



Community-Based School Management Model Development in The Digital Era

*S Andari¹, E Roesminingsih¹, S Trihantoyo¹

¹Department of Education Management, Faculty of Education, Universitas Negeri Surabaya, Indonesia

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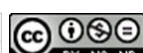
Community-based school;

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ABSTRACT

This research is research that aims to develop a Community-Based School Management Model in the Digital Age. This study aims to develop a community participation model in education involving people or groups both at the implementation planning, evaluation, utilization of results, accountability and development in the education sector. In management science, the term participation is defined as a process of mental and emotional involvement in an activity. This study used research and development method to develop a well-adapted model to be integrated in primary schools for Indonesian context. A special model is needed in community-based school management to face challenges in the digital era. This model answers the gaps that occur related to school needs and community involvement in it as an effort to improve the quality of education, focusing on social demands to education output and outcome. Previously, it can be inferred from some studies that community-based management were not integrated optimally while stakeholders perceived school as a formal institutions rather than an important institution for culture, economics, knowledge to be developed. The newest model of school management was integrated on SDS Plus Al-Qodiri. It resulted on the Community-Based School Management Model in the Digital Age can be used as a guide for schools, not only partner schools but other schools with the same focus, to continue to adapt and respond to current challenges, especially in involving the community in the advancement of education.

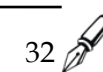


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INTRODUCTION

Today, community-based education has been carried out at a practical level in the implementation of education in Indonesia. In the real conditions that occur there are several things that need to be adjusted between the needs of the school and the availability of resources owned by the community. Not many schools are adaptive and not many schools have qualified resources to answer these needs. At this point the participation of the community is needed to be able to answer the challenges of implementing education now and in the future. This study is perceived as a new approach of involving stakeholders to participate more for advancing the use of technology in education (Mamo et al., 2023). As it is well known that currently is an era with very rapid technological developments so that the specific needs of schools and the needs of society in general related to adaptation to technological advances need to be accommodated in this digital era (Grant & Hains, 2024).

Based on this rationale, a special model is needed in community-based school management to face challenges in the digital era. This model will answer the gaps that occur related to school



needs and community involvement in it as an effort to improve the quality of education. The development of community-based school models is carried out by identifying and analyzing problems, designing models, testing model designs, and evaluating model designs whose results will be used as material for improving the model design in future research. The model design will be tested on partner schools, namely SDS Plus Al-Qodiri. This school implements the Independent Curriculum and school management which involves a lot of community participation, but does not yet have specific community-based school management standards. This school is also sensitive to the development of science and technology so that it is open to possible innovations that can be implemented at the school. Therefore this research is expected to produce a Community-Based School Management Model in the Digital Age that can be used as a guide for schools, not only partner schools but other schools with the same focus, to continue to adapt and respond to current challenges (Duncan-Shippy, 2023), especially in involving the community in implementing education. This study is aimed to: (a) describe the stages of development of community school-based management; (b) community school-based management impacts; and (c) community school-based management follow-up stages. Through the new development of a school management model, school can be more adaptive to volatile challenges and society demands in creating an ideal learning environment.

RESEARCH METHOD

Research and Information Collecting

This first step includes needs analysis, literature study, literature review, small-scale research and required standard reports. The study was conducted to collect research findings and other information related to the planned development of a community-based school management model in the digital era.

Planning

After conducting a preliminary study, the developer can proceed to the second step, namely planning research. R & D research planning includes: 1) formulating research objectives; 2) estimating funds, manpower and time; 3) formulate the qualifications of researchers and forms of participation in research.

Develop Preliminary of Product

This step includes: 1) Determining the design of a community-based school management model in the digital era to be developed (hypothetical design); 2) determine the research facilities and infrastructure needed during the research and development process; 3) determine the stages of carrying out design tests in the field; 4) determine the job description of the parties involved in the research.

Preliminary Field Testing

This step is a limited product test of the community-based school management model in the digital era. This step includes: 1) conducting an initial field test of the product design; 2) is limited, both in terms of the substance of the design and the parties involved; 3) initial field tests are carried out repeatedly to obtain a feasible design, both substance and methodology.

Main Product Revision

This step is an improvement to the model or design of a community-based school management model in the digital era based on limited field trials. Completion of the initial product will be carried out after limited field trials. At this initial product refinement stage, more is done with a qualitative approach. The evaluation carried out is more on the evaluation of the process, so that the improvements made are internal improvements.

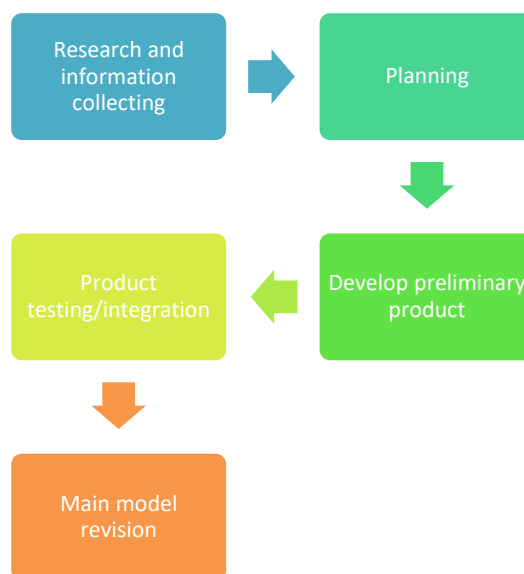


Figure 1. The Development Stages of Community School-Based Management

RESULTS AND DISCUSSION

Community-Based School Development Planning in the Digital Age

SDS Plus Al-Qodiri is a school under the auspices of the Jember Al-Qodiri Foundation. In accordance with the direction of the Foundation's development, all institutions under the auspices of the Al-Qodiri foundation have a aligned vision and mission. The vision of SDS Plus Al-Qodiri is "To produce people who are religious, intelligent, have good morals, are independent and competitive". Meanwhile, the Missions of SDS Plus Al-Qodiri are: (1) To educate students to have solid faith, spiritual depth, breadth of knowledge and skills as well as noble character; (2) Developing science and technology, as well as art with Islamic inspiration; (3) Develop integrated institutional management at the national and international levels; (4) Providing the best service & exemplary on the basis of Inclusive and Humanist Islamic values; and (5) Developing partnerships with other institutions both regionally and internationally (Bierbaum et al., 2022). Based on this vision and mission, the direction of school development is oriented towards advancing knowledge globally in accordance with Islamic values, managing innovative institutions leads to digitalization, and involving the community in providing education (Jóhannsdóttir, 2018).

SDS Plus Al-Qodiri requires technical guidelines to carry out school development. The results of the researcher's preliminary study revealed that there were several points that were the goals of developing SDS Plus Al-Qodiri, namely: (1) the implementation of education leads to a digital basis; (2) the involvement of parents and stakeholders in education management; (3) innovative schools that breathe Islamic values. This is in accordance with the community-based school development model in the digital era developed by researchers (Bonilla-Santiago, 2020). There are three stages in planning the community-based school development model in the digital era which was tested on SDS Plus Al-Qodiri. Here is the presentation.

Contextual Analysis (School Needs)

In this activity the Principal of SDS Plus Al-Qodiri conducted a contextual analysis by gathering data related to the condition of the school both internally and externally. This activity involves all internal components of the school starting from the principal, teachers, education staff, managers of the Al-Qodiri Foundation, and students. As for external conditions, data collection involved parents, partners working with SDS Plus Al-Qodiri, and local policy makers such as the Jember District Education Office.

In general, this analysis stage has been carried out in previous years, but its implementation is still not very comprehensive and formal in nature. So that the data obtained by the school for study material for school development planning is also limited and cannot be narrowed down to the school niche. In connection with the research timeline that was conducted in the middle of the SDS Plus Al-Qodiri fiscal year, the researcher seeks to maximize the planning process which can be continued as part of the contextual analysis planning that was previously carried out by the school. The data collection activity carried out by SDS Plus Al-Qodiri is inviting parents and school partners to have open discussions regarding school development. Through these activities it shows that the contribution of parents of students is very much needed in the implementation of education, both in the provision of energy and the skills that are given in the learning process or the implementation of education. The discussion was held in the Al-Qodiri SDS Plus Hall by inviting representatives of teachers, school supervisors, representatives of the Al-Qodiri Foundation management, parents of students, and representatives of school partners.

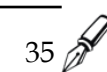
Tabel 1. School Needs

No	Aspect	Description
1	Student learning activity	a. Student activities in learning require the involvement of parents, starting from the planning, implementation, to evaluation stages; b. Digitalization of student learning activities that are expected to run optimally must be supported by the role of parents and school partners; c. Socialization and communication regarding school activities is conveyed formally in school forums as well as school visitations to parents' homes, and/or informally through school bulletins, Whatsapp groups, and face to face communication with parents.
2	Facilities	a. Additional school infrastructure (if needed) is provided jointly by the Al-Qodiri Foundation and students' parents; b. Personal infrastructure owned by students is provided by their respective parents; c. It is possible for partners to provide infrastructure assistance according to the partners' capabilities and school needs.
3	School Curriculum	a. The SDS Al-Qodiri curriculum has used the latest curriculum, namely the Independent Curriculum, so socialization and introduction to the curriculum needs to be carried out to parents and school partners; b. SDS Al-Qodiri curriculum is prepared by the school curriculum team and also involves parents of students to provide support for the implementation of the curriculum; c. Monitoring and evaluation of the curriculum is expected to involve parents and stakeholders so that SDS Plus Al-Qodiri can carry out continuous improvements related to the implementation of the Independent Curriculum.

Preparation of Strategic Plans, Prota, and Promissory Notes

As was done in the previous stages, the community-based school development model in the digital era must reflect the needs and characteristics of the community. In planning for school development, SDS Plus Al-Qodiri has conducted a contextual analysis of both the internal and external conditions of the school. The additional activities carried out were by holding discussions between the school principal, teachers, education staff, representatives of the Al-Qodiri Foundation management, and parents of students. The results of the discussion narrowed down to three aspects that require the support and involvement of parents and the community, namely: (a) student learning activities; (b) infrastructure; and (c) school curriculum.

In the strategic planning section, the school has directed the direction of school development, namely based on community needs and digitizing learning activities, so that there are no



significant changes based on school contextual analysis. Furthermore, prota and promissory notes are adjusted to the real conditions of the school, especially from the data obtained from the results of discussions with parents of students. The whole program is oriented towards the involvement of parents of students in student learning activities (Mori et al., 2024; Roba Gamo et al., 2022). Parents are not only involved in program implementation, but also from planning, implementation, to monitoring and evaluation. This involvement also pays attention to the portion and ability of parents of students (*Interview Guide for Clients Interview Guide*, n.d.; Viera Valencia & Garcia Giraldo, 2019). This is in accordance with the statement that the school encourages community participation through its potential and capabilities.

Program Organization

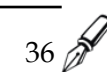
Program organization refers to placing the right people in the program according to their competence and program scheduling. In this organizing activity, the Principal divides the roles of teachers and education staff to be in charge of the program. Technically the school component is the director and person in charge of the program, but it still involves parents as part of program implementers.

Implementation of Community-Based School Development in the Digital Age

The implementation of community-based school development in the digital era is based on the plans that have been prepared by SDS Plus Al-Qodiri. The program has been running for about four months. The program compiled above shows that school development must lead to the needs of students (Grant & Hains, 2024; Yamagata-Lynch, 2010). As is known that education leads to an effective approach that allows students to be able to learn easily, have fun and can achieve the goals as expected (Vääätäjä, 2023). The implementation of the program was continued as part of SDS Plus Al-Qodiri's commitment to developing community-based schools in the digital era.

Tabel 2. Community-Based School Development Program in the Digital Era SDS Plus Al-Qodiri

No	Programme	Description
1	School Bulletin	The school bulletin is published regularly, once a month. The school bulletin contains student activities both academic and non-academic activities. The bulletin was delivered on the school bulletin and distributed digitally via WhatsApp to parents.
2	Class Bulletin	Class bulletins are prepared by each class teacher and published every two weeks. Class bulletins are distributed to parents of students digitally and are very useful as an effective communication medium for schools so that they can always be connected with parents of students.
3	Literation Journal	Journal literacy is an additional activity outside school hours. This activity involves parents of students in student learning activities at home. Through literacy journals, students' literacy skills increase so that this program needs to be continued. The media used is video as a school effort to transform towards school digitization.
4	SDS Plus Al-Qodiri Discussion Forum	This forum is a regular forum held by SDS Plus Al-Qodiri. For the trial phase of the school development model, it is carried out at the beginning, middle and end of the semester. This forum is held offline at school. In this forum, constructive input was obtained from parents and stakeholders as material for continuous improvement. In addition, schools also obtain a more in-depth description of the characteristics and needs of students obtained from parents of students.
5	Reflection	Self-reflection activities apply not only to students, but also teachers and principals. Reflection is carried out as material for



No	Programme	Description
		improving learning activities, understanding student interests, and mapping the strengths and weaknesses of teachers and school principals.
6	Intracurricular Programme	The intracurricular program as prepared by the teacher refers to the newest curriculum, namely the Independent Curriculum. Student learning activities are directed at project-based learning. The intracurricular program also involves parents of students according to their ability and portion.
7	Extracurricular Programme	Extracurricular activities as has been carried out in previous years. However, the portion of parental and stakeholder involvement has increased.
8	Proyek Penguatan Profil Pelajar Pancasila (P5)	This program is a mandatory program in the Merdeka Curriculum. The P5 activity requires the commitment of parents to be involved in projects held by the school.

Monitoring and Evaluation of Community-Based School Development in the Digital Age

Monitoring the implementation of the community-based school development model in the digital era has been carried out regularly, once a month. Monitoring is carried out by the Principal at the teacher meeting every month. The teacher reports the results of reflection both from student reflections and teacher reflections which are carried out independently (Klar et al., 2024; Roba Gamo et al., 2022). This is very useful for the Principal to find out how far the school program has been implemented. It is important to note that community-based education is the provision of education based on the uniqueness of religion, social, culture, aspirations and potential of the community as the embodiment of education from (Newland et al., 2024; Serbeh et al., 2023; Yang & Tochon, 2022), by and for the community (Davis Simpfenderfer et al., 2023; Larson, 2023; Sanders et al., 2023). Community involvement brings constructive changes to schools (Cheevapattananuwong et al., 2024; Gyan, 2021; Tarnanen et al., 2021). This will be increasingly seen when the evaluation stage has been carried out. The evaluation phase will be carried out after the Final Semester Assessment. The evaluation will be carried out at the end of the semester so that SDS Plus Al-Qodiri's achievements will be seen in the school development being carried out.

CONCLUSION

The Community-Based School Development Model in the Digital Age is a school development model that is expected to be able to answer school needs based on the internal characteristics of the school and external characteristics that are photographed from the conditions of the community, especially in this case parents and school partners. The Community-Based School Development Model in the Digital Age has three stages, namely planning, implementing, and monitoring and evaluating school development. The stages that have been carried out are planning, implementation, and monitoring (Hudiburg & Hudiburg, 2022; Peng, 2023). The evaluation phase has not been carried out considering the timeline of activities that has been set (Ashdown, 2023; Jones et al., 2021). Based on what has been implemented, the Community-Based School Development Model in the Digital Age helps schools to involve a lot of parents and stakeholders in student learning activities (Hurd & Stanton, 2023; Thurston & Salmon, 2022). In the next stage, an evaluation phase was carried out followed by revisions to the Community-Based School Development Model in the Digital Age, socialization of the Community-Based School Development Model in the Digital Age that had been revised, and preparation of follow-up plans by schools. This study's implication are: (a) Enhanced collaboration through stronger engagement between schools, parents, and community members. It can be developed through digital platforms, leading to more inclusive and participatory decision-making processes; (b) Improved resource management where the collaborations between schools and community can help schools better manage (Nordjo et al., 2023) by tracking needs and contributions from the

community, optimizing the use of funds, materials, and volunteer efforts. This study may be limited by traditional mindsets and resistance to adopting new technologies among educators and community members can hinder the implementation of digital tools. School and community have to be more wide the technological aspect that create a sustainable development learning environment. For future research, we can more explore creating an assessment regulation for community school-based management which is focusing in evaluating the long-term impacts of community-based school management models on student outcomes, community engagement, and school performance. Cross-Cultural Studies may open a new insight of community participation in conducting education. Conduct comparative studies across different cultural and socioeconomic contexts to identify universal principles and context-specific adaptations of the model.

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Author (s):

*Shelly Andari (Corresponding Author)
Department of Education Management, Faculty of Education,
Universitas Negeri Surabaya,
Jl. Lidah Wetan, Surabaya 60231, Indonesia
Email: shellyandari@unesa.ac.id

Erny Roesminingsih
Department of Education Management, Faculty of Education,
Universitas Negeri Surabaya,
Jl. Lidah Wetan, Surabaya 60231, Indonesia
Email: ernyroesminingsih@unesa.ac.id

Syunu Trihantoyo
Department of Education Management, Faculty of Education,
Universitas Negeri Surabaya,
Jl. Lidah Wetan, Surabaya 60231, Indonesia
Email: syunutrihantoyo@unesa.ac.id
