

## The Role Of The Kalisabuk Village Community In Developing The Quality Of Islamic Education

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### Abstrak

Masyarakat luas memiliki peran strategis dalam upaya peningkatan mutu pendidikan di madrasah, pelaksanaannya akan melibatkan partisipasi dan kerjasama masyarakat baik moril maupun materiil. Peran masyarakat dengan institusi pendidikan merupakan rangkaian dari keseluruhan proses penyelenggaraan pendidikan yang direncanakan dan diupayakan secara sengaja dan sungguh-sungguh. Pendidikan memiliki peran sentral dalam peradaban bangsa dalam upaya meningkatkan sumber daya manusia ke arah yang lebih terdidik. Pendidikan diharapkan kemudian dapat membentuk atau mencetak seseorang agar dapat mengembangkan sikap, keterampilan dan kesadaran intelektualnya menjadi manusia yang terampil, cerdas, dan berakhlak mulia. Dalam hal ini, peran pendidikan di Indonesia tidak hanya pada pihak peserta didik dan lembaga sekolah, tetapi masyarakat juga memiliki peran penting dalam mengembangkan pendidikan baik sebagai sumber, pelaksana maupun pengguna hasil pendidikan. Hal inilah yang belum sepenuhnya disadari oleh kedua belah pihak, keduanya menganggap bahwa keduanya merupakan bagian yang tidak terpisahkan. Untuk mewujudkan kerjasama antara kedua pihak tersebut, maka pada pokoknya diperlukan fungsi bidang kehumasan sebagai mediator komunikasi antara lembaga pendidikan dengan masyarakat. Penelitian ini menggunakan metode kualitatif. Subyek penelitian adalah masyarakat desa Kalisabuk. Hasil penelitian menunjukkan bahwa peran yang diberikan masyarakat akan memberikan acuan dalam pengembangan lembaga pendidikan baik di Desa Kalisabuk Kecamatan Kesugihan Kabupaten Cilacap.

**Kata Kunci:** Peran Masyarakat, Kualitas Pendidikan, dan Pendidikan Islam

### Abstract

The general public has a strategic role in efforts to improve the quality of education in madrasah, this implementation will involve community participation and cooperation both morally and materially. The role of the community with education institutions is a series of the entire process of implementing education that is planned and attempted intentionally and seriously. Education has a central role in the nation's civilization in seeking to increase human resources in a more educated direction. Education is expected to be able to then shape or print someone so that they can develop their attitudes, skills and intellectual awareness to become skilled, intelligent, and noble human beings. In this case, the role of education in Indonesia is not only on the part of students and school institutions, but the community also has an important role in developing education both as a source, implementer and user of educational outcomes. This is what the two parties have not fully realized, both consider that both are an inseparable part. In order to realize this collaboration between the two parties, it is certainly necessary to function in the field of public relations as a communication mediator between educational institutions and the community. This study use a qualitative method. The research subject is the Kalisabuk village community. The results of the study indicate that the role given by the community will provide a reference in the development of educational institutions both in Kalisabuk Village, Kesugihan District, Cilacap Regency.

**Keyword:** Community Role, Education Quality, and Islamic Education

## INTRODUCTION

Education as an educational system that is run as a process of changing mindset, ethics and morals with a dynamic and comprehensive concept that will always keep up with all changes in the times and is comprehensive is not possible to stand individually, there are several supporting components as a buffer for the establishment of an institution, one of which is the role of society. Society and educational institutions as suggested by Pidarta both have a relationship of giving and receiving each other. In terms of educational and psychological, educational institutions and the community have the same needs where the community needs a place to study and educational institutions need the community to study at their institutions. Educational institutions try to realize what the Indonesian people and nation aspire to, namely developing and educating the nation's life through education. Looking at the services provided by educational institutions to the community, that is where there will be reciprocity between the two. The community will have a responsibility and feel that the educational institution is its own which will certainly be maintained, maintained, well developed (Pidarta, 2004).

Educational institutions are also a system that is open to society, as a system that is open and cannot self-decriminalize and it is important to realize the existence of society both in terms of ideas, ideas, needs and values that exist in society. Society in this case has two positions, namely as an object and as a subject, both of which have functional significance for the management of educational institutions. One example is when an educational institution is admitting new students, then society becomes an absolute and much-needed object. While the community's response to such promotion places society as a subject who has absolute authority to accept or reject it.

As an educational institution, a school is a social institution whose position is not only to prepare students so that they are then able to socialize in the future, but the school is a formal institution that also has a function as a "partner" of the family and community in carrying out their duties to form the character of the community and the desired students.

The community in the school environment, in addition to being able to be used as an example in learning, also has a role to follow the practice of smooth implementation of education. The existence of the community in education refers to Law number 20 of 2003 concerning the national education system article 8 which reads "The community has the right to participate in the planning, implementation, supervision and evaluation of educational programs" and article 9 which reads "The community is obliged to provide resource support in the implementation of education". Thus it is clear that schools need support from various resources from both the family environment, the community and the government in order to realize quality education. The support in question is not only in terms of material, but also participates in the form of energy donations, participation in school activities and thoughts related to the development of educational quality. In addition, the community can also act as an example for students in every positive activity of their community life.

Explaining the description above, schools should always be able to channel the thoughts, ideas of the local community through the implementation of education, utilize facilities as optimally as possible to learn, pay attention and adjust to community habits that blend into one so that the community can have a sense of belonging to the school. The need to strive for a good school environment is very important for the quality of education because it can have a positive influence on students so that it can increase students' interest in learning.

Likewise, people in Kalisabuk village, the surrounding community must be aware of the importance of taking part in educational institutions. People in the village do not only take advantage of school facilities by sending their children to school.

## METHOD

In determining the place of research, the place chosen by the author is MI 01 Kalisabuk which is located in Kalisabuk village, Kesugihan District, Cilacap Regency. The form of research that the authors use in this study is qualitative research. Qualitative research methodology is a research procedure that produces descriptive data in the form of written and spoken words from people and observed behaviors. This approach is carried out and directed at the background of the individual as

a whole. Qualitative research is research used to investigate, find, describe and explain the quality or specialness of social influences that cannot be explained, measured or described through a quantitative approach (Sudaryono, 2017).

As for the research design that the author used, it was a case study. Case studies are one of the strategies and methods of qualitative analysis that emphasize on the cases that occur in the object of analysis. Case studies are also a research method of the social sciences. Case study research can be divided into three types, namely expatriate, exploratory and descriptive. In its use, case study researchers need to focus on aspects of design and implementation in order to be better able to deal with certain traditional criticisms of the method/type of choice (Jacson, 2020). There are five components of case study research design that are very important, namely: research questions, their portions, if there are units of analysis, the logic that relates the proportion data, the criteria for interpreting the findings. The case study research aims to prove the statement of the need for a critical view of each phenomenon and social event critically, by trying to reveal the mistakes behind it, as input for further improvement and improvement using data collection techniques. Data collection techniques are a way to answer the formulation of research problems. Generally, how to collect data can use interviews, interviews, questionnaires, observations and documentation studies (Suryabrata, 2014).

There are several sources used to collect data in this research process, including: Observations or observations made by observing human daily activities using sensory skills as their main tool (Burhan, 2007). Using the observation method means making an observation where the observation must first have an object that is targeted in the study, in other words, observation means observing, studying, paying attention to a certain object. In this case, the observation is carried out when the researcher observes directly the conditions that occur in the object of study, for example when the community participates and wants to attend the parent meeting at MI 01, the community wants to provide material for students and other educational stakeholders. The observation aims to be able to monitor, see, observe and record behaviors and symptoms or events that occur during the socialization of the institution with the community (Arikunto, 2006).

Furthermore, interviews, which are a method of collecting data with a unilateral question and answer path that is done systematically and based on the purpose of the investigation. The interview method is a face-to-face conversation with a specific intention. Interviews are a way of collecting information materials that are carried out by conducting questions and answers to students, teachers and principals about the problems to be studied. This method is easier compared to other data collection methods (Riyanto, 2010) .

## **RESULTS AND DISCUSSION**

Society is a very commonly used term to refer to a unity of human beings derived from the Arabic language, namely Syaraka which means to participate, participate, which then undergoes a change in Indonesian become a society. According to Koentjoroningrat in Introduction to Anthropology, Society is a unity of human beings interacting with each other according to a system of certain customs that are continuous and bound by a common sense and identity within themselves. Ideally, according to Sudarwan Danim, the main factor in developing the quality of education must involve at least five dominant factors, namely:

1. Principal Leadership

The principal must have and understand the vision of work clearly, be able and willing to work hard, have a high work drive, be diligent and steadfast in working, provide optimal service and strong work discipline.

2. Teacher

Maximum involvement of teachers by improving the competence and work profession of teachers in seminars, workshops and training, so that the results of these activities are applied in schools.

3. Student

The approach that must be taken is "the child as the center" so that the competence and

abilities of students can be explored in depth.

4. Curriculum

The existence of a consistent, dynamic and integrated curriculum can enable and facilitate the expected quality standards so that goals can be achieved optimally.

5. Cooperation Network

The network of cooperation is not only limited to the school environment and the community (parents and the community) but with other organizations, such as companies or government agencies so that the output of the school can be absorbed in the world of work (Danim, 2007).

Arif Rachman also said that there are at least 4 important things that can improve the quality of learning and continue in the quality of education in schools, namely: First, quality improvement, schools must be a superior place for learning activities, meet and adjust the guidance and expectations of education laws, vision, mission and demands of the times. Second, aspects of quality improvement, a fun and challenging learning environment, active participation of students, teachers, parents and all education stakeholders, responsible management both moral, mandate, human and capital, have school standards both nationally and internationally. Third, professional educators and educators, an active learning process supported by learning facilities, consistent participation of students and parents. Fourth, quality improvement support programs (intracurricular and extracurricular), students are ready to face learning programs (health, mental, knowledge and togetherness) (Rachman, 2009)). The existence of education cannot be separated from the strategic role of the community both in terms of preparing or planning programs in a particular educational institution. Community involvement in education is broadly divided into two: 1) Individual involvement or roles, such as opening up the widest possible opportunities and consultations for parents of learners and educational institutions. 2) Organizational involvement, namely involvement through school committees, alumni organizations, the business / work world, and through relationships with other agencies (Baharudin, 2010).

Society in the perspective of Islamic education is described in this context in Q.S Al-Hujurat verse 13, It means: "O man, verily we created you from a man and a woman and made you nations and tribes so that you might know one another. Indeed, the noblest among you on Allah's side is the most devout among you. Indeed, Allah is all-knowing". The verse unequivocally states that man was created by God with all the differences to know one another. The above term indicates that in fact society receives special attention in the Qur'an. Therefore, each individual as a member of a certain society must then maintain, realize the welfare of society as well as possible and orderly in the divine spirit and continue to carry out its functions as a social being. In order to maintain human beings as a social society, education is needed so that interactions between others in a community can be harmoniously established which in this context is a good relationship between Islamic educational institutions and society.

Seeing this reality, that the two components between society and educational institutions must complement each other and even participate in providing color in all forms that exist in educational institutions. According to George R Terry planning is establishing the work that must be carried out by the group to achieve the outlined goals. Planning includes activities both for decision making, choosing alternative decisions and so on. Various forms of community participation in efforts to improve the quality of education, especially educational institutions with private status that cannot stand firmly without the support, encouragement, and involvement of the community in them. Efforts to improve the quality of education are not a simple matter, but require the involvement of many parties, including the role of the community. In this context, the quality of education is not only centered on achieving curriculum targets, but concerns all aspects related to education, skills, and morals that are expected by all levels of society.

Education can at least be grouped into five types, namely: 1) Pondok Pesantren or Madrasah Diniah, which according to Law No. 20 of 2003 concerning the National education system is referred to as religious education (Islam). 2) Madrasahs and further education such as IAIN/STAIN/UIN under

the Ministry of Religious Affairs. 3) Early childhood education / kindergarten, schools / universities organized by and or under the auspices of Islamic organizations and foundations. 4) Islamic Studies in Schools / Madrasahs / Universities as a subject or course and as a study program. 5) Islamic education in the family or places of worship, and or Islamic forums, taklim majlis and other institutions (Muhaimin, 2011).

A. Community Participation in Improving the Quality of Islamic Education.

The participation of the community in education to be directly involved and bear responsibility for the development or improvement of the quality of Islamic education in Indonesia is not just an expectation but then a unity that must be realized in real activities. Seeing how important the community's participation is in developing the quality of Islamic education, this role needs to be improved both in terms of quality and quantity. People who live in the environment of Islamic educational institutions really pin high hopes on the institution to be able to produce a generation with Islamic character. Islamic education has an important role in the order to improve human resources. In accordance with its characteristics as religious education, ideally the ideals of Islamic education function in preparing high-quality human resources, both in science and technology, character, moral attitudes, and passion for the passion of Islamic religious teachings.

B. Community Management

The management of community participation in the world of Islamic education begins with planning, monitoring and evaluation activities simultaneously. The planning stage is carried out because it is adjusted to the needs of both the educational institution and the community, followed by planning based on the needs treated to know the potentials possessed both in terms of technological knowledge and religious spiritual values.

Based on the needs of the community, these two institutions try to respond by providing maximum service and together with the community through the school committee to innovate in accordance with the demands of the community. There are several things that can be done by educational institutions so that community participation in the world of education in order to improve the quality of education including interaction between its citizens, the existence of distinctive rules that can regulate all patterns of behavior of its citizens, is a continuity, there is a strong sense of identity that binds all citizens (Koencoroningrat, 2005).

Likewise with the people in kalisabuk village, the community in addition to having a territory to live with them also has rules, rules, boundaries that are used as guidelines in life, these rules are made by mutual agreement led by elected leaders.

C. Factors That Inhibit the Development of Education Quality.

All activities will have an obstacle or factor that affects the success of its implementation, as well as the development of the quality of education which has several supporting and inhibiting factors. There are several factors that affect the development of the quality of education, namely: family factors which are the first and foremost educational institutions, community factors that also affect the development of quality education because of the existence of a community that is often seen by students, both the school community and around the environment. Life around the community will have a negative or positive impact depending on how their habits are because the condition of students, especially those who are still in the stage of entering adolescence, is very easily affected by what they see (Slameto, 2018).

Based on the author's observations in the kalisabuk village where MI 01 Kalisabuk was founded, the people in this village arguably support the establishment of MI 01 Kalisabuk as evidenced by the good community anime, because the place is close and easy to reach by the villagers. Both by the residents of Kalisabuk village and the residents of the surrounding villages. Based on observations in the field, the role of the community in improving the quality of education among others. The community's suggestion to the educational institution is that MI 01 should hold



tahfiz activities and other extra activities of a positive nature. In terms of materiel, people who have businesses also participate in donating to MI 01 kalisabuk in the form of 5 eggs every week, precisely on Fridays. This is proof that the community in Kalisabuk village participates in improving the quality of Islamic education, although the Kalisabuk village community cannot directly participate in signing the school, but this is a form of assistance for the school in improving the quality of education by always supporting activities or providing advice for the school. In the community statement, it is revealed that: If it is for a real role, maybe I can't but can only support it by entrusting my child to learn there. In my opinion, when there is a school that is close to why you have to go to a place far away, far away and close, you still both learn depending on how the child is, whether they want to learn well or not. Because education is not looking for the far ones that are close to us. Supporting the existence of MI 01 Kalisabuk is inshaallah good for children and later useful for the community (Mr. Aris Trimanto).

Based on the statement above, it is explained that the role of the community in improving or developing the quality of Islamic education is carried out by supporting and advancing educational institutions close to the domicile area. The positive response was aimed at the community with the establishment of Islamic educational institutions. The most important thing is that all forms of support and tangible evidence of the community in participating in these activities or providing advice are participating and entrusting their children to learn and gain knowledge in the school. The role of institution managers is also very much needed to improve the quality of Islamic education by working hand in hand to create an atmosphere of trust in a good Islamic education atmosphere for teachers and students. Without a harmonious relationship, of course, there will be no improvement and development of the quality of Islamic education. So in this discussion, the author analyzes the role of the community in improving the quality of education at MI 01 Kalisabuk is a very important thing needed by the school because it needs support from the community. The result is that the role of the community is able to improve the quality of Islamic education, especially in MI 01 Kalisabuk.

## CONCLUSION

The role of the community in Kalisabuk village in developing or improving the quality of Islamic education has a very good response and supports the improvement of the quality of Islamic education at MI 01 Kalisabuk. The condition of the quality of Islamic education in MI 01 Kalisabuk is proven by adequate and fairly complete infrastructure, in the field of curriculum used in MI 01 Kalisabuk is the 2013 Curriculum. For management, the average educator has the status of an S1 undergraduate and has attended teacher professional education and training in the field of financial management has not collected from the parents of students. The role of the community in improving the quality of Islamic education in MI 01 Kalisabuk in 2022 is quite instrumental, this is evidenced by the support and positive response as well as trust in the community in the MI 01 Kalisabuk village.

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