Implementation of Participatory Management in Increasing Community Participation (Case Study of MA Alkhiraat Palu City Center)

Ummi Kalsum[1]* & Sagaf S. Pettalongi[2]

[1] Islamic Education Management Study Program State Islamic University Datokarama Palu, Indonesia
[2] State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Ummi Kalsum, E-mail: ummik1328@gmail.com

ARTICLE INFO	ABSTRACT
Volume: 3	The importance of the active role of society in education and states that society is not only an object but also a subject of education. The participatory management approach implemented at MA Alkhairaat Pusat Palu City shows confidence in active participation and community participation in efforts to improve the quality of education.
KEYWORD	In this regard, the explanation in this thesis departs from the problem of what is the role of the community in implementing participatory management at MA Alkhiraat, Central City of Palu? And what efforts can be made to increase community participation in implementing the passive management partition at MA Alkhiraat Pusat Palu City?
Participatory Management, Community Participation, Islamic Education Management	This research uses a qualitative approach, data collection techniques through interviews, observation and documentation studies, the data analysis techniques used are data reduction and drawing conclusions.
	The research results show that the implementation of participatory management at MA Alkhiraat Pusat Palu City requires active involvement and collaboration from all related parties. Efforts made to increase community participation in implementing participatory management at MA Alkhiraat Palu City Center require increased communication and information, community involvement in decision making, partnerships with local communities and social institutions, as well as transparency and accountability in school management.
	This research concludes the importance of a holistic participatory management approach and a focus on collaboration to improve academic services and educational success at MA Alkhiraat Pusat, Palu City.

1. Introduction

The progress of a nation is determined by the progress of science and technology. Education is a strategic issue for a nation. The importance of education as a strategic issue for a nation, and the recognition that high quality education not only impacts the educational level of individuals and society, but also has significant implications in global competition and social

---

transformation. Education is considered a strategic investment because it has a long-term impact on the development of a nation. Improving the quality of education can strengthen the social, economic and cultural foundations of a country.

The central role of schools as the spearhead of education providers. Schools are considered as complex educational institutions, consisting of various components that are interrelated and work together to achieve educational functions and goals. Through understanding the complexity of the school system and the importance of the interrelationships between components, schools can be more effective in achieving educational goals and make a positive contribution to the formation of a quality generation. This means that the weakness of just one component will result in the crippling of the other components. If this happens, then the school's various goals will never be achieved. For this reason, existing schools need to maintain the integrity of these various components, in order to create optimal synergy in providing professional and quality education in the era of school autonomy.

Apart from that, the importance of the active role of society in education states that society is not only an object but also a subject of education. Society is considered an object of education because education influences and shapes the individuals within it. Education creates norms, values, and skills that help shape the character of citizens. On the other hand, society is also considered as a subject of education. This means that society has an active role in the formation and development of the education system. Society contributes to the educational process and has a stake in its quality. The education process must follow the dynamics of community needs. This means that the curriculum and teaching methods need to be adapted to the demands and developments of society to make education relevant and effective.

This means that it is necessary to use a participative management approach. Because participative management emphasizes transparency, where decisions and information are open to all parties involved. This can create trust and better understanding. Participative management aims to create an inclusive work environment, where decisions are made collectively, and responsibilities are shared. Thus, this concept can contribute to increasing motivation, engagement and quality of work results in an organization.

The participatory management approach implemented at MA Alkhairaat Pusat Palu City shows confidence in active participation and community participation in efforts to improve the quality of education. This approach is considered a realistic step considering the limitations faced by the government and foundations. By involving the community, it is hoped that synergy and broader support can be created to achieve educational goals.

2. Literature Reviews

The participatory management approach implemented at MA Alkhairaat Pusat Palu City shows confidence in active participation and community participation in efforts to improve the quality of education. This approach is considered a realistic step considering the limitations faced by the government and foundations. By involving the community, it is hoped that synergy and broader support can be created to achieve educational goals.

It is hoped that the involvement of school residents and the community in implementing participatory management will make MA Alkhairaat Palu City Center an effective school that can ultimately achieve school goals optimally. In connection with this, the author felt interested in taking the research title, namely "Implementation of Participatory Management in Increasing Community Participation (Case Study of MA Alkhiraat, Palu City Center)"

Based on the description of the background above, the author will raise the problem that is being discussed "Implementation of Participatory Management in Increasing Community Participation (Case Study of MA Alkhiraat Palu City Center)". The problem formulation is as follows:
2.1. What is the role of the community in implementing participatory management at MA Alkhiraat Palu City Center?
2.2 What efforts can be made to increase community participation in implementing participatory management at MA Alkhiraat Pusat Palu City?
Every scientific work produced certainly has a goal to be achieved. Therefore, this writing has several objectives. The research objectives obtained from the answers to the problem formulation are as follows:
2.3. To describe the role of the community in implementing participatory management at MA Alkhiraat, Palu City Center.
2.4. To identify that efforts can be made to increase community participation in implementing participatory management at MA Alkhiraat Pusat Palu City.

So, participatory management is defined as a process where human resources, which include all school members, are actively involved in activities. It emphasizes the active role of each member in achieving common goals. The participatory process aims to achieve common goals effectively. This shows that involving all stakeholders is expected to increase the effectiveness of achieving school targets. All school members including the Principal, Teachers, Employees, Students, School Committee, alumni and Community Figures are identified as stakeholders who play an active role in participatory management. This shows inclusiveness and the important role of all parties. Participatory management also covers school governance from planning to accountability. This covers the entire management cycle, from formulating plans to accounting for results to all relevant parties.

2.1. Types of Participation

Community participation in education can be realized in various forms, including various ways in which parents, community members and related parties can be involved in supporting and advancing the education system. The following are several forms of community participation in education:

2.1.1 Financial participation

Financial participation is a form of community participation in education that involves financial support in accordance with community strengths and abilities. Apart from the education costs set by the school, the community can also make voluntary donations.

2.1.2 Material participation

Material participation is a form of community support in the form of donations of materials or materials related to the physical development and infrastructure of the school.

2.1.3 Academic participation

Community concern for the implementation of higher quality academic activities. Support can be realized by supporting parents and the community to supervise and guide children's learning at home.

2.1.4. Cultural participation

Cultural participation involves community attention to the maintenance of cultural and moral values in the environment around the school, so that the school is able to adapt to local culture.

2.1.5. Evaluative participation

Evaluative participation involves community involvement in controlling and controlling the implementation of education. This includes providing feedback and assessment of the performance of educational institutions, as well as playing a role in preparing and providing input on the curriculum to suit the needs of students.

2.2. Conditions for Participation

Participation in the context of educational management or educational organizations can be influenced by various factors. The following are several conditions or factors that can support participation in the educational context:

2.2.1   The first condition for participation to occur is the availability of sufficient time for individuals or groups to contribute. This means that effective participation requires good planning and adequate time before an action or decision is taken.

The second condition for participation to occur is that the expected profits from participation must be greater than the potential losses that may arise. This means that for individuals or groups who participate, the benefits obtained should be more significant than the risks or losses they will experience.

Relevant to the interests of students. This means that interpersonal collaboration involving participation must be relevant and interesting for students. The third condition for participation to occur is that interpersonal collaboration or participation must be relevant and interesting for students. This means that activities or initiatives involving students must be in accordance with the interests of the students themselves and designed to attract interest and provide added value.

2.2.1   The fourth condition for participation to occur is that students must have abilities such as intelligence and knowledge to participate. This means that the participation expected from students should be in accordance with their abilities   and understanding.

2.2.2   The fourth condition for participation to occur is that students must have abilities such as intelligence and knowledge to participate. This means that the participation expected from students should be in accordance with their abilities and understanding.

2.2.3   The fifth condition for participation to occur is that students must have the ability to communicate reciprocally. This means that students need to be able to communicate effectively, both in providing information and receiving feedback from other parties.

2.2.4   The sixth condition for participation to occur is that there should be no feeling of threat to either party. This means that every party involved in participation should not feel that their position is threatened or experience intimidation as a result of such participation.

2.3 Conditions for Participation

Participation in the context of educational management or educational organizations can be influenced by various factors. The following are several conditions or factors that can support participation in the educational context:

- The first condition for participation to occur is the availability of sufficient time for individuals or groups to contribute. This means that effective participation requires good planning and adequate time before an action or decision is taken.

- The second condition for participation to occur is that the expected profits from participation must be greater than the potential losses that may arise. This means that for individuals or groups who participate, the benefits obtained should be more significant than the risks or losses they will experience.

- Relevant to the interests of students. This means that interpersonal collaboration involving participation must be relevant and interesting for students. The third condition for participation to occur is that interpersonal collaboration or participation must be relevant and interesting for students. This means that activities or initiatives involving students must be in accordance with the interests of the students themselves and designed to attract interest and provide added value.

- The fourth condition for participation to occur is that students must have abilities such as intelligence and knowledge to participate. This means that the participation expected from students should be in accordance with their abilities and understanding.

-The fifth condition for participation to occur is that students must have the ability to communicate reciprocally. This means that students need to be able to communicate effectively, both in providing information and receiving feedback from other parties.

- The sixth condition for participation to occur is that there should be no feeling of threat to either party. This means that every party involved in participation should not feel that their position is threatened or experience intimidation as a result of such participation.

3. Methodology

This study used qualitative research methods. According to Sugiono in Nursapiah, qualitative research is research used to examine the condition of natural objects, where the author is the key instrument. In qualitative research, sampling of data sources is carried out purposively and snowballing, the collection technique is triangulation (combination), data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization.

4. Results and Discussion

The implementation of participatory management in schools is very dependent on the participation of the school's internal community. At MA Alkhairaat Palu City Center, the role of the internal school community, consisting of students, teachers, principals, administrative staff, and parents/guardians, is key in creating a collaborative and inclusive environment.

4.1. The role of the school principal in implementing participatory management at MA Alkhiraat Pusat Palu City
The principal of MA Alkhiraat Pusat Palu City has a strong commitment to creating an inclusive and supportive school environment. In this way, the principal at MA Alkhiraat Pusat Palu City shows inclusive leadership, which aims to build a friendly and supportive school environment for all its members.

4.2. The role of Administrative Staff in implementing participatory management at MA Alkhiraat Palu City Center
The administrative staff at MA Alkhiraat Palu City Center is the backbone in implementing participatory management. Administrative staff supports the creation of an inclusive and collaborative environment by facilitating active participation from all members of the school community, providing transparent access to necessary information and resources, and organizing various activities for discussion and feedback forums. This ensures that every voice is heard and every contribution

is valued in the decision-making process, with the ultimate aim of increasing the effectiveness and sustainability of participatory initiatives in the school.

4.3. The role of teachers in implementing participatory management at MA Alkhiraat Pusat Palu City

Teachers at MA Alkhiraat Palu City Center strive to involve students in decision making both inside and outside the classroom. By providing opportunities for students to contribute to planning extracurricular activities, collaborative projects, or other social activities, teachers promote students' active involvement in school life. This participation makes students feel more ownership of the activities they take part in, as well as developing their leadership and collaboration skills. By involving students in this process, teachers believe that they can create a more dynamic learning environment and support students' holistic development.

4.4. The role of students in implementing participatory management at MA Alkhiraat Pusat Palu City

MA Alkhiraat Palu City Center supports the active participation of students in various school activities and collaborative projects. This participation helps create an inclusive and friendly school environment, as well as contributing to academic achievement and building togetherness among students. Active involvement in these activities is considered vital to creating a school that supports all students and promotes good collaboration. This shows that the school prioritizes a collaborative learning environment and supports the holistic development of students.

4.5. The role of parents in implementing participatory management at MA Alkhiraat Pusat Palu City

The role of parents in implementing participatory management at MA Alkhiraat Pusat Palu City is very important to create an inclusive educational environment and support student development. Parents can play a role in supporting various programs and activities at MA Alkhiraat Palu City Center by contributing ideas, time or other resources. This support can take the form of participation in social service activities, fundraising, or volunteering at various school events.

4.6. The role of the school committee in implementing participatory management at MA Alkhiraat Pusat Palu City

The school committee has a responsible role in gathering participation from all school stakeholders, including students, parents, teachers and other school staff. The Committee ensures that all parties are actively involved in the decision-making process and implementation of programs at MA Alkhiraat Central Palu City.

4.7. The role of alumni in implementing participatory management at MA Alkhiraat, Palu City Center

One of the alumni's roles is to promote the positive image of MA Alkhiraat Palu City Center in the community. They can talk about the benefits of their education at the school to prospective students and parents, increasing enrollment and the school's reputation.

4.8. The role of local communities in implementing participatory management at MA Alkhiraat, Palu City Center

By utilizing the positive contributions of local communities in participatory management, MA Alkhiraat Palu City Center can expand support networks, enrich students' educational experiences, and build strong relationships with the surrounding community for the common good.

4.9. The role of the Government and the Education Department in implementing participatory management at MA Alkhiraat Center of Palu City

The government and Education Department play a role in providing technical support in the form of training, workshops or consultations to assist MA Alkhiraat Palu City Center in implementing participatory management. They can also provide resources such as guidebooks, tools, or access to professional development programs for staff and teachers.

To increase community participation in implementing participatory management at MA Alkhiraat Palu City Center, various efforts can be made. The following are several efforts that can be made, namely improving communication and information, involving the community in decision making, partnerships with local communities and social institutions, transparency and accountability.

5. Conclusion

Implementation of participatory management at MA Alkhiraat Pusat Palu City requires active involvement and collaboration from all related parties. Each component has an important role that complements each other to achieve the common goal of creating an inclusive, effective and quality educational environment.

Efforts made to increase community participation in implementing participatory management at MA Alkhiraat Palu City Center require increased communication and information, community involvement in decision making, partnerships with local communities and social institutions, as well as transparency and accountability in school management. With these efforts, community participation can be strengthened, creating a more inclusive and collaborative educational environment.

References

Hayati, Nor. (2001). Analysis of Factors Causing Lack of Participation of Malaysian Students in Curricular and Extracurricular Activities at Semarang State University. (Bachelor Thesis). Semarang.

Nurhattati and Ahmadjauhari Hamid Ripki. (2021). "Teacher Participation in Determining Activity Plans and Budgets in Private Madrasah Ibtidaiyah", Journal of Religion and Religious Education Research, vol. 19 no. 3

Conyers, Diana. (1999). Social Planning in the Third World. Yogyakarta: UGM Press.

Nursapiah. (2021). Qualitative Research. Medan: Wal Ashri Publishing.