

**OPTIMIZING THE ROLE OF THE GUARANTEE STUDENT
COMMUNITY IN THE DEVELOPMENT OF THE MADRASAH
PROGRAM IN THE SALAFIYAH IBTIDAIYAH MADRASAH
(MSI) 17 PABEAN OF PEKALONGAN**

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ABSTRAK

Penelitian ini dilatarbelakangi antusiasme sebagian orangtua mendukung program sekolah berkurang. Tujuan penelitian ini adalah (1) untuk mendeskripsikan program madrasah yang melibatkan wali murid. (2) Untuk menguraikan optimalisasi peran paguyuban wali murid dalam pengembangan program madrasah. Penelitian ini termasuk penelitian lapangan dengan pendekatan penelitian kualitatif. Teknik pengumpulan data melalui observasi wawancara, dan dokumentasi. Analisis data dilakukan secara interaktif melalui tiga tahap yaitu: reduksi data, penyajian data, dan kesimpulan atau verifikasi. Hasil penelitian menunjukkan bahwa program madrasah dengan sasaran wali murid adalah sosialisasi pembelajaran di awal tahun ajaran, pembentukan pengurus paguyuban, pelaksanaan paguyuban (meliputi istighosah, penyampaian program madrasah, parenting and coaching, dan sharing/parenting class), pameran dan temu alumni, serta evaluasi tahunan dan pemberian reward. Sedangkan optimalisasi peran paguyuban wali murid untuk mengembangkan program madrasah ditemukan upaya-upaya yang dilakukan kepala madrasah dan guru meliputi menciptakan lingkungan yang ramah, intensitas jalinan komunikasi, pembuatan program, terbuka dalam merencanakan, melaksanakan, evaluasi, dan rencana tindak lanjut program, fasilitasi pelayanan dan memberi kesempatan wali murid untuk berpartisipasi.

Kata kunci: Program sekolah, optimalisasi, paguyuban wali murid.

ABSTRACT

This research is motivated by the enthusiasm of some parents to support school programs. The purpose of this study is (1) to describe the madrasa program that involves the guardians of students. (2) To describe the optimization of the role of the student guardian association in the development of the madrasa program. This research includes field research with a qualitative research approach. Data collection techniques through observation, interviews, and documentation. Data analysis was carried out interactively through three stages, namely: data reduction, data presentation, and conclusions or verification. The results showed that the madrasa program with the target of guardians of students was the socialization of learning at the beginning of the school year, the formation of the association's board, the implementation of the association (including istighosah, the delivery of madrasa programs, parenting and coaching,

and sharing/parenting classes), exhibitions and alumni gatherings, and evaluation annual and reward. While optimizing the role of the student guardian association to develop madrasa programs, it was found that the efforts made by madrasah principals and teachers included creating a friendly environment, the intensity of communication, program development, being open in planning, implementing, evaluating, and planning follow-up programs, service facilitation and provide opportunities for parents to participate.

Keywords: *School program, optimization, student guardian association.*

INTRODUCTION

Every parent has a responsibility to their child in all fields, including education. As a form of parental responsibility in educating their children, at the time of registration of new students (PPDB), parents are enthusiastic about registering their children to school according to their wishes. However, over time, the enthusiasm in supporting school programs is not as great as when they enroll their children, for example, parents are not present when there is an invitation to a meeting at the beginning of the school year for various reasons.

As an initial step for communication, the school holds a guardian meeting which is usually done when the child is first admitted to school (Patmonodewo, 2003). This form of activity is known as cooperation (Arifiyanti, 2015).

Cooperation between schools and parents is established through the association. To overcome the breakdown of communication between schools and parents, one of the strategies is to optimize the role of the student guardian association. Like the Khalifah Wirobrajan Kindergarten in Yogyakarta, it has empowered the roles of parents of students, namely as supporters, students, and advisors. (Prabhawani, 2016).

In Pekalongan, there are already several schools that have formed a student guardian association, one of which is MSI 17 Pabean. MSI 17 Pabean establishes relationships with parents and the community through the student guardian association. This is the main attraction in this school. This study aims to determine the specific program for the student guardian association and the efforts made by the madrasa in optimizing

the role of the student guardian association in the development of the madrasa program.

METHODS

Research methods include types and research approaches. This type of research is field research. While the research approach uses a qualitative approach. There are several techniques used in collecting data, namely the method of observation, interviews, and documentation. The activities in data analysis are data reduction, data display, and data verification.

DISCUSSION

Paguyuban is a form of shared life in which its members are bound by a pure and natural inner relationship that is eternal. The form of the community will be found in the family, kinship groups, neighborhood associations, and so on. Understanding the program is a carefully planned activity (Arikunto, 2003). In "Madrasah Program" – synonymous with "Education Program", it means the entire school offering including activities outside the classroom and the arrangement

and series of subjects and activities (Sutisna, 1989).

In school involvement, parents have various roles. According to Coleman, the roles of parents are as supporters, teachers, students, advisors, protectors, and ambassadors (Prabhawani, 2016).

First, the role of parents as supporters. Parents are behind the scenes to support teachers in preparing or conducting classroom learning and other activities. Support can be provided both at school and home. This will be useful for parents who are not very comfortable interacting directly with children, are busy with work, and tend to perform better when they are behind the scenes.

The Second, the role of parents as teachers. Parents work directly with children to organize learning in the classroom, at home, and in the community. These activities include teaching children new skills and hobbies, helping with planning field trips, reading and listening to readings to children, telling stories, and listening and discussing children's learning experiences. *Third*, the role of parents as students. Parents attend

workshops or classes to increase knowledge and their skills. Some parents may have made it a habit to take the time in the afternoons or weekends to attend these events to broaden their knowledge, use technology as job support, learn a second language, or improve their financial management skills.

Fourth, the role of parents as advisors. Parents take part in the favorite activities of their child or children from other families. Activities in this role include discussing with teachers about children's developmental progress, attending guardian meetings, and participating in campaigns on parental awareness not to abuse children.

Fifth, the role of parents as protectors. Parents help to ensure the physical and emotional safety of the child. Physical safety includes monitoring children's activities outside the classroom, introducing children to first aid, helping children prevent disease by always washing their hands and brushing their teeth. Emotional security includes helping teachers provide verbal reinforcement for children to always follow the rules in class, helping children write letters

to get well soon to a friend who is sick, and helping teachers in class familiarize children with positive communication.

Sixth, the role of parents as ambassadors. Parents help facilitate positive relationships between teachers and families. This role includes planning field trips to introduce children to different cultures, coordinating school events as part of the committee.

Madrasah Programs Involving Guardians of Students Each educational unit must have a program that will be implemented, one of which is a program for parents. The program in MSI 17 Pabean goes through a systematic preparation process and is contained in the Activity Plan and Budget Madrasah (RKAM) there is CHAPTER IV on the Program Performance Indicators in Charge of the Program and Schedule of Activities on the Development of Management Standards which are approved by the Head of the Education Section of the Office of the Ministry of Religion of Pekalongan City.

Based on observations, interviews, and documentation that

has been carried out by the author, the program targets parents/guardians of students, among others:

Learning Socialization at the Beginning of the Academic Year

The socialization of learning at the beginning of the school year is addressed by all parents of MSI 17 Pabean students. The form of learning socialization activities is a student guardian meeting which is held at the beginning of the new school year, which is once a year. In learning socialization activities, the madrasa head and teachers convey the vision, mission, goals, and madrasa programs for the next one year, so that parents/guardians get information related to the work program as well as matters related to madrasa rules, teaching, and learning activities, books what children need, recognize the madrasa environment and others.

The implementation of the learning socialization program at the beginning of the school year resulted in interactions between the guardians of students and the madrasah, namely questions and answers and discussions, both regarding the concepts and technicalities of the

madrasa program, child development, or anticipating appropriate attitudes for children. Close cooperation for a long time is needed at all times to share ideas to solve problems or carry out an activity (Nur Syafiqah Abdul Kadar, 2021). The guardian of the student acts as an advisor.

Formation of the Association's Management

So that all guardians of students participate in all activities, the madrasa and guardians of students formulate a program to form the association's board. Association manager, There is a parent manager and a branch manager. The mainboard is an administrator in which there is joint management from class I – VI. Meanwhile, the sub-branch administrators are the small administrators of each class to coordinate the guardians of the class. The existence of the parent and subsidiary management aims to facilitate communication and delivery of information.

The board of the association that was formed was not solely the result of a madrasah decision, but the result of a meeting with the guardians of the students. The board of the

student guardian association was formed to be a liaison between teachers and guardians of students. The role of guardians of students acts as ambassadors by following Coleman's opinion that guardians of students help to facilitate positive relationships between teachers and families is the role of parents as ambassadors.

Implementation of Community Activities

Paguyuban activities are a means of conveying madrasa programs to students' guardians and a means of communication between parents and teachers regarding complaints about students and other issues regarding education. The activity was carried out with the assistance of the student's parents. Community activities include:

a. Istighosah

This activity is routinely carried out by the guardians of students as one of the characteristics of Islamic madrasas. *Istighosah* with parents is held every Saturday. The *Istighosah* read follows the diploma from Mr. Kyai Yasykur. The madrasa together with the guardians of students prays

that the education of MSI 17 Pabean students can run smoothly and produce outputs that have good morals according to the vision and mission of MSI 17 Pabean.

b. Delivery of Madrasah Programs

The madrasa program is always delivered every time there are community activities and other opportunities. The programs delivered are programs that have been implemented and programs that will be implemented shortly soon. The purpose of delivering the madrasa program is so that the guardians of students know the activities of their children while at the madrasa and know the plans, implementation, and results of the activities that have been carried out (Mucharomah, 2020).

In this activity, the guardian of the student acts as a student. This is by following Coleman's theory which says that the role of parents/involvement in schools includes the role of guardians of students as students where the guardians of students attend community activities in which there is a program delivery followed by workshops to improve knowledge and skills.

c. Parenting and Coaching.

This activity is filled with spiritual showers, provision of knowledge, and guidance by community leaders to the guardians of students which is carried out regularly and continuously. Various parties have played a role in this activity, namely religious leaders, medicine, and the police. With the spiritual shower or coaching, hopefully, there will be a good impact, so that the expectations of the guardians, vision, and mission of the madrasa can be realized, namely to produce students who have good morals.

The purpose of this activity is in line with Coleman's opinion that parents attend workshops or parenting to improve their knowledge and skills. The guardian of the student acts as a participant.

d. Sharing/Parenting Class.

Sharing/parenting class is an activity where parents and students gather together with their child's class teacher. They take and give information on the condition of the child, convey complaints about the problems they face to reach solutions to existing problems, and seek good for the progress of the madrasa. In

this activity, the student's guardian acts as an advisor. This is in line with Coleman's opinion that activities in the role of parents as advisors are discussing with teachers about the progress of children's development, attending guardian meetings.

e. Exhibition and Alumni Gathering

The exhibition and alumni gathering program is a new program as a follow-up to the evaluation of the implementation of madrasa accreditation in 2018. This program aims to attract the sympathy of madrasa alumni to increase awareness and participate in advancing madrasas. The involvement of the guardians of students is not only present in the activity but also involved in the organizing committee, so the role of the guardian of students in this activity acts as an ambassador. This is in line with Coleman's opinion that activities in the role of guardians as ambassadors include coordinating school events as part of committees, diplomas, and leaders.

f. Annual Evaluation and Rewards

The annual evaluation program and reward program are held by the madrasah once a year, which is the

last meeting of the association's activities. The evaluation program is carried out in two ways, directly and indirectly. The evaluation was carried out directly with the respective class teacher. Meanwhile, the indirect evaluation is done by distributing the evaluation sheet by the head of the madrasa, and the guardians of the students are asked to fill in the sheet.

In this program, the student's guardian has a role as an advisor, because the student's guardian is present and provides evaluation, input, and feedback suggestions for the progress of child development and educational progress at MSI 17 Pabean Pekalongan. This is in line with Coleman's opinion which states that the role of guardians as advisors includes discussing with teachers about the progress of children's development, and attending guardian meetings.

The award is a gift from the madrasa to the class community that is the most active and active while participating in community activities.

Optimizing the Role of the Student Guardian Association

Based on the results of the author's interview, the research

findings indicate that the strategies adopted by madrasah principals and teachers in optimizing the role of the student guardian association to develop madrasah programs include:

First, Creating a Friendly Environment. Being friendly is applying a smile, greeting, greeting, and being warm to parents and guests who come. This provides convenience for parents to be involved. Parents see and feel a pleasant school atmosphere, and this will convince parents of the seriousness of the madrasa in educating their children. A friendly environment will foster a sense of acceptance and respect in parents. This is the basis for increasing the role of the student guardian association in the madrasa.

The second, the Intensity of Communication. These efforts are carried out both individually and in groups. Officially madrasahs use letters. Unofficially using the What's App (WA) group in each class. Intense means of communication are in community activities. This is commensurate with the opinion of Hal Gunseth et al that communicating is done with various media, namely in the form of periodic reports, e-mail,

web, telephone, home visits, and direct communication (Prabhawani, 2016).

Third, program development for student guardians. Examples of programs for parents are carnival parades and family homework. The need for public relations programs and madrasas has been raised, one of which agrees with Oteng Sutisna, namely the program organization, namely to mobilize assistance and support for the maintenance and improvement of madrasa programs, and to achieve results, one of which is by creating programs for parents.

Fourth, be open in planning, implementing, evaluating, and planning a follow-up to madrasa programs. During the education process, the school is always open to every step taken. This effort is by following the opinion expressed by Bacharach that things need to be considered to improve or empower the relationship between madrasas and the community (student guardians), including honesty, openness, and interactive relationships. Meanwhile, Rohit stated that increasing participation is an effort to create an open and

democratic environment in which teachers, students, employees, and the community (student guardians) are encouraged to be directly involved in the implementation of education, starting from decision making, implementation, and evaluation which are expected to improve the quality of education in schools including the development of madrasa programs (Sumarsono, 2019).

Fifth, facilitation of student guardian services. Each classroom teacher provides a family support center in the form of a counseling program. This counseling is provided by the teacher to solve problems related to students or regarding family problems. If the problem cannot be resolved with the class teacher, the head of the madrasa will be assisted. This is in line with Setzer's opinion that the components of the guidance program in madrasas that need attention for teachers (madrasa counselors) include components (1) appraisal, (2) information, (3) counseling, (4) consultation, (5) placement planning, and follow-up, (6) evaluation (Widodo, 2017).

Sixth, allowing parents to participate. The involvement of

guardians of students is to support and help implement the planned program, either at the madrasa or at home. This is done by offering various madrasa activities to the guardians of the students. The madrasa strategy in providing opportunities for parents to participate in carrying out their role as supporters is by following Coleman's opinion which says that parents are behind the scenes to support teachers to prepare or organize learning in class and other activities are activities of the role of parents as supporters.

Examples of parental participation in madrasas include volunteering in healthy school competitions (HSC), training children to decorate cones for the preparation of competitions, providing assistance in providing costumes and makeup for children's arts and culture alert party competitions, and volunteering to help solve students' problems. The variety of activities that involve parents at school is an indication that acting as resource persons is an important role that parents can play. (Witte, 2010). These activities teach children new skills and hobbies

including the role of guardians as teachers.

The participation of guardians at home in improving children's education is to provide guidance and control the children while at home, both guiding in terms of affective, cognitive, or children's skills. This means that guardians act as protectors according to Coleman's opinion, namely guardians of students help to ensure the physical and emotional safety of children, including the role of guardians as protectors (Prabhawani, 2016).

CONCLUSION

Based on the results of the analysis that the authors have described, the authors can conclude that the madrasa program and the role of the guardians of students are good because the guardians of students participate in carrying out six roles according to Coleman's opinion, namely the role of guardians as supporters, students, teachers, advisors, protectors, and ambassadors. big. However, it is necessary to increase the participation of the guardians of MSI 17 Pabean to develop the madrasa program.

From the author's findings, there are new findings that are not in the writings of Saesti Winahyu Prabhawani, namely in the previous article, parental empowerment only acts as a supporter, student, and advisor. However, the authors found not only as supporters, students, and advisors, but there are three other parental roles contained in Coleman's theory, namely the role of parents as teachers, protectors, and ambassadors.

In optimizing the role of the student guardian association to develop madrasa programs, it was found that the efforts made by madrasah principals and teachers were as follows: creating a friendly environment, the intensity of communication, making programs for guardians of students, being open to parents in the planning, implementing, evaluating, and program follow-up plans, facilitation of parental services, providing opportunities for parents to participate.

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