Community based school improvement: a case study in Adiwiyata School at Malang

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Abstract. This research is aimed at elementary school of Adiwiyata program implementer. The school's Adiwiyata program has been known as a program of the Ministry of Forestry and Environment which is introduced at school. This study aims to get the form of parents' participation in improving teaching and learning process; form of parents in participating in improving school facilities and infrastructure; ensuring the implementation of classroom lessons; and community participates in caring parents' complaints at school. The result of this research are parents engaging in schoolwork, parent and community events, and class of localized classrooms. Through an open classroom parents can observe the conformity of the material the teacher conveys with the latest scientific developments, and propose improvements of material submitted, media used. Through locally charged classes and teacher visits to schools increased student participation in school, and made the school a fun place. With the home visit, students and parents heard the complaint, heard his input and appreciated his ideas.

1. Introduction

Education is a necessary thing in people's lives. Through education will make a person able to read writing numeracy and understand the knowledge that had never existed in daily life in the family. Through education one will be introduced to the universe, social sciences, natural sciences and other sciences that exist in this world through school. Through education will change a person who did not understand something, make him understand the things that make him an intellectual. That makes it a resource in the community that is beneficial to the changes and progress of its people.

In school education is a facility for children to interact and learn various things about science. Schools are taught morally, taught ethics is taught religion so in addition to high intellectuality, children have moral in accordance with the demands of the morality of the community where the school is located. There is many components to keep the school well operated involving infrastructures known as physical facilities, teachers, curriculum, school management, school staff personnel and the community where the school is located. From all of the above, the facilities and infrastructure are important and strategic. The schools facilities and infrastructure in the school system affect the teaching and learning process, school facilities and infrastructure protect students from the hot, rain,traffic that makes the teaching and learning process.

In certain places there are still many schools facilities and infrastructure not adequate. In Nusatenggara, it is very easy to find elementary school with wooden planks and ground floor, which is in contrast with advanced urban school condition This is not unequal condition, while most of the
people needed the same education situation in urban or in other areas, such as remote places, outer and poorest places. Infrastructure is one of the causes quality education, it is became a problem on how to solve it, the possibility is by maximizing the role of all parties, government entrepreneurs as well as the community. Involvement of all these parties will answer the minimum needs for teaching and learning process can take place effectively and efficiently at school.

Based on data from the Depdiknas Research and Development Agency (2003) there are 146,052 primary schools spread across Indonesia, consisting of 865,258 classrooms and accommodating 25,918,898 students. Based on data from Balitbang 42.12% of good classrooms, 34.62% of the classrooms in primary schools were lightly damaged, and as many as 23.26% of the classrooms in primary schools throughout Indonesia were heavily damaged. At school many damaged classrooms, libraries, administrative spaces and other non-functioning classrooms. No schools have media, poor library books, very modest UKS buildings, some do not exist, while the learning process should continue walk. Students need to keep learning, because the world never stops.

Actually the government cares and responds to the limitations and forced to make improvements and procurement of basic school facilities and infrastructure. By the decree of the Minister of National Education No. 031/0/2002 dated March 18, 2002 article 68 explicitly written that the government organizes the preparation of materials, the formulation of the policy of standardization of educational facilities. In some policies issued by the central government intended to be used as guide by the local government where the elementary school located, the government establishes Minimum Service Standards (SPM) for Education used as stipulation of this standard is on Decree of the Minister of National Education Number 1291 / U / 2014 to improve the school infrastructure in which includes building codes and standards, furniture standards for elementary schools. With the enactment of RI Law no. 32/2004 on Regional Government, followed by elementary school autonomy in the introduction of how schools undertake their own school management and how to empower the resources available to the community through the School-Based Quality Improvement Management (MPMBS) program. Through this program, schools are given the opportunity to invite the community and parents supporting teaching learning process.

Involving community in teaching and learning processes is important, community could participate on schools in providing adequate facilities and infrastructure, strengthened by the provision of Article 42 of Law No. 19 of 2005 on National Education Standards. From Law No. 19 of 2005 it is stated that each educational unit shall have facilities covering furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment necessary to support regular and continuous teaching and learning process. Each school is required to have an infrastructure that includes land, classrooms, leadership rooms, educational rooms, administrative rooms, library rooms, multipurpose rooms, canteen, power and service installations, sports venues, places of worship, playgrounds, and other space/places needed to support a regular and continuous learning process.

This research is aimed at elementary school of Adiwiyata program implementer. The Adiwiyata schools program has been known as a program of the Ministry of Forestry and Environment which is introduced at the education system. Implementation of the Adiwiyata program in to encourage the awareness of all parties in the school system on conservation efforts and the environment and efforts to maintain the implementation of sustainable development throughout Indonesia. Implementation of this Adiwiyata program is done by referring to Regulation of Minister of Environment Number 5 Year 2013 which is described in four main aspects, namely: (1) environmentally sound school policy; (2) an environment-based school curriculum; (3) participatory school-based activities; and (4) management of facilities and infrastructure supporting school environmentally friendly.

2.1. Role of society

The government system change into a decentralissai, it has changed the school system and also the existence of governing system. The education responsibilities that centralized became locally communities responsible of procurement and the implementation. Communities are asked to
participate. As a community user, he is faced with responsibility and participation in the day-to-day school operations. Communities participate in daily schooling pursuant to article 56 of the Minister of National Education Regulation No. 75 of 2016 which states that (a) the community plays a role in improving the quality of education services including planning, monitoring and evaluation through educational councils and vocational school committees, b) the board of education as an independent institution is formed and play a role in improving the quality of education services by giving consideration, direction and support of personnel, facilities and infrastructure, and educational supervision (c) school committees as an independent institution established and play a role in improving the quality of education services by giving consideration, direction and support of personnel, facilities and infrastructure, and supervision of education at the level of educational unit.

Implementation of ministerial regulation NO 75 is an issue of how the regulation provides limits on how people can participate in the learning process. Participation itself is known as participation. Community participation in teaching and learning process that includes planning, implementation of teaching and learning process, and utilization of education. That implies that the existence of a number of regulations demands that the community around the school and involved in the field of education. Clarity role and position of society in the participation of schools reinforced by the Act No.2 of 1989 implementation In the law of NO 2 in 1989 the community was placed in a position to support the implementation of education. Masyaakat placed as a resource in education. DUKungan as supporting dapt education implementation in the form of facilities and infrastructure, teaching and learning process and assistance in other fields both in curricular and non curricular field.

According to Gorton (2007), the community often spends on school life informally. According Purwanto (1988) there are 6 ways to strengthen the relationship between school and community, namely: (a). (b) having correspondence between school and family, (c) organizing a list of grades or report cards, (d) visiting teachers to parents' homes, or vice versa visiting parents, (e) celebrations, school parties or exhibitions of students' work in the form of locally charged class activities, (f) establishing an association of parents and teachers in the form of school committees.

This research aims to; (1). what kind of parents' participation activity in improving the teaching and learning process in the elementary school in detail; (2) how the parents participate on improving school facilities and infrastructure '(3) how ensuring parents participate in lessons implementation (4) how the community participates, concerned about the parents' complaints at school.

2. Research Methods

The population in this study are parents and teachers at school implementing Adiwiyata program in Malang. The school's are SD Percobaan I, SD Sarangan, SD Dinoyo II, SD Model Tlogowaru, and SD Kauman. There are 31 respondents who can get input in this research.

Data were collected by conducting guided interviews, questionnaires on teachers and principals who day-to-day carried out the Adiwiyata school program. The guidance was developed based on indicators adapted from the results of Poerwanto's research which included how the community participation in improving schools. The indicators include (a).meeting with parents (b) having correspondence between school and family, (c) organizing a list of grades or report cards, (d) visiting teachers to parents' homes, or vice versa visiting parents, (e) celebrations, school parties or exhibitions of students' work in the form of locally charged class activities, (f) establishing an association of parents and teachers in the form of school committees. Questionnaire and interview data results to be administered then analyzed with descriptive analysis to see trends in each aspect of study.
3. Result and Discussion

The following data obtained from the questionnaire submitted to the respondent and the results of the interview data was delivered in Table 1.

Table 1. Educational planning

| No | Category          | f  | %  |
|----|------------------|----|----|
| 1  | Strongly Agree   | 9  | 29 |
| 2  | Agree            | 18 | 58.1 |
| 3  | Disagree         | 4  | 12.9 |
| 4  | others           | 4  | 12.9 |

81.1% of respondents confirmed that parents participate in education planning in school. One form of parental participation in education planning is through open class activities. Open classroom activities are invited parents to come to school, they sit in class. Enjoy teacher teaching, at the same time parents are invited to give their impression and suggestions for school improvement. What they get during attendance the class following by teachers teaching, making parents know the problems that exist in school. A variety of school problems would make parents sensitive on school issues and able to participate in educational planning in each school.

Table 2. As an education provider

| No | Category      | f  | %  |
|----|---------------|----|----|
| 1  | Strongly Agree| 6  | 25.8 |
| 2  | Agree         | 14 | 45.2 |
| 3  | Disagree      | 5  | 16.1 |
| 4  | Others        | 4  | 12.8 |

Based on data taken from the respondents that successfully recorded in Table 2, obtained 71% of respondents agree on involved community in the education implementation. Various activities can be played by the community, through school class with local content and events for parents and the community. The school committee as an official parents representative at school can do a localized class. Through local community-class activities, the community can participate in enrichment of school facilities. Society helps schools to complete school facilities using what is available. Parents come to give examples and teach the field that cant do teach a certain subject. There were subjects that explain the type of rock from fotocopy. All the stone at the paper is black. Luckyly there are parents who mastery on geology he lent his books, and subjects about rocks began to live by helpfull of parents.

Table 3. Compile complaints of suggestions and criticism

| No | Category     | f  | %  |
|----|--------------|----|----|
| 1  | Strongly Agree| 11 | 35.5 |
| 2  | Agree        | 18 | 58.1 |
| 3  | Disagree     | 4  | 6.2 |
| 4  | Others       | 2  | 6.2 |

Table 3 shows that total of 93.8% of respondents agree that the school committee as a representation of the community collects complaints and suggestions and criticisms from the parent, without disturbing school atmosphere. Through locally charged classrooms, events for parents and the community, programming of locally charged classes, home visits and open classes that invite parents to the classroom. Parents and community gave criticism, suggestions and complained about teaching and learning process at school where their children study.

Teacher doing home visit for example put parents deliberately asked his opinion about the school condition, the teaching learning process at school, student learning difficulties, and parents hope for the success for their children.
Table 4. Determination of criteria educational facilities

| No | Category    | f  | %    |
|----|-------------|----|------|
| 1  | Strongly Agree | 6  | 19.4 |
| 2  | Agree        | 21 | 67.7 |
| 3  | Disagree     |    |      |
| 4  | Others       | 4  | 12.9 |

Based on Table 4, 87.1% of respondents representing schools and communities agreed and 12.9% disagreed if schools participated in determining the criteria of educational facilities. By frequent parent-to-school representation through open house, home visit program, local community-class class which represented by school committee also determine in fulfillment of school facility. In some parent schools help repair facilities and infrastructure schools such as filling up the school’s plants shady so that the school atmosphere is not arid, adding blockbones in school grounds, painting classrooms and other support rooms, adding books to library collections and completing school health facilities (UKS) that have standard school requirement.

4. Conclusion

Parents participate in the activities of teaching and learning activities in the classroom. Through an open classroom, an open house that invites parent representatives sitting in the classroom during the teaching-learning process takes place, and through local class activities and community-friendly work for school, the community can provide their donation. The community can participate in school activities, lending books or media appropriate teachers needed while the school does not have it. Parents participate in the activities of teaching and learning activities in the classroom. Through an open class, an open house that invites parent representatives to sit in the classroom during the teaching and learning process, and the community can describe their donation. Communities can contribute to school light replication, collect the book from the media.

1. Through work and community-based classes, people can participate in the improvement of school infrastructure, parents help to teach in the classroom where the teacher is less able and less up to date. skill classes where existing teachers can not paint well.

2. With parent involvement in the publication of school journals, school work, parent and community events, and community locally charged classes play a role in improving the quality of education. Through open classes parents can observe the conformity of the material that the teacher conveys with the latest development of scholarship, from the participation of the community sitting in the community class can suggest improvements to the material presented, the media used by the teacher or the conformity of the method that the teacher conveys on the teaching and learning process.

3. Through locally charged classes and teacher visits to schools increasing student participation in school. In a local-loaded classroom the students can self-actualize, and make the school as a fun place. With the visit of the teacher home students, students and parents heard the complaint, heard his feedback and appreciated his laurels.

4. Through work and community-based classes, communities are not possessed by productive teachers. Parents painter can also give tips to paint on certain classes in accordance with the needs of the school.

5. With parent involvement in the publication of school journals, school work, parent and community events, and community locally sponsored classes play a role in improving the quality of education. Through open class parents can observe the conformity of the material that the teacher conveys the latest development of scholarship, from the participation of the community, media used by the teacher conveys on the teaching and learning process.
6. Through locally charged classes and teacher visits to schools increase student participation in school. In open classroom activity students can self-actualize, and learn on rewarded his sincerity.

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