



# Development of the Model of Implementation and Evaluation of the 21st Century Community Participation in *Pesantren*-Based Junior High School

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This study aims to determine the model of implementation and evaluation of community participation in the 21st century in a *pesantren*-based junior high school. The *Research and Development* design is used to produce certain products. Development that is used to produce product components refers to the Reflective, Recursive, Design, and Development (R2D2) model. The results of the reviews and trials were analysed descriptively as a percentage. Based on the results of the review, the community participation implementation model is very feasible to use and the evaluation model is declared feasible to use. Conclusions of the results of the study: (1) the model of implementation of community participation in accordance with community participation in the 21st century era in *pesantren*-based junior high schools is appropriate, (2) the evaluation of community participation models that are appropriate to the community in the 21st century era in *pesantren*-based junior high schools is feasible to use.

**Keywords:** *implementation model, evaluation, 21st-century community participation, pesantren based junior high school*



## INTRODUCTION

Quality education is an integrated responsibility of the government, family and society. The government formulates policies in the development of education in the fields of curriculum, students, infrastructure, human resources, and finance in the field of education. Parents and community members have an important role in developing education both as users of educational services and as those who actively participate in developing education in schools (Cheng, 2016; Olayiwola, 2012). This is strengthened by the existence of laws and regulations in Indonesia relating to community participation in the field of education including: (1) Law Number 20 of 2003 concerning the National Education System; (2) Government Regulation Number 19 of 2005 as amended in Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards. While currently, the phenomenon of educational institutions that are widely chosen by the public are formal educational institutions that are integrated with religious education, especially Islam (Maisyaroh, et. al, 2016; Arifin, et. al. 2018). This trend is increasing both in cities and villages. The reason people choose schools that are integrated with Islamic religious education is that people believe there is a balance of academic knowledge with moral and religious education (Radar Malang, 2018). The recent phenomena in society with regard to juvenile delinquency, emphasises that the role of Islamic education institutions is needed as a filter for character development. People's choice of education trends for their children is mostly in Islamic educational institutions. This phenomenon can be understood based on various reasons for a strong religious foundation for adolescents. The development of forms of community participation can be done when the overall public relations management is done well by the school. Parents' choice of religious education for their children strengthens community participation in Islamic-based schools (Arjmand, Mirsafa, & Talebi, 2018; Baiza, 2018). Criteria for Islamic based educational institutions, namely: educational material developed is a study, study and implementation of Islamic teachings and/or values; the management personnel must be Muslim (Ridho, 2017; Iskarim, 2017).

Islamic educational institutions are expected to be able to create optimal Muslim personal physically, spiritually, intellectually, and socially in accordance with the demands of Islamic teachings in the framework of happiness in living worldly and spiritually (Arjmand et al., 2018; Baiza, 2017). To *survive* in the future which is full of challenges and demands, Islamic educational institutions require clear, precise and sharp visions, missions, and strategies, as well as four strategic steps needed to develop institutions, namely *substantive*, *bottom-up*, *deregulatory*, and *cooperative* (Mahmud, 2017; Makruf, 2017). Furthermore, the general pattern of traditional education played by *pesantren* managed by Islamic educational institutions includes: (1) a close relationship between *santri* and *kiai*, (2) the tradition of adherence of a *santri* to *kiai*, (3) simple lifestyle, (4) independence, (5) the development of the climate and traditions of help and fraternal atmosphere, (6) strict discipline, (7) dare to suffer to achieve goals, and (8) life with a high level of religiosity (Mahmud, 2017).



Every educational institution is required to provide the best possible service to its customers. For this reason, it is necessary to apply the functions of *pesantren* management properly and to make decisions in accordance with Islamic principles (Fuadah & Sanusi, 2017). The components of the *pesantren* management generally cover (1) leadership, (2) decision making, (3) regeneration, and (4) conflict management. From this, it can be seen that decision making is one of the requirements for the implementation of education in Islamic educational institutions. Leaders in Islamic educational institutions play a major role in making decisions (Arifin, et. al. 2018; Maisyaroh, 2002).

The current challenge is the massive development of 21st-century technology. All aspects of people's lives are facilitated by rapid access to technology. This phenomenon is a challenge for educational institutions in knowing how to increase community participation in the 21st century by utilising the development of existing technology and not eliminating the essence of direct active community participation in developing the quality of education in educational institutions. Utilisation of technology in the era of the 21st century to improve the quality of educational institutions is a challenge for policymakers in educational institutions to formulate appropriate ways to implement and evaluate community participation in educational institutions. From these problems, it is necessary to design the development of a model of implementation and evaluation of community participation in the 21st-century era in *pesantren*-based junior high schools.

## METHODS

This research was designed through *Research and Development* (R&D). This method is used to produce certain products that fit the needs of the wider community to overcome the problems that are happening in society (Isaac & Michael, 1984). In order to produce certain products, the basic assumptions set out in the analysis of needs and tests the effectiveness of products that can function in society (Sugiyono, 2012).

The development used to produce product components refers to the Willis development model, namely Reflective, Recursive, Design, and Development (R2D2) (Willis, 1995). The design of the R2D2 model was chosen because this model allows more users to participate in product development so that product acceptance can be more possible. In addition, this research does not measure the effectiveness of the product but only reaches the stage of feasibility testing or product acceptable qualitatively.

This development procedure is carried out through three development focuses namely: (1) *define*, (2) *design and development*, and (3) *dissemination*.

(1) Define, i.e. to find the problems faced by *pesantren*-based junior high school, review the literature to establish basic data from existing information, and determine research methods. The development team focuses on solving problems progressively and developing contextual understanding.



(2) Design and development, i.e. to design approaches, solve problems progressively and contextually. An interactive process in solutions during the development process. There are four activities carried out in this design and development, namely:

(1) the selection of the development environment, namely Darul Ulum Junior High School of Jombang, As Sa'adah Junior High School of Gresik, and Insan Terpadu Junior High School of Probolinggo; (2) format and media selection, namely semi-open questionnaire and focus group discussion; (3) evaluation procedures; and (4) product design and development. Product trial activities to obtain product validation are through a questionnaire filled out by experts, *Focus Group Discussion* (FGD) involving prospective users, and practitioners. The results of the activity obtained the feasibility of implementing and evaluating the model of community participation in the 21st Century era in *pesantren*-based junior high school. (3) Dissemination Focus conducted in this study is a formative evaluation. The disseminated focus can help public relations managers use models that are appropriate to the context of the educational institution. The process can be seen in the following Table 1, Table 2, and Table 3.

In this study, the data collected were qualitative and quantitative data. Data obtained from the results of this development product trial are descriptive as a result of distributing questionnaires and focus group discussions with public relations managers in the form of responses, comments, and suggestions for improvement. The instruments used in this data collection were: questionnaire and in-depth interview guidelines through focus group discussions. Data analysis was performed using percentage analysis and descriptive qualitative. Percentage techniques are used to present data that are the frequency of responses of test subjects to the product of implementation and evaluation of community participation. Qualitative analysis is used to present the comment data available on the questionnaire instrument. The results of this data analysis are then used to revise product development, review products, and provide recommendations for further use, dissemination and product development.

The subject of product development consists of experts in the field of education management who critically conceptualise the model of implementation and evaluation of community participation in the 21st century era in *pesantren*-based junior high school developed and prospective users of teachers, school principals, public relations managers, *stakeholders of pesantren*-based junior high schools to find out the ease and the feasibility of an implementation and evaluation model of community participation management developed. Based on the characteristics of the schools needed in the study, the subjects of this research are Darul Ulum Junior High School of Jombang, As Sa'adah Junior High School of Gresik, and Insan Terpadu Junior High School of Probolinggo. Each school represents a large school criterion, which draws more than 1,000 people, the medium category, which draws between 500 and 1,000 people, and a small category that has less than 500 students. Furthermore, the instrument used during the product feasibility test was a semi-open questionnaire to find out the input



from education management experts and also potential users regarding the product being developed as well as FGD guidelines.

Data obtained from questionnaires were processed using descriptive percentage analysis. The results of data analysis were used as material to construct the final form of the product being developed. Reference to making conclusions based on the standard level of product feasibility is as follows: Criteria 86% - 100% is very feasible,

71% - 85% worth it,

56% - 70% less feasible,

0% - 55% is very inappropriate.

## RESULTS

The results of this study are the implementation of the model of implementation and evaluation of community participation in the 21st-century era in *pesantren*-based junior high schools that are tailored to the category of educational institutions. There are several implementation models that can take advantage of technological developments in the 21st-century era. The implementation of community participation in schools can be seen in the following Table 4.

The use of school websites that can be accessed on Android-based smartphones, e-mails, WhatsApp applications, and other social media that can support community participation such as social services, celebrations of Islamic holidays, recitation of the Holy Qur'an, hospitality with the community around the school, and cooperation programs with industries, universities and other schools.

Evaluation of community participation activities in *pesantren*-based junior high school through a manual and electronic-based reporting and supervision system. The community can participate in supporting online-based school activities by utilising emerging technologies. The following evaluation activities are in Table 5.

Evaluations are conducted periodically using information technology. Evaluation and reporting at educational institutions can be done through evaluation meetings that can be done anywhere and anytime utilising *skype*, *WhatsApp*, other social media applications that are followed up with guidance and monitoring carried out by the principal together with community representatives in the school committee.

The indicator of the success of this study is that a model of implementing community participation in the 21st century era in *pesantren*-based junior high school was found to be 89.18%, which means it is very feasible and appropriate to help the problem of principals in *pesantren*-based junior high school to increase community participation in order to improve the quality of education in *pesantren*-based



junior high school. Evaluation of community participation is 83.63% which means it is categorised in the feasible category.

## **DISCUSSION**

### **The Model of Implementation of Community Participation in the 21st Century Era in *Pesantren*-Based Middle Schools**

The implementation model of community participation in the 21st century era in *pesantren*-based junior high schools is the implementation of various kinds of community participation models that can be carried out by schools so that the community plays an active role in improving the quality of *pesantren*-based junior high schools. Of course, the community participation models are combined with the religious values that exist in the community participation model in the *pesantren* environment. The era of increasingly massive technological disruption in the 21st century has also become a complex task for schools to develop models of community participation by utilising digital technology (Sung, 2018).

Community participation has an important role both directly and indirectly in the development activities of educational institutions so that schools need to formulate an appropriate implementation model in order to increase public awareness to participate actively in the preparation of policies to improve school quality (Preston, 2011; Brouwer, et. al., 2012; Sanders, 2003). To realise this active community participation, schools need to formulate roles that are worked with the community, especially to address social concerns in the community (Aref, 2010). For this reason, an appropriate model of community participation implementation is community involvement that is given space in the form of an organisation or known as a school committee (Sagala, 2008). The school committee is a tool for the community to contribute suggestions for school improvement and quality improvement.

The era of the 21st century is marked by the dominance of massive digital technology that can be linked to community participation. The school can implement the model of community participation such as meetings, discussions, friendly visits, and media channels of information about the school can use technology applications that support these activities. The school website that can be accessed on a smartphone by the public, then brainstorm between the community and the school is done through the existing platform on the website (Patrikakou, 2019) which allows the community to be actively involved in the improvement of school quality, especially in *pesantren*-based schools. In the 21st century, society demands for schools that consist of six competencies that must be mastered by students in the 21st century namely: (1) good character education, (2) sensitivity to the social environment, (3) ability to communicate actively and effectively, (4) have the ability to think critically and be able to solve problems that exist in society, (5) able to collaborate actively, and (6) able to collaborate to solve problems in society (Fullan, 2013).



On the other hand, some people are also troubled by the impact of the development of technology that is so massive on the moral degradation of students because all of them are easily accessible with digital technology (Jordan, 2002). For this reason, alternatives to religious-based education are of great interest, so in formulating a model for implementing community participation in the 21st century it is necessary to involve the role of religious leaders. In addition, school principals, teachers, and education personnel must also be able to provide good religious examples for students. Internalisation of religious values that exist in *pesantren*-based educational institutions starts from the active participation of schools and communities in internalising religious values in students to be competent intellectually and have a good morality (Indra, 2013).

### **Evaluation Model of Community Participation in the 21st Century Era in *Pesantren*-Based Junior High School**

The right evaluation model of community participation in the 21st century in the *pesantren*-based junior high school is utilising information technology. Many people actively visit the school website and make suggestions through the website that has been provided. This information can be used as an evaluation material for the interest of the community to be active in developing and improving the quality of *pesantren*-based schools in addition to formal reporting. The development of technology that is so massive can enable individuals to access all information about schools quickly so that access to information needs about schools can be easily understood by the community as users of educational services offered by schools (Ontario, 2016).

While in *pesantren*-based education the same technological developments as those in schools will facilitate the process of evaluating school policies relating to efforts to improve school quality through the active role of the community, the reporting model is even easier with *online-based* reporting that can be downloaded and read by anyone. An active reciprocal relationship exists between the school and the community if the school is open about the information on the development of school policies to the community (Suparno, 2002).

The existence of technological developments that are so rapid in the 21st century will help solve the problems faced by schools that will be better quickly resolved anytime, anywhere, in any way through technological assistance (Livingstone, 2012; Willis, 1995). The wise use of technology essentially will facilitate *pesantren*-based schools to develop an evaluation model of community participation in efforts to participate in improving the quality of *pesantren*-based schools.

## CONCLUSION

The conclusions that can be drawn from this research and development are: (1) the implementation of community participation in the 21st-century *pesantren*-based junior high schools including the use of public relations media, school community participation programs, school committees, parents of students, local communities; business world and industry, alumni; and, (2) evaluating community participation, including forms of supervision and evaluation; program evaluation process; and reporting on the implementation of program activities through the use of technology that involves community participation in providing input, suggestions, and criticism in order to improve the quality of school quality.

**Table 1. Development Process**

FOCUS	DEFINE		
	Product	Participatory Team	Results
	Explore and describe the product which was developed, namely the model of implementation and evaluation of community participation in <i>pesantren</i> -based junior high school	Select and set participatory team which are involved or participate in development process of the model of implementation and evaluation of community participation in <i>pesantren</i> -based junior high school	Information about the product designs that is developed with parties who participate during the process of product development

**Table 2. Design and Development**

FOCUS	DESIGN AND DEVELOPMENT			
	Preparation	Initial Product Development	Product Testing and Reflection	Initial Product Reflection
	prepare the design of the model of implementation and evaluation of community participation in <i>pesantren</i> -	Develop prototype or initial product of community participation management model in <i>pesantren</i> -based junior high school	Carry out a trial test product validation, distributing questionnaires, and FGD, with candidate	Determine the degree of feasibility of the model of implementation and evaluation of community participation

	based junior high school		users, and practitioners.	in <i>pesantren</i> -based junior high schools
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**Table 3 Final Product Dissemination**

<b>FINAL PRODUCT DISSEMINATION</b>			
	Final Product Packaging	The final product	Dissemination
FOCUS	To package final product that has been revised according to conditions so it's ready to use	Get the final product which is in the form of a model for implementing community participation in <i>pesantren</i> -based junior high schools.	Disseminate product in the form of a model of the implementation and evaluation of community participation in <i>pesantren</i> -based junior high schools.

**Table 4 Implementation of Community Participation**

<b>PARTICIPATION</b>	<b>IMPLEMENTATION</b>
Media participation	Utilisation of e-mail, telephone, brochures, banners, letters, newspapers, wall magazines, banners and school committees.
Community participation program	All school members are involved in all community participation programs. Activities for forming worldly and spiritual characters. The activities of forming worldly characters: the orientation period of students, maintaining environmental cleanliness, ceremonies, enforcement of school rules, marching exercises every morning, comparative studies to other schools, and monitoring student progress. The interests of spiritual: pray at the beginning of the lesson, <i>dhuha</i> prayer, Khatam Al Quran. Spiritual activities are held with the philosophy that students must be <i>imitated</i> , in order to be able to provide students with mental strength, and not fall into bad relationships.
School committee participation program	realising Islamic Religious Education Laboratory, bridging cooperation with the business world and industry
Parent participation program	Parents participate in meetings that discuss student development; Khatam Al Quran, prayer monitoring; Quran monitoring (memorization of the Qur'an), the condition of students, religious



	tourism studies, behavior in the field of religious education, exhibitions of students' work.
Local community participation program	The community around the school as staff in the school, maintain the security of the school and cottage environment; active in social activities (Eid al-Adha), zakat, building fruit and vegetable gardens for learning resources.
Participation Program in the World of Business and Industry (DUDI)	Providing consumption, making uniforms, building vegetable and fruit gardens, procuring textbooks, building roads, installing street lights, and helping with the construction of school buildings.
Alumni participation program	Further study socialisation, reunion at school by giving input and suggestions for school development, school promotion, helping to bridge school activities with agencies outside the school, training in making skullcaps and tambourines

**Table 5 Evaluating Community Participation**

<b>Evaluation Component</b>	<b>Evaluation Activity</b>
Form of supervision and evaluation of community participation	Evaluation meetings on program implementation, results are reported in writing.
Types of evaluation of community participation	Formally through a routine joint meeting process every month and at the end of the year; informally the evaluation is carried out every day through WA and BBM media.
Community participation report	Community participation activities are reported in writing; every semester delivered to the school principal, boarding school leader with a copy of the school committee, the Pondok Board Leadership always monitors all school activities that exist under the unit of the Pondok, so that the activities run in accordance with the vision and mission of the Pesantren.



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