

**INCREASING COMMUNITY PARTICIPATION IN THE IMPLEMENTATION OF
EDUCATION THROUGH INSPIRATION CLASS IN SMP NEGERI 2
SYAMTALIRA BAYU NORTH ACEH**

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Abstrak

Kepala sekolah dituntut untuk senantiasa berusaha membina dan mengembangkan hubungan kerja sama yang baik antara sekolah dan masyarakat guna mewujudkan sekolah yang efektif dan efisien. Hubungan yang harmonis ini akan membentuk (1) saling pengertian antara sekolah, orang tua, masyarakat, dan lembaga-lembaga lain yang ada di masyarakat, termasuk dunia kerja, dan (2) saling membantu antara sekolah dan masyarakat karena mengetahui manfaat, arti dan pentingnya sekolah dengan berbagai pihak yang ada di masyarakat dan mereka merasa bangga dan ikut bertanggung jawab atas suksesnya pendidikan di sekolah. Pemberdayaan masyarakat dalam pengembangan sekolah dapat dilakukan dalam bentuk partisipasi masyarakat antara lain: (1) partisipasi buah pikiran, (2) partisipasi kemahiran dan keahlian, (3) partisipasi tenaga, dan (4) partisipasi dalam kontribusi pembiayaan. Berbagai cara mendorong peran serta masyarakat, yang dilakukan oleh kepala sekolah diantaranya mengundang orang tua murid, komite sekolah, dan tokoh masyarakat dalam sebuah diskusi tentang bagaimana cara meningkatkan mutu pendidikan di sekolah. Kelas inspirasi merupakan salah satu bentuk kontribusi pada sekolah dengan tujuan untuk memberikan inspirasi, memotivasi untuk terus meningkatkan prestasi dan membantu untuk meraih cita-cita dengan berbagi cerita dan pengalaman kerja berdasarkan profesi dari nara sumber. Kelas inspirasi ini dilaksanakan di MIM Unggulan Wumialo Kota Gorontalo dengan sasaran siswa kelas VI yang berjumlah 75 orang, dan guru (pendamping) 3 orang. Nara sumber dalam kelas inspirasi ini adalah berprofesi dokter, dosen, dan programmer. Target yang ingin dicapai dalam kelas inspirasi ini adalah meningkatkan motivasi belajar siswa, dan memberikan inspirasi pada berbagai alternatif cita-cita, dan menyusun road map agar siswa lebih mudah untuk mencapai cita-citanya.

Kata kunci: partisipasi masyarakat, kelas inspirasi

Abstract

Abstract School leaders have a duty to continually strive to promote and develop good working relationships between schools and the community in order to build effective and efficient schools. This harmonious relationship is based on (1) mutual understanding between schools, parents, society, and other social institutions, including the workplace, and (2) schools and society that understand the benefits, meaning, and importance of different schools. It will create mutual support between They are stakeholders in their communities, taking pride in and sharing responsibility for the success of their schooling. Community empowerment in school development refers to community empowerment, including (1) participation in ideas, (2) participation in skills and expertise, (3) participation in staff, and (4) participation in financial contributions. can take the form of participation. Among the many ways school leaders work to promote community involvement are inviting parents, school committees, and community leaders to discussions about how to improve the quality of education in schools; This includes: The Inspiration Course is a school whose purpose is to inspire, motivate, and further enhance reputation and contribute to the achievement of goals by sharing stories and work experiences based on resource persons' professions. is a form of contribution. This inspiring course was held at MIM Unggulan Wumialo in Gorontalo City for 75 Class VI students and 3 teachers (accompanied). The resource persons for this inspiring course are doctors, instructors, and programmers. The goal to achieve with this inspirational course is to motivate students to learn, provide inspiration for different alternative goals, and create a roadmap to help students achieve their goals more easily.

Keyword: Community involvement, exciting courses.

Introduction

In the National State Policy, community participation in various development activities or community participation in development activities is an inevitable consequence of the implementation of Law No. 20 of 2003 regarding Regarding the National Education System, Article 54 which stipulates that community participation in education includes individual participation. , groups, families, organizations, professions, entrepreneurs and community organizations in implementing and controlling the quality of educational services.

Community engagement can be the source, implementer, and user of graduate outcomes.

Empowering communities and the environment is increasingly important to those who recognize and understand the importance of education. However, this does not mean that in communities that are even less aware of the importance of education, this partnership does not need to be encouraged and developed. In communities that are less aware of the importance of education, schools must be more proactive and creative to develop more harmonious collaborative relationships. By empowering the community and environment around the school, the school principal and teachers are the key to success, because they must pay attention to what happens to the students at school and to the parents and community. What do you think about school?

School principals must always strive to foster and develop good cooperative relationships between the school and the community to create an effective and efficient school. This harmonious relationship will form (1) mutual understanding between schools, parents, society and other institutions of society, including the world of work, and (2) support between school and society when they know the benefits, meaning and importance of school to different parties in the community and they feel proud and share responsibility for success of education at school.

By empowering the community and environment surrounding the school, it is hoped that the goals of the school's relationship with the community will be achieved, namely (1) increased community participation in empowering educational management, (2) enhancing community participation in Resource Management. and funds, and (3) enhance learning outcomes and carry out the educational process in schools in an efficient, effective and efficient manner to produce high quality and productive graduates.

These quality graduates are demonstrated by students' mastery of various fundamental skills that can be used to work in the business world, continue their studies at a higher level of education, live in a decent society and learn to keep improving. consistent with the principle of lifelong learning.

Community empowerment in school development can be achieved in the form of community participation, which includes: (1) engagement in ideas, (2) engagement in skills and expertise, (3) employee engagement, and (4) financial engagement Various ways to encourage the role as well as the community. What the principal does is: First, invite parents, school committees and community leaders to discuss how to improve the quality of education in schools.

Second, it is necessary to explain to the public that the responsibility of education belongs not only to the government but also to society. Third, principals and teachers trust the community

to participate in school financial management, especially financial resources from the community. Fourth, the school principal's direction must also be open.

The active role of school principals in community participation in the provision of education is vital. To increase community participation in the implementation of school-community relations programs, efforts can be made by awarding prizes to those who want to participate, persuading, and calling on key figures. in the community, linking community participation with better services and involving the community in implementing mutually agreed upon decisions.

Implementation Method

For training to take place accurately, the following steps must be designed: 1. Design service system 2. Determine human resources 3. Prepare documents 4. Organize schedules and schedules service 5. Prepare materials and tools Perform service Perform problem solving Before starting the internship activities, begin with an introduction to community participation in implementing information education through inspirational classes. Before starting the internship activities, we start by giving students a little inspiration.

Introduction is used to help students become interested in learning and learning as a learning process. This training activity is held at the laboratory of SMP Negeri 2 Syamtalira Bayu, North Aceh Regency, to take place/scheduled for August 2023. Each group uses 1 classroom during the internship and are provided with interesting slides to facilitate the course teaching process. material.

The activities take place over 1 (one) day with a training duration of ± 4 (four) hours, including:

- 30 minutes introduction to the inspirational course. 180 minutes of training with two sessions
- 30 minutes of review of all materials. The distribution of training materials is as follows: Session 1 is for materials for participants, taking notes, sharing materials and questions, and then performing evaluation.

Session 2 to inspire classroom teaching, take notes, share documents, do homework and take tests via smartphone, then evaluate. Scientific and technological implementation methods This activity was carried out with a visit to SMP Negeri 2 Syamtalira Bayu, Regent of North Aceh. Using the socialization method, we present effective learning.

To achieve the goal of this community service activity, the methods used are lectures, discussions, quizzes, role plays, watching YouTube videos, and educational games. At the service point, there will also be learning games (learning through play) to increase interest in learning as well as watching educational movies through Infocus media also with the aim of increasing enthusiasm and learning efficiency. of students continuously and consistently. The working materials for this activity are as follows: (1) Strategies to increase academic motivation, (2) I want to achieve my dreams, and (3) Success Stories (Research) from Students old and Parents of former students.

Discussion

Activity Results Community service activities carried out at SMP Negeri 2 Syamtalira Bayu, North Aceh. Community participation is part of the governance of regional autonomy which places community as its formula. As a bottom-up, bottom-up system, it involves community experts and local authorities from the initial planning stages through to use and conservation.

The reason we rely on the community is because they are the lowest element, capable of understanding the problem we encounter so that we can analyze and find solutions to the problem. Additionally, it can monitor and evaluate the activities performed. In explaining the definition of participation, Mikkelsen divides the term into six points, including: (1) Participation is the voluntary contribution of the community to a project without participating in decision making; (2) Participation includes “sensitizing” communities to increase their willingness to accept and capacity to respond to development projects; (3) Participation is the voluntary participation of the community in changes decided by the community; (4) Participation is an active process, meaning that the individual or group involved takes the initiative and uses his or her freedom to do so; (5). Participation includes strengthening dialogue between local communities and officials responsible for project preparation, implementation and monitoring to obtain information on the local context and social impacts; (6). Participation is the community's participation in the development of itself, its life and the community's environment.

5 Forms of participation Participation comes in many different, adjusted forms conforms to the basic aspects. If related to education, this type is expressed in the level of achievement and methods of participation. Success rate Success rate in education, with free community participation. The meaning of participation is used for an individual to voluntarily participate in activities that promote education.

The community is truly involved in the program without any coercion. They join because they want change and progress for the better. There was spontaneous community participation and it was immediately discovered that there was a program to support educational improvement. On the other hand, there are still citizens who need increased participation through awareness programs, seminars, workshops, etc.

Modes of participation from the perspective of modes of participation, there are direct and indirect types of participation. Direct participation is for those directly involved in various forms of activities that support education. For example, participating in meetings to contribute ideas, participating in activities to develop physical facilities and educational infrastructure as well as participating in managing and supervising educational activities.

This type of indirect participation is for those who cannot directly participate in activities that empower and represent others. There are many different forms of participation. The indirect participation category is for those who submit ideas, concepts or ideas for the advancement of education. In addition, there are also people donating money or goods to support educational services.

Forms of community participation There are many different forms of community participation in education. Not everyone can contribute by giving the same things as everyone else. So there are many different forms of community participation. in the form of :

1. Thought

Mind as a type of low-level community participation. It's supposed to be because everybody must be able to give the result of their thinking to the advice of the concept of development. Minds can be equated with ideas or ideas that are commonly used in early development planning. The unification of ideas and thoughts is usually carried out by the

community with the relevant stakeholders in order to draw up a plan for the development of education.

2. Energy,

The kind of participation in which people give the energy they have for educational progress. Once the planning is completed, the next step is to apply it to various development programmes. Development of human resources by dedicating the energy of the community to follow the various provision of good management management of education. As for natural resources through public resources for the improvement of infrastructure or facilities in education

3. Power,

Material participation can be done by giving money, goods that he has to the goal of development. In the implementation of education can be linked to goods or assets that the community owns borrowed or rented to be used as an educational facility. For example, citizens who have more money that can be borrowed as capital. Large community land can be rented or voluntarily borrowed for parking. Besides, you can borrow a car to smooth the flow of mobility during school. If the establishment of an education that has not yet had sufficient funds for the procurement of facilities is initiated, then the above steps can be a solution.

4. matter,

Expertise is defined as the ability of a person to be placed in the development of an education appropriate to his or her field. Not everyone has the same skill tendency. Therefore, in the supply of human resources can be offered positions that correspond to the interests and expertise of the community. There's a party that's skilled in managing people, moving the masses, or setting up a planning framework, so that the person is entitled to be placed at the head.

5. skill Participation in all development programs This form of participation can be understood as comprehensive participation in development programs. Used to contain various things that may not be conveyed in various forms of participation. Essentially, communities participate by giving what they have and benefiting from the results of development programs.

6. Inspirational Class Inspirational Class has the vision to one day teach forever, a source of inspiration. This vision is explained in activities that involve experts who share stories and experiences with children. This social activity is carried out voluntarily, without profit and without any benefits. All forms of funding come from the money of each PPG faculty member and student.

Implementation usually takes place on a weekend (Saturday), when PPG faculty and students are invited to take the day off to attend an inspiration day. Something to consider is that children are still in school and teachers and PPG students arrange their schedules. Inspirational courses are taught by PPG teachers and students, i.e. participants who conduct inspirational days without any conditions.

The process involves PPG faculty and students in planning, implementation, and evaluation. Each PPG teacher and student has their own duties and roles. There are 3 components of speakers and PPG students are speakers and PPG students are pursuers, documentarians and instructors.

1. PPG faculty and student coordinators serve as a committee that manages Inspiration Class activities, from preparation to execution, the technical aspects of the day through to the

completion of the activities. Inspirational activities of the class. The duties of PPG speakers and coordinators are not limited to Inspiration Day but also include surveying schools, producing publications, recruiting PPG speakers and students, and organizing informational event before Inspiration Day and reflection after Inspiration Day.

2. PPG Teachers and Students Teachers are PPG teachers and students whose job is to teach in the classroom and share experiences as well as his profession. To become a PPG teacher and student, certain conditions are required, such as a minimum D3 training and a minimum of 2 years of activity. To become PPG Speakers and Students, PPG Speakers and Students must be prepared to take Inspiration Day off.
3. PPG Teachers and Students Photographers and videographers are PPG teachers and students tasked with documenting Inspiration Day classroom activities in the form of photos and videos. Documentation of Inspiring Classroom activities will be distributed through various social media. 6 As a social movement, Inspiring Classroom has a number of goals for both instructors and PPG students, schools and children.

PPG teachers and students wish to be able to see the current state of education in this country, which can arouse their enthusiasm in participating in the advancement of education. PPG faculty and students can also monitor or analyze current community needs so they can be addressed. For schools, inspirational classroom activities aim to build relationships with various stakeholders who support educational progress. The school also implements innovative practice-based learning methods

Conclusion

Education is not only the responsibility of schools, teachers or parents, but education is also the responsibility of society or all Indonesian citizens. The community can play a role or contribute to education by providing participation in tangible and intangible forms. Community engagement in education can be accomplished through an inspiring classroom movement.

The one-day movement encourages elementary school students to share experiences, stories and skills about the careers they pursue. Participation is granted to them acting as speakers and PPG students (instructors, pursuers, and documentators). The participation of PPG speakers and student coordinators aims to make the event enjoyable and memorable.

PPG teachers and students explain their professional duties with the hope that middle school students can follow in the future. As for PPG teachers and students, librarians inspired classroom activities. Through such activities, communities can play their respective roles in bringing about educational success.

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