

Building a Bridge Between Educational Institutions and the Community

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ABSTRACT: The Women's Organization Coalition (WOC/GOW) of Panawangan, as one of the organizations concerned about the quality of education in the village of Panawangan, is involved in several programs aimed at enhancing the quality of education. However, they do not work alone but collaborate with educational institutions, education figures, and education policy stakeholders. This collaboration is governed by specific rules in its implementation. One effective approach is through the socialization and deliberation of school programs, which open opportunities for community participation in educational affairs. This research aims to understand the overview of community collaboration in improving the quality of education in the Panawangan District area. The study explores the application of Collaborative Management to promote educational development in the Panawangan community, using a qualitative approach with descriptive research methods. The research findings indicate that the collaborative management between the Women's Organization Coalition (WOC) of Panawangan and educational institutions in the village of Panawangan consists of planning, implementation, and monitoring. Planning involves the development of educational programs, needs identification, budgeting, and involvement of relevant parties. The WOC of Panawangan supports these programs directly or indirectly, either through active involvement in implementation or through moral support and program socialization. Monitoring involves overseeing the implementation of programs and budgets.

Keywords: community collaboration, education quality, women's organization coalition

ABSTRAK: Koalisi Organisasi Wanita (KOW) Panawangan, sebagai salah satu organisasi yang bertujuan untuk meningkatkan kualitas pendidikan. Namun, mereka tidak bekerja sendiri melainkan berkolaborasi dengan lembaga pendidikan, tokoh pendidikan, dan pemangku kebijakan pendidikan. Kolaborasi ini diatur oleh aturan tertentu dalam pelaksanaannya. Salah satu pendekatan efektif adalah melalui sosialisasi dan musyawarah program sekolah, yang membuka peluang partisipasi masyarakat dalam urusan pendidikan. Penelitian ini bertujuan untuk memahami gambaran kolaborasi masyarakat dalam meningkatkan kualitas pendidikan di wilayah Kecamatan Panawangan. Studi ini mengeksplorasi penerapan Manajemen Kolaboratif untuk mempromosikan pengembangan pendidikan di masyarakat Panawangan, dengan menggunakan pendekatan kualitatif dengan metode penelitian deskriptif. Temuan penelitian menunjukkan bahwa manajemen kolaboratif antara KOW Panawangan dan lembaga pendidikan di desa Panawangan terdiri dari perencanaan, pelaksanaan, dan pemantauan. Perencanaan melibatkan pengembangan program pendidikan, identifikasi kebutuhan, penganggaran, dan keterlibatan pihak-pihak terkait. KOW Panawangan mendukung program-program ini secara langsung atau tidak langsung, baik melalui keterlibatan aktif dalam pelaksanaan atau melalui dukungan moral dan sosialisasi program. Pemantauan melibatkan pengawasan pelaksanaan program dan anggaran.

INTRODUCTION

The shift in education within the governance system in Indonesia has impacted the management of the education system, transitioning from a more centralized approach towards a decentralized one (Usman, 2016). Education is aimed at enhancing the quality of human resources, as formulated in the Republic of Indonesia Law number 20 of 2003 concerning the National Education System, Chapter II, Article 3, which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation to enlighten the life of the nation. It aims to develop the potential of learners to become individuals who are faithful and devoted to the One Almighty God, have noble morals, are healthy, knowledgeable, skillful, creative, independent, and become responsible citizens in a democratic state.

When education bears the responsibility to enlighten the life of the nation, its primary aim is to impart critical values necessary for everyone to actively contribute to the development of their society. The education emphasized in this Law aims to stimulate the potential within each learner so that they can become religious, possess good morality, have extensive knowledge, be creative, and independent individuals. Thus, education is expected to create citizens who actively participate in building a democratic society and take responsibility for the continuity of the nation's progress.

When the quality of human resources is insufficient, it becomes a hindrance to the progress and evolution of education. The advancement of education must be done gradually and continuously at various levels, from elementary to higher education, to ensure a sustainable process (Leonard, 2016).

One urgent action in the internal reform of education is to return authority over teaching to schools and teachers. Additionally, there needs to be more active involvement from schools and teachers in designing the curriculum and evaluating learning programs. The author believes that without these steps, schools and teachers will struggle to fulfill the educational function optimally, and opportunities to address fundamental issues within educational institutions will continue to be missed (Meirawan, 2015).

The quality of an educational institution is determined by effective planning within management. To produce high-quality outputs, the application and management of good practices are needed to execute tasks in an orderly, systematic, and directed manner (Gaol, 2020). Management involves knowledge and skills in organizing the careful use of human resources and other assets to achieve specific goals optimally. There are innovative approaches in the education system aimed at enhancing quality and equalizing efficiency in school management. This approach gives schools more decision-making authority while still considering

the national policy direction in management.

School-based management will indeed work well when there's solid collaboration among all education stakeholders. While this management concept emphasizes autonomy, it doesn't mean it relinquishes shared responsibilities. Education is known to be a system, implying various components that mutually influence each other to achieve predefined goals. Hence, it's challenging if education doesn't foster collaboration among these diverse components (Sasongko, 2015).

Education isn't solely the government's responsibility but also that of the community, both in its management and financial aspects. Responsibilities are carried out with respective roles and functions, known as collaborative management. Collaboration doesn't guarantee the success of envisioned goals outright because it requires its own regulation and administration, termed as collaborative management (Mubarok, 2011).

The Women's Organization Coalition (WOC/GOW) Panawangan, as an organization concerned about the quality of education in Panawangan Village, is engaged in several programs aiming to enhance education quality. However, they don't work alone but collaborate with educational institutions, educational figures, and policymakers. This collaboration is governed by specific rules in its implementation. One effective approach is through the socialization and deliberation of school programs, opening opportunities for community participation in educational affairs. Thus, a harmonious relationship can be formed between WOC/GOW Panawangan and the related parties. The objective of this research is to analyze the arrangement or collaborative management undertaken to enhance the quality of education in Panawangan Village.

To establish the novelty of this research, previous studies related to collaborative management in child empowerment (Munawir et al., 2018), principles of collaborative management in children (Dahlan & Darwis, 2017), Model Collaborative Management (Bénaben et al., 2013) will be discussed. These studies, however, seem to lack emphasis on the educational aspect. The collaborative management elucidated here implicates the improvement of education quality in the Panawangan Village community.

RESEARCH METHOD

This research explores the application of Collaborative Management to drive educational development in the Panawangan Community, utilizing a qualitative approach with descriptive research. Conducted within the Women's Organization Coalition (WOC/GOW) in Panawangan, Panawangan District, Ciamis Regency, West Java, this study combines primary data from interviews with leaders and members of the organization and secondary data from documents and literature. Data collection involves observation, interviews, and documentation, while data analysis

uses an inductive technique involving stages of reduction, presentation, and drawing conclusions. To ensure data validity, prolonged observation, triangulation, and cross-checking with other reference sources and relevant parties were carried out.

RESULT AND DISCUSSION

Result

As mentioned earlier, the purpose of this research is to evaluate how the Women's Organization Coalition (WOC/GOW) of Panawangan manages collaboration with educational institutions and community committees regarding collaborative management. We will outline the process of this collaborative management, starting from the planning stage, through implementation, and to supervision.

Education Planning

Education planning is carried out for both formal and non-formal education paths. In formal education, typically upon entering a new academic year, various plans are devised to enhance the quality of education activities. Usually, these plans involve the participation of the community, representatives from organizations, and local community leaders. According to interviews with the Chairperson of the Women's Organization Coalition (WOC/GOW) Panawangan, the involvement of various community elements aims as follows: 1) Identifying educational needs within the community to ensure that the implementation of education aligns with educational aspirations and goals; 2) Identifying educational issues faced to ensure that the planning becomes a solution to the problems encountered; 3) Offering suggestions and input related to upcoming educational programs; 4) Exploring the potential within these elements to be utilized in existing educational programs; 5) Developing budgets and educational programs for the upcoming academic year; and 6) Evaluating the implementation of previous educational programs.

Education planning involves two aspects: financial allocation planning and program development. Generally, educational budget allocation is directed towards community-managed schools, although it may also be applied to government-managed schools. Community representation in educational institutions is typically integrated into an entity known as the school committee. The school committee aims to serve as a forum for the school community to demonstrate loyalty, involvement, and concern for improving educational quality. The formation of the school committee has the potential for specific development, aligned with cultural characteristics, demographics, environmental conditions, jointly recognized values, and beliefs rooted in local resources. Therefore, the school committee formed should reflect the community's shared philosophy. It

implies that the school committee develops a concept oriented towards users (client model), various authorities (power sharing and advocacy model), and partnerships (partnership model) focused on improving educational service quality (Utari, 2015).

Regarding educational program planning, the school committee is tasked with providing considerations in determining and implementing educational policies, raising funds and other educational resources from the community, including individual efforts/businesses/industries, as well as other stakeholders, through creative and innovative endeavors. From these tasks, it appears that the community, represented by the Women's Organization Coalition (WOC/GOW) Panawangan, plays a crucial role in enhancing the educational quality in the village (Septiana et al., 2018). Several proposed programs to enhance educational standards include the following:

- a. Curriculum development focusing not only on cognitive aspects but also delving into affective and spiritual dimensions. This program aims to address various moral issues prevalent in society.
- b. Addition of extracurricular activities to stimulate the interests and talents of children, especially those aligned with students' developmental needs.
- c. Implementation of learning that prepares students to face the challenges of the Fourth Industrial Revolution era.
- d. Application of learning approaches rooted in local wisdom. The focus is on introducing students to their local culture and encouraging efforts to preserve this cultural heritage.
- e. Inclusive learning programs ensuring access for students with special needs. This is important as often regions lack specialized educational institutions for students with physical or mental limitations.

The school committee's connection with school financing involves financial aid for school needs and contributions to school development, including buildings, facilities, and infrastructure through the Education Fund Management (Badan Pengelola Biaya Pengembangan dan Pembangunan Pendidikan (BP3), currently represented by the school committee or individuals and groups directly. The committee is also responsible for providing locations or land for school establishment and other necessary facilities. Support from the school committee in providing school facilities and resources is crucial; contributions from parents help meet these needs, although not comprehensively. Collaboration with the community in school facility and infrastructure management is the focus, where the school committee acts as a facilitator to meet the school's needs.

Implementation of Education

In implementing collaborative management in the field of education, the Women's Organization Coalition (WOC/GOW) Panawangan provides full support for all agreed-upon activities to be carried out. This support can manifest both directly and indirectly. Direct support involves active participation in planned educational activities, such as teaching or involvement in managing various aspects of educational programs. On the other hand, indirect support encompasses moral efforts, ensuring the smooth running of all programs and not obstructing the planned programs from the outset.

Direct participation involves direct engagement in the planned educational activities. For instance, being involved in the teaching process or contributing to various aspects of educational programs. Meanwhile, indirect support includes actions that provide moral support, ensuring the overall program's smoothness and maintaining consistency without opposing the programs planned since their inception. Detailed direct support can be seen in the following specifics:

- a. Taking on roles as educators or staff in educational institutions collaborating to enhance educational quality.
- b. Assisting in directing the course of educational programs to ensure they align with established plans.
- c. Involvement in program development and the authority to propose program closures if they deviate from the plan.
- d. Managing all program activities, including reviewing reports related to executed programs.

Improving the quality of educational services requires programs, activities, and financial support and educational infrastructure to meet the expectations of students and the community. Therefore, infrastructure plays a crucial role in the educational process. The fulfillment of educational infrastructure will enhance the implementation of the educational process, thereby improving the educational quality, ultimately leading to increased satisfaction for customers as educational service users. Therefore, the school committee should facilitate educational infrastructure needs in schools by empowering existing community resources (Munawir et al., 2018).

Fulfilling educational infrastructure according to school needs to achieve the school's established goals is the school committee's effort to enhance the quality of educational services through their roles and functions to support the implementation of the educational process. Educational infrastructure such as school buildings, teaching tools and media, human resources, and others used in teaching activities must be adequately fulfilled. Education is a conscious effort to facilitate the development and improvement of students' potential. The core of education is the learning activity. Therefore, there is a need for programs and

support to carry it out. Fundraising activities for education conducted by the school committee pay close attention to the socio-economic conditions of students' parents, as evidenced by the implementation of a cross-subsidy concept in collecting education fund contributions by the school committee. This is intended to ensure that students from less privileged families can still attend school with assistance from students from more financially able families. In carrying out its role to enhance the quality of educational services, the school committee does the following:

- a. Providing considerations regarding the social and economic data collection of students' families and educational resources within the community. Offering input and considerations to schools in developing their visions, missions, goals, policies, and activities.
- b. Providing considerations to schools for the development of a local content curriculum and enhancing the learning and teaching processes. Verifying the School Operational Assistance Plan (RAPBS) proposed by the school principal, granting approval for the RAPBS after the verification process in the school committee's plenary meeting.
- c. Providing support to schools in proactively combating drug dissemination, supporting schools in implementing extracurricular activities. Implementing the cross-subsidy concept in collecting fees from students' parents.
- d. Supervising the planning and implementation of programs by requesting explanations from schools about students' learning outcomes, obtaining inputs, advice, and creative ideas from the community.
- e. Assisting schools in establishing relationships and cooperation between schools, parents, and the community. Holding regular or incidental meetings with the school principal and teaching staff. Raising community awareness and partnerships.

Education Supervision

Supervision is a way to establish performance standards with the aim of planning an information feedback system, comparing actual performance with established standards, identifying deviations, measuring their significance, and taking necessary corrective actions to ensure that all (Iskandar, 2016).

The Women's Organization Coalition (WOC/GOW) Panawangan is not only responsible for the development of related programs but also conducts comprehensive supervision of their implementation. In this context, their role within the school committee enables them to oversee various aspects, including supervising decision-making processes within the school. They assess the proposed policy's quality, monitor the school planning and programs, and oversee the overall school organizational structure. Moreover, WOC/GOW Panawangan also

controls budget allocations to run school programs and ensures school participation in various established programs. Through their involvement in these supervisory stages, they ensure that the programs are not only conceptualized but also effectively implemented to enhance the quality of education in Panawangan Village.

The school committee also plays a role in ensuring transparency in the use of educational funds, including overseeing the utilization of aid funds from the central government to the school to enhance accountability. The use of funds, whether from the community or the government, can be truly effective and monitored in line with the School Budget Plan proposed by the educational unit/school (Mukodi, 2019).

As mentioned earlier, the involvement of the WOC/GOW Panawangan is evident in two forms: direct and indirect involvement. Direct involvement includes: 1) Supervision of program development or outcomes from program activities; 2) Supervision of budget utilization for planned programs; 3) Supervision of financial usage reports. The school committee, represented by the Women's Organization Coalition (WOC/GOW) Panawangan, has the right to access financial reports and evaluate them; and 4) Supervision of budget allocation and monitoring school outputs by overseeing final exam results, monitoring academic and non-academic achievement results. For alumni monitoring, the committee works in conjunction with alumni representatives and the school, both in verbal and written forms. Written forms include school data collection.

Regarding the school committee's role as an overseeing body for educational planning, it involves controlling the decision-making process within the education department, including the evaluation of existing policies. The committee's function in overseeing within an educational scope is to monitor program implementation in schools, budget allocations, and resources for these programs. Additionally, assessments of educational outcomes within school institutions conducted by the school committee will serve as input for the Education Council to map issues in education distribution and quality.

The supervision carried out by the Women's Organization Coalition (WOC/GOW) Panawangan is scheduled twice a year, known as semester-based supervision. This timing is set because planning is done programmatically every year, but each semester reports on program progress, including financial reports. These semester reports then become the basis for program or financial revisions if any inconsistencies are found with the existing programs (Lestari, 2017).

Discussion

The collaborative management process undertaken by the Women's Organization Coalition (GOW) Panawangan begins with a planning stage involving various stakeholders from the community, organizations, and local figures. Through

this process, identification of educational needs and challenges can be conducted, and the potential of the community can be harnessed to develop education programs tailored to local needs. The school committee, as a platform for community participation in education management, plays a crucial role in budgeting and educational program development.

In the planning of educational programs, the school committee provides input in determining educational policies and mobilizes funds and resources from the community to support these programs. Various proposed programs include holistic curriculum development, enhancement of extracurricular activities, preparation for the challenges of the Fourth Industrial Revolution era, application of locally based learning approaches, and inclusive learning for students with special needs.

The implementation of education involves active support from the Women's Organization Coalition (GOW) Panawangan, both directly and indirectly, in carrying out the planned educational programs. This support includes participation in teaching and program management activities, as well as moral efforts to ensure the smooth running of the programs overall. The school committee also facilitates the needs of educational facilities and infrastructure in schools by utilizing existing community resources.

Education oversight is carried out comprehensively by the Women's Organization Coalition (GOW) Panawangan to ensure the implementation of educational programs in line with the planned budget allocation. Through involvement in the school committee, they oversee decision-making processes, planning, and school programs, ensuring transparency and accountability in the use of education funds. Scheduled periodic monitoring allows for evaluation of program developments and corrective actions if necessary. Thus, collaboration between the Women's Organization Coalition (GOW) Panawangan, educational institutions, and community committees is key to improving the quality of education in Panawangan Village.

CONCLUSION

The research results indicate that the collaborative management between the Women's Organization Coalition (WOC/GOW) Panawangan and educational institutions in Panawangan Village consists of: 1) Planning; development of educational programs involving needs identification and budget arrangements for these programs, and Involvement of relevant parties in the planning process; 2) Implementation: direct support from WOC/GOW Panawangan through active involvement in program implementation, and indirect support such as moral support and program socialization; 3) Supervision; monitoring the implementation of educational programs that have been executed, and monitoring the utilization of allocated budgets. Therefore, the collaborative management between

WOC/GOW Panawangan and educational institutions in Panawangan Village involves stages of planning, implementation, and supervision. These encompass program development, active or indirect support, and monitoring of program execution and budget utilization.

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