

## **Empowerment Islamic Elementary School in the Education Quality Improvement in Jambi Province**

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**ABSTRACT:** *The problems studied in this dissertation is the ability of an education foundation to empower elementary school ISAM (SDIT) in improving the quality of education in the province of Jambi. The purpose of this study was to: (1). Finding the cause of education foundation is able to empower elementary school ISAM (SDIT) into a quality school and the demand by the public; (2) Determine the shape SDIT empowerment implementation in order to improve the quality of education; and (3) Finding the strategies used in SDIT empowerment for improving the quality of education in the province of Jambi. This study used a qualitative approach, in which the techniques of data collection is done through observation, interviews, and documentation, and to test the credibility of the data and triangulation with a case study on SDIT in the city of Jambi, Bungo district and county Merangin in Jambi province. Research results of this study indicate that the educational foundation is able to empower SDIT be a quality school and the demand by the public due to their commitment and efforts to build a quality school, their aspirations of the community, the support of parents, communication systems and management of school governance is good, oriented in achieving the vision and mission, a strong religious education and quality, cultivation of character education, full-day school, school discipline, regular integrated and education Tahfiz Al Qur'an. An empowerment strategy SDIT in improving the quality of education applied by empowering stakeholders, cooperation with the government and private parties, promotions, complementary facilities and infrastructure, create learning programs and extra-curricular excellence, the awards (reward) and sanctions (punishment), and improve the ability educators and education personnel*

**Keywords:** *empowerment, integrated Islamic primary schools, improving the quality of education*

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### **I. INTRODUCTION**

Empowerment is a process, a mechanism, to be individuals, organizations and communities become experts in solving the problems they face. (Wrihatnolo. 2007; 177).Mulyasa stated that in the world of education, empowerment is a practical and productive way to get the best results from principals, teachers and employees. Empowerment is aimed to improve school performance in order to achieve the planned target optimally, efficiently and effectively. on the other hand to empower schools should also be pursued efforts to empower learners and the local community. (Mulyasa.2006; 33).

Elementary School Isam (SDIT) are terms that come from the School Network ISAM (JSIT), where JSIT an Islamic institution that offers a model for alternative schools from the level Kindergarten integrated Islamic (TKIT), Islamic Primary School integrated (SDIT), to high school integrated Islamic (SMAIT), all integrated Islamic school is under the auspices of the department of education and culture. Integrated Islamic school is a school that tries to apply the implementation approach that combines general education and religious education into the fabric of the curriculum. With this approach, all subjects and all school activities can not be separated from the frame's teachings and message of Islamic values. (Anonymous, tt; 3)

Empowerment Integrated Islamic Elementary School in order to improve the quality of education, a component needs attention, either by the foundation or the management manager of Integrated Islamic Elementary School, community, government and other stakeholders. Because it is elementary school Isam is an educational institution that has the responsibility to implement basic education and print Indonesian children to be educated, like Public Elementary School with responsibility for education equal to elementary school Isam, only difference State Elementary School are all empowered , financed and managed by the government, while the Islamic primary school integrated educational finance, educational facilities, and the management is fully carried out by the foundation manager of integrated Islamic elementary school.

Educational empowerment of several Integrated Islamic Elementary School in the province of Jambi is still diverse. But most of the elementary schools Isam such, many have already led to the empowerment of education that is optimal, and be actively involved in improving the quality of basic education in the province of Jambi, thus Elementary School Isam, it is very attractive, trustworthy and rewarding education to users

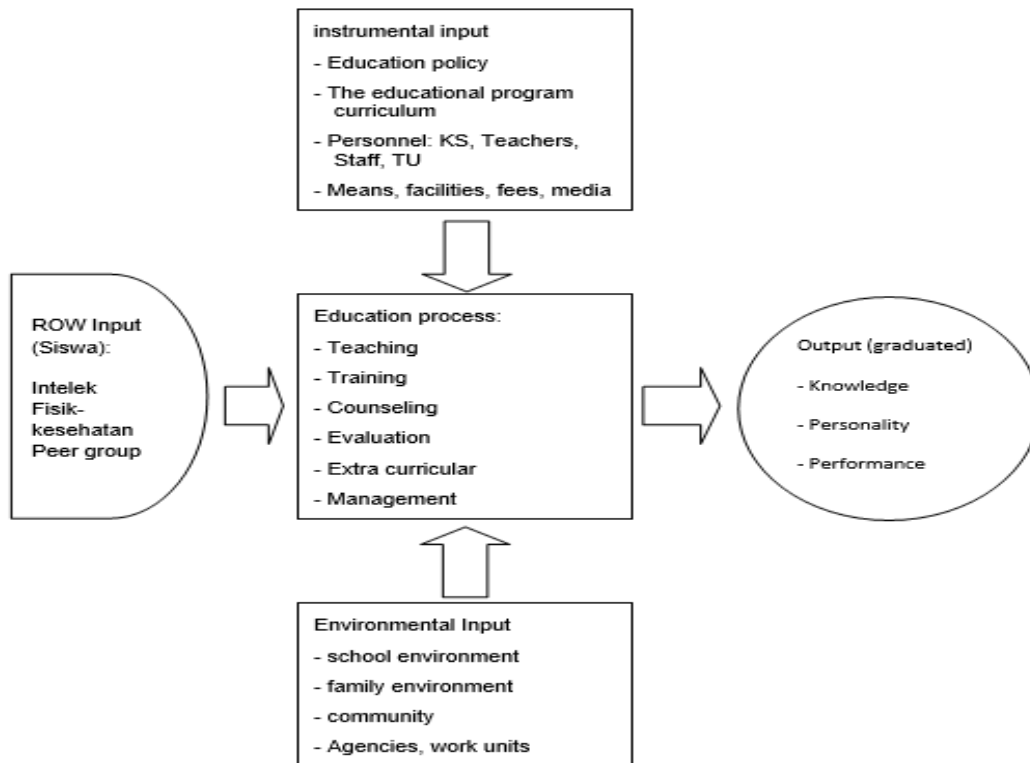
educational services, through education and education kebermutuan result, even the school, competing with public elementary school in the vicinity. As an illustration Elementary School ISAM (SDIT) Al Azhar and As Shidiqi in the city of Jambi, Permata Hati in Merangin district and Diniyah in Bungo, very enthuses the user community education, for schools, create educational programs through various curricular activities and co-curricular. To improve the quality of education and the realization of all program activities such education, the foundations interesting educational costs in the form of donations implementation of education and other costs are varied from school with other schools, and the withdrawal of these costs, carried out by the foundation and paid for by parents guardian voluntarily without any complaint. The public was enthusiastic entrust their children's education at the elementary school Isam, although at the school they have to spend a little amount. Despite the cost they have to pay quite expensive, found the parents / guardians of students volunteered to pay for the education of their children at the school. Even while holding recruitment / admission of new students each year, in the Integrated Islamic Elementary School, the devotees are very much at all so exceeds the local capacity available in the school, in addition to the selection of admissions are very strict and competitive. (Observations, July 18, 2016).

## **II. LITERATURE REVIEWS**

Empowerment as an attempt to give the opportunity and ability to community groups (poor) to be able and willing to speak or voice their opinions, ideas, or ideas, and the ability and courage to choose something (concepts, methods, products, actions and others) for their personal , families, and communities. (Totok Mardikanto. 2012; 28). There are four variations in the dimensions of empowerment, as stated by Cecilia Luttrell, namely: a. Economic empowerment, b. Human and social empowerment, c. Political empowerment.d .. Cultural empowerment. (Cecilia and Sitna Quiros.2009; 1). Fasli Jalal said, in the empowerment of education there are some elements that need to be executed, namely: a. the implementation of total quality management (TQM) in education, b. Application of professionalism of management education, c. Improving welfare and application of the system of teacher career development, and d. Enforcement of legal education. (Fasli Jalal & Dede Supriya. 2006; 105).

Integrated Islamic primary school is essentially a school that implements the concept of Islamic education based on the Book and the Sunna. Operational concept of integrated Islamic school is an accumulation of the civilizing process, inheritance and development of the teachings of the Islamic religion, culture and civilization of Islam from generation to generation. term integrated within an integrated Islamic schools are intended as reinforcement (taukid) of Islam itself. The point is that Islam is fully comprehensive, integral and not partial, comprehensive and not partial. This became the main spirit of the movement's propaganda in the field of education as a "resistance" against the secular understanding, dichotomy, and juz'iyah. (Anonymous. Tt; 35). The integration of an integrated primary school looks at several aspects, including: management, curriculum, teaching and learning activities, school climate, and participation, which involves the parents and the external (public) schools to participate as facilitators education learners. (Iif Khairu Ahmadi. 2011; 5)

The konsep of quality and means to achieve it have gone through some interesting durations over recent years. The definition of quality as 'excellence' was replaced in the early 1980s by reasonably fit for the purpose and since the late 1980 has swung back to be generally accepted as meeting or exceeding the expectations of the costumer. ( KB. Everard, Geoffrey Morris and Ian Wilsan .2004; 193). the quality of education can be seen from: 1. Aspects of service provision of education (dimensions Process), 2. The availability of facilities and infrastructure, 3. The quantity and quality of education personnel, 4. academic achievement of their students. 5. Satisfaction and trust of parents in the education system, and 6. Ability competence of its graduates in life. (Choirul Fuad Yusuf, 2008; 21). According to Nana Syaodih Sukmadinata, there are several factors involved in the development of quality, as shown b



Source: Nana Syaodih Sukmadinata, Ayi Novi Jami'at and Ahmad, 2008; 87

Empowerment Islamic elementary school integrated in peningkatkan quality of education in the province of Jambi, judging from the quality standards set by the network of Islamic schools integrated (JSIT) and set by the Indonesian government that includes content standards, process standards, competency standards, standards of teachers and education personnel, standard facilities and infrastructure, school management standard, a standard financing, and education assessment standards.

### III. RESEARCH METHODS

This is a qualitative research approach and strategy case studies (case study). In which researchers investigated carefully a program, event, activity, process, or a group of individu. Kasus-case limited by time and activity, and researchers gather complete information using a variety of data collection procedures based on a predetermined time. (John W. Creswell, 2014; 20).

The subject of research is a reliable source of information to get the data through observation, interviews, documentation. As revealed by Burhan Bungin, that the informant research in qualitative research related to how the steps taken researchers so that the data or information can be obtained. Therefore in this important discussion is the researcher "determine" the informant and how researchers "get" the informant. (Burhan Bungin, 2012; 107). In this study involves: 1). education foundation boards, 2). the leadership of integrated Islamic primary school, 3). teacher, 4). parents, 5). school committees and 6). other administrative personnel.

Sources of data in the study is the subject of where the data can be obtained, when the researchers used interviews in data collection, then the source of the data referred to respondent, that is, those who respond or answer questions of researchers, both written and oral questions. (Suharsimi Arikunto, 2006; 75). The types of data to be collected at the study site, the researchers concluded that the opinion Creswell as qualitative observation, qualitative interviews, collecting dokumen-documents, and audio and visual media. (John W. Creswell, 2014; 268). As for the sources and types of data used in this study are primary data in the form of words and actions, as well as documents, while the data collection techniques through observation and interviews with observing setting and interviewed informants competent to focus on the problems examined in Islamic primary schools integrated as well as secondary data in the form of written data sources, such as books, journals, archives, photos SDIT.

Data collection techniques used are the most important observation, interviews, and documentation. While Model analisis data used in this study is a model Huberman and Miles. Diagrammatically, cyclical process of data collection and analysis of data to the stage presentation of research results, and conclusions. (Miles, M.B. and Huberman, A.M, 1992; 3).

The stages in this study starts from the last stage of the preparation phase seen in the following figure:

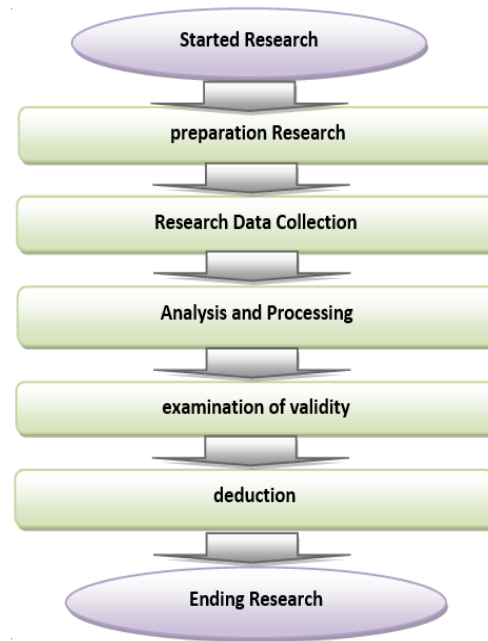
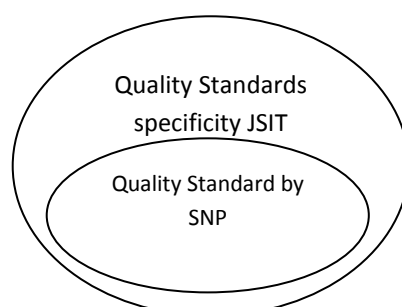


Image: Flowchart Stages Research

#### **IV. RESULT ANDDISCUSSION**

1. Why are the foundation of education is able to empower integrated Islamic primary school in improving the quality of education and the demand by the people in the province of Jambi?
  - a. Sincere intentions and strong commitment from the strong foundation boards to establish and empower SDIT and operational permits issued by the government.
  - b. SDIT that implements the concept of Islamic education is a powerful and integrated basis Al-Qur'an and Sunnah.
  - c. Moral and material support given parents, to the empowerment of packaged SDIT with communication systems and a good school governance
  - d. Education and cultivation of character for students,.
  - e. Discipline with a full day school system
  - f. Education Tahfidz Qur'an
2. How is the implementation of an integrated empowerment Islamic primary schools in improving the quality of education in the province of Jambi?

Implementation of empowering Islamic elementary school integrated in the efforts to improve the quality of education in the province of Jambi, based on data that researchers are getting, referring to the quality standards of education set by the government, both from government regulations and ministerial decrees of national education and some other regulations governing quality standards education, namely content standards, process standards, competency standards, standards of teachers and education personnel, facilities and infrastructure standard, the standard of school management, financing standards and assessment standards of education. In addition to the SNP that has been set in the government, the implementation of empowerment and quality of education in SDIT also guided by the standards set by the network of Islamic schools integrated JSIT and some standards that created the foundation pendidikan in SDIT. In summary form SDIT empowerment in improving the quality of education in the province of Jambi, as shown below:



3. How empowerment strategies integrated Islamic primary school in improving the quality of education in the province of Jambi?
  - a. Empowering and do a good cooperation with all stakeholders, both internal and external stakeholders in integrated Islamic primary school. Form school committees, scholarship through foster parents, warning Islamic holidays. and liqo'
  - b. Seek cooperation with various parties, both government and private sectors to promote the school make grade.
  - c. Dissemination and promotion of schools targeted
  - d. Complementing the existing facilities and infrastructure in order to meet the quality standards of education that has been set
  - e. conduct programs unggulan nature of academic and non-academic, who became identifier integrated Islamic school and grade. Excellent programs that are applied are, in addition to teaching and learning activities as usual and program the activities in general such as marching band, scouts, youth red cross and the other, there is also a flagship program to Islamization like, tahfizh, muhadhoroh, calligraphy, Kultum, recitations Qur 'an and others.
  - f. Cultivate the spirit of teachers, with reward and punishment
  - g. Make improvements to the development of the ability of teachers in their learning tasks, through education and training on a scheduled basis.

## V. CONCLUSION

Empowerment integrated Islamic primary school in improving the quality of education in the province of Jambi, carried on four SDIT namely Al Azhar As Shiddiiqi and Jambi city. Permata Hati district Merangin and Diniyyah in Bungo regency. And research results that can be concluded is:

1. Management of the foundation is able to empower the Islamic primary schools integrated into the school grade and demand by the public because: a). The commitment and effort of trustees to build a quality school, b). Their support and systematic and effective cooperation between the school and parents c). The communication system is constructed, which made the foundation SDIT to school leaders, teachers, employees and parents of students, d). Effective school and foster a culture of professionalism and oriented to achieving the vision and mission, e). Strong Islamic religious education, through penanamam character education for children, by carrying out quality education f). Implementation of the system of education with full day school with a good school management, discipline and regularity of integrated educational activities and, g). Tahfiz program implemented in SDIT
2. Empowerment integrated Islamic primary schools to improve the quality of education in the province of Jambi conducted by SDIT form of implementation of the school education program that is based on and refers to Government Regulation No. 19 of 2005 on national education standards, which include 8 educational standards, and provide the hallmark school based integrated with the quality standards prescribed educational schools and integrated network of Islamic schools, and some of the standards set by the foundation.
3. Strategies undertaken in empowering the Islamic primary schools integrated to improve the quality of education in the province of Jambi, which are to: a). empower stakeholders in improving the quality of education, b). To collaborate with governments and the private sector, c). Promoting school, d). Completing the infrastructure e). Make learning programs and extra-curricular excellence, f). Reward and punishment, and g). Improving the ability of educators through training and coaching skills of teachers

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