Management Planning School Relationship With Community Based On Ethnic Local Locality Madura To Increase Educational Quality

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Abstract: Constitution Republic of Indonesia Number 2 2 Year 1999 on : government area demanding implementation autonomy area and insight democracy in organization education . The purpose of this study is to describe How alternative leadership of the principal to cultural change in society . The purpose of this study is to describe planning school relationships with the local wisdom-based ethnic Madurese community . Research do with use approach qualitative and design studies case. Research done in SMP Negeri 2 districts Kalisat , Jember District . Data collection is done with technique Interview depth , observation , and studies documentation . Data analysis is done with us treasury individual data analysis. Checking data validity is done through test credibility , test transferability , and test confirmability . Results research show that school community relations planning based on local wisdom Madurese include (1) the management planning process hubunga n local knowledge-based society, (2) the type of public relations management planning based on local wisdom, (3) the context community relations management planning based on local wisdom. Strived this research is able to provide input to school in order to make school relationship management planning with the local wisdom-based community. Conclusion from research this that community based management planning based on local wisdom can improve the quality of education.
Keywords:School RelationsPlanningwith Community,Local Wisdom ofMadureseEthnicity, Education Quality

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I. INTRODUCTION

In essence education meru pakan efforts to build culture and per adaban nation. In the process of education should be able to develop the existence of learners who memasyarakat, entrenched in life order dimension local, national, and global. Education is a continuous process, and in the process it should not neglect or harass fellow human beings or set aside the guidance of coexistence and its possibilities and limitations imposed by nature (Hatimah I, 2008: 7.16). This is in accordance with the Universal *Declaration of Human Rigth* which asserts that, all beings are born free and equal in degrees and rights and have all rights and freedoms without distinction of any kind, whether race, color skin, sex, language, religion, political or other opinion, national or social origin, birth and any status.

Since the reform of education in Indonesia has been issued the rules related to decentralization, the rules are: (1) Law Number 22 Year 1999 about: local government demands the implementation of regional autonomy and democratic insight in the implementation of education, (2) Government Regulation Number 20 of 2003 Chapter XIV Article 50 Paragraph 5 affirms that Kabupaten / Kota governments manage primary and secondary education, as well as the units education based on local education, (4) Government Regulation No. 19 of 2005 Chapter III Article 14 Paragraph 1 that the curriculum for SMP / MTS / SMPLB or other equivalent forms, can incorporate education based on local excellence.

Primary education provides a nine-year compulsory education program. Within the framework of compulsory basic nine-year education requires the strengthening of governance, accountability, and public imaging, consisting of capacity building of education boards and school committees. The functioning of these two institutions will optimally strengthen the implementation of the principles of *good governance* and accountability of education. Efforts to improve governance, accountability, and public image are increasingly important, as Indonesia is now entering an era of globalization, which is full of fierce competition. Therefore, in order for the Indonesian nation to compete globally, there is no other way except to improve the quality of human resources through the provision of quality and accountable education (Sonhadji, 2012: 111).

National education according to Ki Hadjar Dewantoro (Hatimah, 2008) is an education that is aligned with the livelihood of the nation. If our children's education is not based on nationality, surely our children will

not know our needs, both inner and outer, besides children can not have a sense of love for the nation and state. Some philosophies expressed by Ki Hadjar Dewantoro regarding education are: (1) all tools, efforts and also the way of education must be in accordance with his nature, (2) his nature is stored in the customs of every society with various peculiarities, all of which aim to achieve life orderly and peaceful, (3) customs are always changing (dynamic), (4) to know the current characteristics of the in-depth study of the life of the community in the past so as to predict the future life of the community, and (5) the development the culture of society will be influenced by other elements, this happens because of the inter-nation association.

Increased globalization has emphasized the importance of learning about effective leadership. Leaders are increasingly faced with the need to influence people from different cultures, and successful influence requires a good understanding of these cultures. Leaders should also be able to understand how people from different cultures perceive them and translate their actions (Yukl , 2005). Sejalanwithpthis(Brauckman,andPashiardis,2012)statesthat, "*Thegreatestneeds for leadership improvement and training are following three areas: (1) trust building and collaboration:relations with parent and community,promotionof cooperation with other organizations and businesses from the community so that students' needs are addresses and initiation of trust buildingactivities within the local community,(2) encouraging instructional leadership and human resources development, (3) initiating school improvement and development ".* Judging from the function of education is one of the public service institutions in the field of services. So education needs to utilize local resources as a reference to improve the quality and service of education.

Each region has the potential and diversity of the work produced as a hallmark of the area. Local wisdom in a region can encourage the acceleration of development in the region based on the potential possessed by local communities. It is in line with results research   Sopana , (2013) the successful reveals participation (*TrulyHolisticPartisipation)* community tribe Tengger informally "rembug citizens tengger " when   plan budget . Findings this successful break literature earlier , that participation community only just " *ceremonial budgeting* ".

Management is a process of utilizing human and material resources efficiently to achieve certain goals (Buford & Bedeian, 1988). Management functions include planning, organizing, mobilization and supervision (Tery, 1978). According to Buford & Bedeian, planning has the most important position in management as it is the basis for other management functions. Planning is useful for (1) preparing for better problem solving, both foreseen and unforeseen problems and (2) as a tool for adapting new innovations, solving conflicts, improving old approaches, improving quality, improving communication , and achieve other desired results (Cunningham, 1982).

Cunningham (1982) argues that in developing the planning process by asking eight key questions: (1) where we are, (2) What are we aiming for ?, (3) What resources are needed to achieve the goal ?, (4) How to reach the goal ?, (5) When is the plan implemented ?, (6) Who is responsible ?, (7) What impacts have on human resources ?, and (8) what data is needed to measure? The first step relates to the question where we are? In this step the planner first understands the internal and external environment, challenges, abilities and opportunities, related to school improvement planning. Planning is not an automated process that produces something ideal, but it needs operational, implementation and concrete action to achieve the ideal outcome. In doing the planning required the stimulation process for planning to be effective. Planning in the management of school relationships with the community is an organizational plan which is a process for building and improving mutual relationships between people and groups.

Jember is a district in East Java. The city of Jember has been known since the Dutch era because it has a fertile and extensive tobacco plantation area. Together with the growth of plantation industry also enter the farmers and plantation workers who come from the surrounding area and the island of Madura. It is understandable that the Madurese are one of the most important ethnic groups in the region. The Madurese in Jember District, especially in Kalisat Subdistrict, where the research dominates every activity in the community, including school activities. Based on information from Jember District Education Office that Kalisat Sub-district is the highest quality of education compared to other sub-districts in North Jember, where the majority of people are ethnically Madurese. It can be said that the ethnic Madurese color education quality in Kalisat District. Based on the context of the above research, the researchers took the focus of " Planning of school relationship management withlocal wisdom-basedsocietyto improve the quality of education".

II. RESEARCH METHODS
2.1. Approach and Type of Research
The research was conducted using qualitative approach and case study design. This study aims to describe how the planning of school relations management based on local wisdom to improve the quality of education .

2.2.Research sites

Kalisat Sub-district of Jember Regency is the research location determined by the researcher for the following reasons: (1) This sub-district is located in North Jember area which means the majority of the population are Madurese, (2) Kalisat subdistrict is the highest level of community participation in education compared with other sub-districts in North Jember . The location of the research was conducted at SMP Negeri 2 Kalisat.

2.3   Presence of Researcher

According to Bogdan and Biklen (2003), researchers in qualitative research act as planners, data collectors, analyzers, interpreters, and reporters on the results of his research.The presence of researchers in the field as a full observer and is a benchmark to obtain the validity of data is expected to support success in understanding the focus of research.

2.4.Data source

The data collected in this research is primary data and secondary data. Primary data is data obtained directly by the researchers. Identification of data sources is done by the principle of snow ball, where information from the first informant will be used as key information to determine the next informant who can provide research data.

2.5.Data collection technique

Penelitianmulti-site studyalso memafaatkan data collection techniques used qualitative research in general, but there are several distinctive techniques.Thetechnique ofcollectingdata onanethnographic research as follows:(1) deep interview, (2)observation, (3) study the documentation.

2.6.DataAnalysis and Validation Techniques

According to Miles and Hubermans (1992) data analysis is a process of reviewing, sorting, and grouping data with the aim to compose a working hypothesis and lift it into theory as a result of research. Meanwhile, according to Bogdan & Biklen (1998) data analysis is the process of searching and compile systematically the data obtained from interviews, field notes, and other materials, so it can be easily understood, and findings can be informed to others. The data referred to by Patton (2002) are detailed descriptions of situations, events, people, interactions, and behaviors, statements about a person's experiences, attitudes, beliefs and thoughts, excerpts of document contents as collected and written in transcript of interviews or field notes (Miles & Huberman, 1992).

The data analysis activity in this research is a systematic review and compilation of all transcripts of interviews, field notes, and other research materials that have been recorded by researchers during the research data collection (Bogdan & Biklen, 1998). Technical analysis of the data used is the inductive analysis techniques *(inductive analysis)* which includes two types of analysis: analysis of the site. Site analysis is done by following model Miles, Huberman & Saldana (2014) that is in qualitative data analysis there are three activity flow that happened simultaneously. Activities in data analysis are: *Data Condensation, Data Display, and Conclusion Drawing / Verification* .

1.   Condensation Data *(Data Condensation)*

Condensation refers to the process of selecting, simplifying, abstracting, and / or transforming data close to the whole of the field notes in writing, interview transcripts, documents, and other empirical materials.

2. Presentation of Data (*Data Display*)

The presentation of data is an organizing, pooling of information that enables inference and action. Data presentation helps in understanding what is happening and to doing something, including more in-depth analysis or taking action based on understanding.

3.Penarikan conclusion *(Conclusions Drawing)*

The third important analysis activity is drawing conclusions and verification. From the beginning of data collection, a qualitative analyzer starts searching for the meaning of things, noting the regularity of explanations, possible configurations, causal paths, and propositions. "Final" conclusions may not appear until the data collection ends, depending on the size of the collection of field notes, coding, storage, and retrieval methods used, the researcher's skills, and the demands of the data-giver.

All three activities are conducted simultaneously, in the sense that data condensation activities are not separate from data collection activities or vice versa, and not separated from the conclusion process. All three are done together during the data collection process takes place as Figure 2 .

Figure 2.Process AnalysisindividusData Site(Source: Miles, Huberman & Saldana, 2014)

Condensing data includes activities summarizing the results of data collection as fully as possible and sorting it into a particular concept, specific category, or theme. In other words condensing the data is choosing the essentials, focusing on the important things, looking for themes and patterns and removing unnecessary ones, so the condensed data will give a clearer picture and facilitate the research and reader to observe the flow of research results. In this research the researcher get the relevant data with the focus of the problem which data collected through interview technique, observation and documentation study.

After the data on the selected focus is subsequently organized in the form of a particular form that is commonly called display data (presentation of data) so that the figure looks intact. Display data in this study, among others, presented in the form of descriptions, charts, and relationships between categories. The goal is to facilitate the effort of exposure and affirmation of conclusions (display and verification). The data analysis cycle as illustrated above does not process once, but alternatively interacts. Analysis of data in the sites referred to in this study is the analysis of individual sites conducted in S MP Negeri 2 Kalisat .

In qualitative research which is tested is validity of data in qualitative research include test of *credibility* (internal validity), *transferability* (external validity), *dependability* (relability), and *confirmability* (objectivity). Test the validity of the first data is done through checking the credibility of which was done by using the triangulation method of collecting data, triangulation of data sources, discussion peers, and rechecking *(member check).* Triangulation of data collection method is done by data obtained from in-depth interview method, observation, or documentation study are mutually matched to each other so that data accuracy is obtained, according to Reynolds & Nasution's suggestion cited by Mantja (2006).

III. RESULTS AND DISCUSSION
3.1. School Relations Management Planning Process with Local Wisdom-Based Society
In doing the planning required the stimulation process for planning to be effective. It can be used to control the future through current actions. Planning is the foundation of all other management functions. Planning is the basis for intelligent direction, work, and adaptability.

The process of managing school relationships with community-based Madura ethnic indigenous communities is to answer eight questions, so the results are as follows:

1. Because the school is in a society that mostly ethnic Madura then must understand local wisdom. How society responds to something based on local culture. The value of local ethnic Madurese wisdom that became the basis of analysis in the planning of school relationship management with the community is the value of religion, the value of falling , the value of togetherness, the value of democracy and festivity. The form of local wisdom of Madurese ethnic form of belief pattern that comes from Islam, expression of *bhupa, babhu, teacher, and rato* ; *work* (gotong royong) , *aparembaghan* (Deliberation consensus) ; celebration or spectacle (Widiatsih, 2017).
2. The goal to be achieved in the management of school relationships with the community is to improve the interrelationships between schools and communities that can increase participation in the quality of education.
3. The resources of the school are many teachers, especially BK teachers, Maduraese educational personnel or living in Kalisat, head of a school committee of a bindhara or a teacher who understands the local wisdom of the Madurese. Schools can recruit workers from surrounding communities such as school carers.
4. How to reach the goal by always listening to the community by understanding the local wisdom of ethnic Madurese through educational programs, cultural programs, humanitarian programs and cooperation programs with relevant stakeholders.
5. Educational programs, cultural programs, humanitarian programs and programs of cooperation with related stakeholders are conducted through inkurikuler, kokurikuler and extraculikuler.
6. Specific teams with better informal organizational structures are responsible for school relations programs with the community.
7. Impact of school relations program with masyaraka in school hence individual spirit increase because feel there is togetherness in overcoming problem. Schools will get a good image and increase public trust. Schools can be a pioneer of good culture.
8. The data used to measure progress is the number of new students who enroll in the school, academic and non academic achievement.

3.2. JenisPPlanning foran associationManagementHKMasyarakatBerbasisearifanLocalEthnic Madura
School relationship management planning with local wisdom-based society is a type of bottom- up planning, ie planning initiated by lower level managers and then submitted to top managers to top managers. Furthermore top managers summarize and finalize plans made by lower level managers.
A bottom-up approach is more appropriate for operational planning involving program implementation at lower levels. In SMP Negeri 2 Kalisat, the relationship management planning of the school with the local wisdom community based on Madurese ethics uses a bottom-up approach as below:
1. In preparing the school relationship management planning with the community SMP Negeri 2 Kalisat also received input from the Chairman of the School Committee who better understand the local wisdom of Maduran ethnic and cooperate with relevant stakeholders. Thus, schools can look ahead, anticipate events, prepare contingencies, formulate directions, map out activities, and provide a coherent sequence to achieve goals.
2. SMP Negeri 2 Kalisat holds the reading of Juz Amma every day before the lesson starts together with the alternate picket schedule every day. This is done because almost all students of SMP Negeri 2 Kalisat are Moslems.
3. Formed a band drum team that is highly favored by the Kalisat community
4. In order to be closer to the community, the school raised educators and educators who come from the Madurese.
5. SMP Negeri 2 Kalisat always planned to commemorate the big day of Islam in school.

3.3. KonteksPlanning forManagementPHan associationwith MasyarakatBerbasisKearifanLocalEthnic Madura
The context of school relationship management planning with communities regarding demographic environments, the economic environment, and the political environment.
1.   SMP Negeri 2 Kalisat fully understands that many students are far away from school so the school cooperates with the surrounding community to hold a motorcycle daycare. This is done so that students who bring motorcycles to school can be quiet during the study and do not worry.
2.   The economic condition of parents or guardians in SMP Negeri 2 Kalisat mostly come from middle to lower economy so that when conducting activities it needs economic considerations so as not to burden them.
3.   In the Madurese ethnic community there is a saying, " *Bupha Babbhu Ghuru Ratho* " which means they greatly respect the father, mother, teacher and government officials. Here the teacher includes a reciting teacher called *Bindhara* . The *head of* the SMP Negeri 2 Kalisat committee is a *Bindhara* highly respected by the Kalisat community. It is used by the school to involve *Bindhara* to deliver school programs to parents or guardians. It can be said that the school, 'titip program "to Bindhara in the hope that the school programs can run well because it is delivered by people who are influential and highly respected by the Kalisat community.

IV.   CONCLUSION
Based on the above results and discussion, the following conclusions can be drawn: (1) the relationship management planning process with the community is expected to answer the eight key questions; (2) the type of school relationship management planning with the community is the upward planning (b o tt o m- up planning), and (3) the context of planning the school community relationship management related to the dem o graphic environment, economic environment and political environment.

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