, namely the lack of public understanding regarding the role of the community and community work factors that caused the low involvement of parents in educating children at home.

INTRODUCTION

Since 2020, Indonesia has been affected by the COVID-19 pandemic. The implementation of learning at all levels is carried out from home. This raises several problems that need to be solved. [Hutapea's research \(2020\)](#) shows that there is an effort to solve learning problems from home. Teachers need to have teaching creativity so that education can run with quality. Similarly, research by [Karnawati and Mardiharto \(2020\)](#) found that there were various obstacles, but there was hope for continuous improvement.

Although learning must be carried out from home, the quality of education must still be maintained. The pandemic should not make the implementation of education deteriorate. Therefore, schools need to continue to innovate to maintain the quality of education. Research by [Ihsan, Ar, & Ibrahim \(2014\)](#) explained that education is one of the important aspects in a life, therefore innovation to improve the quality of education must be done continuously. [Hartono & Hendra \(2020\)](#) also explained that in today's modern era, schools need to innovate by developing the potentials that exist in schools, both educators, education staff and students, as an effort to maintain the quality of education. Thus [Wardiah, Murniati, & Djailani \(2015\)](#) show that the success of a school cannot be separated from the strategies pursued by school residents and school committees. A good education strategy that continues

to develop will have an impact on the quality of schools. Therefore, schools need to continue to innovate in maintaining the quality of education.

In the principle of School-Based Management (SBM), the community has an important role in improving the quality of education. Likewise, in the midst of the COVID-19 pandemic situation, the community can work together to maintain the quality of education. Research by [Natsir, Aisyah, Hasbiyallah, and Ihsan \(2018\)](#) shows that parents have an important role in improving the quality of education. In this case, parents are the community which in the SBM concept is a society that has an important role. Theoretically, society can play a role in several things.

[Slameto \(2015\)](#) revealed that the community can play a role in: 1) supervision, 2) Creating a conducive educational atmosphere and comfortable learning in a social environment, 3) Giving consideration to school programs, 4) Supporting school needs, in terms of funds, ideas/thoughts and energy, 5) Controlling school accountability, 6) Mediator between educational institutions and the community, 7) Creating school commitments with other communities, 8) Collaborating with other communities or the DPRD who are willing, 9) Accommodating the aspirations of the community and school members, and 10) Providing input, consider and recommend education program policies to local governments. Thus [Danim \(2017, p. 178\)](#) explains that society is an educational community. As an education community, the community can be involved in 1) Supervision, 2) Fundraising, 3) Voluntary assistance, 4) Guidance, and 5) Responsible for planning, implementing and evaluating learning programs in schools. In addition, the community can also be involved to provide opportunities for educational institutions to do internships, work, recreation and build respect.

From this explanation, it appears that the community can play a role in several forms. This study aims to explore the role of the community at SD N 012 Kayu Batu in improving the quality of education during the Covid -19 pandemic regarding the role of the community. This issue was chosen because several previous studies have not addressed the issue of improving the quality of education. Several previous studies have examined teacher competence, particularly related to the ability of teachers to provide education during the pandemic ([Elfahmi, 2020](#); [Sudrajat, 2020](#)). Then the topic of online learning research that examines the implementation of online learning has also been widely carried out. The research of [Sadikin & Hamidah \(2020\)](#), and [Syarifudin \(2020\)](#) leads to the implementation of online learning. Then [Diana, Darmawan, & Br Simamora \(2021\)](#), [Khadijah & Gusman \(2020\)](#), [Chusna & Utami \(2020\)](#), and [Akollo & Meike \(2020\)](#) examined the forms of collaboration between teachers and parents in carrying out learning, as well as on the role of parents in learning from home.

Several previous studies have not studied the role of society in maintaining the quality of education during the pandemic. From the background of the problem, it is necessary to deepen community participation to improve the quality of education. This research was conducted at SD N 012 Kayu Batu because in the initial observations, there seems to be community involvement in maintaining the quality of education. Therefore, the research was carried out at SD N 012 Kayu Batu.

The formulation of the research problem is how is the role of the community in improving the quality of schools during the pandemic? The purpose of this study was to find forms of community participation in improving the quality of schools during the pandemic.

METHOD RESEARCH

This research uses qualitative research methods. The research method is a technique used to conduct surveys, interviews and observations. In general, the research method can be

interpreted as an activity carried out to find topics, data and analysis of the data itself to get conclusions on the topics or issues discussed. (Bahri et al., 2021). According to Anggito and Setiawan (2018), qualitative research is a data collection activity to find phenomena that occur in society. Sources of qualitative method data are obtained from the community concerned without using statistical and quantitative procedures, but by collecting data, analyzing and interpreting and narrating.

In this study, the authors collected data from school principals, classroom teachers and also the community at SDN 012 Kayu Batu to obtain data. Data obtained through interviews and developed using a descriptive approach based on the theories of experts. This study aims to find forms of involvement of the Kayu Batu community during the pandemic in improving the quality of schools at SDN 012 Kayu Batu.

RESULTS AND DISCUSSION

1. Forms of Community Engagement

a. Involvement of Child Guidance at Home

Guidance of children at home is one form of community involvement in improving the quality of education. (Danim, 2017) explained that the family plays an important role in education, family involvement at home has a big impact on children's education. During the pandemic, in the family, parents are the closest people to students. Based on an interview with Romiansyah, the principal of SD N 012 Kayu Batu on August 5, 2021, some information was obtained.

First, before the pandemic, parental involvement in children's education was still not optimal. This was emphasized by Maria, a 5th grade teacher at SDN 012 Kayu Batu, during the pandemic period with the demands of learning from home, parents are conditionally forced to be involved in children's education from home. Even so, schools provide trust and support so that parents can help students carry out learning from home. Second, during this pandemic, parents are given the trust of the school to guide their children's spirituality and train more spiritual activities for parents at home. Third, during online learning, parents are more entrusted by the school to supervise and help children who have difficulty doing assignments, especially practical assignments from school that are done at home. From the explanation above, it can be found that this form of involvement is in line with the principles of the community's role in improving the quality of education (Darmadi, 2016; Kristianty, 2005; Natsir et al., 2018).

The forms of child mentoring activities at home are : First, mentoring learning activities . Learning activities at home are supervised and guided directly by parents. Parents are involved in following the directions given by the school to assist the process of completing assignments ; Second, Assistance in spiritual activities . Spiritual activities entrusted by the school to parents are practicing memorizing Bible verses, teaching prayer, setting an example of proper worship and teaching spiritual songs/praises ; Third, supervising and assisting school assignments . Supervision and assistance for school assignments is carried out by each student's parents. Parents are directed and trained to supervise and assist children at home in carrying out practical tasks or skills.

b. Child Development in the Community

Child development activities are one of the community's involvement in improving the quality of education. The community is important in improving the quality of education. From the interview data analyzed, information was obtained that there was involvement of religious leaders in the education of children in the community.

Community leaders work with religious teachers to provide moral or character education to students.

The form of educational activities carried out in the community is by carrying out spiritual activities . The form of the activity is First, spiritual development. Spiritual guidance is carried out by the pastor by holding spiritual fellowships, such as Bible studies, short meditations and *sharing* God's word for both children in Sunday school and for youth in youth groups; Second, training in spiritual activities. Spiritual activity training is carried out by pastors and Christian youths who are entrusted with training spiritual activities in the church. This activity is carried out by holding training, such as music, choir and tambourine training ; Third, Assistance for problem children . Assistance to children who often commit violations at school will be provided with further assistance by Sunday school teachers and local pastors.

c. Monitoring and Feedback

Society plays an important role in improving the quality of education. Slameto (Slameto, 2015) explains that in the era of School-Based Management, the community has a supervisory function and input for improving the quality of education. From the interview data, supervision was carried out in several ways. First, religious leaders are entrusted with overseeing the development of children's spiritual maturity and holding regular meetings with schools to provide input regarding the spiritual development of students in the church.

Second, the Head of the RT is entrusted with supervising the behavior of students in the RT environment. The head of the RT is responsible for limiting excessive student play time and prohibiting student play activities that pose a risk of harm to students or that have the potential to create a commotion in the RT environment, as well as report to the school if there are students who behave badly in the RT environment.

Third, parents are entrusted with supervising students' online learning activities at home. Parents play a role in conveying complaints from students who have difficulty participating in online learning and providing advice and input to the school through school meetings. From the display above

2. School Efforts to Optimize Community Role

In order to optimize the role of the community, efforts are needed to optimize the role of the community. The higher the level of community activity in optimizing improving the quality of education, the greater the chances of school success in improving the quality of education. Therefore, one of the school's efforts to improve the quality of education is to optimize the role of the community. From the interview data, it was found that in this effort the school gave confidence to the community to be involved in quality improvement. In improving the quality, the school assigns tasks to religious leaders as representatives of the community regarding quality improvement.

One of the school's efforts to involve the community is to hold meetings with religious leaders. Meetings are held every week to find out and discuss the character and spiritual development of students in the community. The results of input from community leaders become material for improving the implementation of education in schools. This is in line with the principle of improving the quality of education which emphasizes cooperation and community involvement (Arcaro, 1995; Modelu & T., 2019; Putry, Darmawan, & Sujoko, 2020).

3. Barriers to Community Engagement

From the results of interviews, so far the school has provided explanations to parents about the importance of their role in improving the quality of the school. First, the school has provided direction to the parents of students at the end of each semester when the report cards are distributed. Second, schools and schools have collaborated with local Pastors to help convey the importance of the community's role in improving the quality of education. Usually the Pastor will provide understanding to the parents in the meeting of the Congregational Management Board.

Data from interviews with school principals and several teachers obtained some information related to barriers to involvement in the community. The first factor that hinders community involvement in improving the quality of education is the lack of public understanding regarding their role in improving the quality of schools. The lack of public understanding regarding their role in improving the quality of schools, this is due to the low average education of the local community, so that understanding of education is also minimal.

The second factor that becomes an obstacle is the work of parents. Parents of students who work a lot on plantations, make the lack of parental involvement in educating children at home. In the midst of a pandemic, this condition will be a challenge and cause difficulties for student education. With learning activities from home, students need parental guidance, while parents' working hours on plantations cause inconsistency with student study time.

CONCLUSION

Based on the research results, there are several forms of community involvement in improving the quality of education: First, the community is involved by providing guidance to children at home. By providing guidance, parents as well as the community play a role in helping schools in improving the quality of children's learning; Second, providing child development in the community. The community, in this case religious figures, is involved in the education of children in the community by providing moral or character education to students; Third, provide supervision and input from religious leaders, community leaders, and parents. Religious leaders supervise spiritual development, community leaders such as the head of the RT supervise the behavior of students in the RT environment, parents supervise student learning activities at home. Some of the school's efforts in optimizing the role of the community include providing confidence in the community to be involved in quality improvement. The school also strives to hold periodic meetings to find out and discuss the character and spiritual development of students. There are various obstacles to community involvement, namely the lack of community understanding regarding their role in improving the quality of schools, the work of parents who work on plantations, resulting in low involvement of parents in educating children at home.

Recommendations for further research based on the results of this study are: First, it is necessary to conduct research related to optimizing strategies for community participation in improving the quality of education; Second, researchers have not found public participation in financing as an effort to improve the quality of education. These two issues, according to the author, need to be investigated in order to find solutions to problems for improving the quality of education.

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