

Original Article

THE ROLE OF SISTEM ARISAN PAGUYUBAN MANAGEMENT (SIAP) IN IMPROVING THE QUALITY OF EDUCATIONAL SERVICES

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ABSTRACT

Background. The quality of basic education services is a strategic foundation for developing superior human resources. The quality of education depends not only on the role of teachers and school facilities, but also on the extent of community involvement in the educational process.

Research Purpose. This study aims to examine the role of the Sistem Arisan Paguyuban (SIAP) in improving the quality of educational services at Grebegan Public Elementary School.

Research Method. The research approach used was a qualitative case study method. This research was conducted at Grebegan State Elementary School, Kalitidu District, Bojonegoro Regency. Data collection techniques included participatory observation, in-depth interviews, and documentary studies.

Findings. The results showed that SIAP plays a significant role in strengthening community participation, improving infrastructure, and establishing harmonious social relations between parents and the school. SIAP can support the quality of educational services through participatory, transparent, and accountable management.

Conclusion. A community-based management system can be an effective approach for enhancing the quality of education, particularly in remote areas.

Keywords: Educational Management, Social Gathering, Educational Quality, Community Participation.

BACKGROUND

The quality of basic education services is a strategic foundation for developing superior human resources, especially in remote areas like Grebegan Village, Bojonegoro Regency. The quality of education depends not only on the role of teachers and school facilities, but also on the extent of community involvement in the educational process. At Grebegan Public Elementary School, the innovation promoted through the Sistem Arisan Paguyuban (SIAP) aims to address resource limitations by optimizing parental participation. SIAP combines traditional arisan practices with regular communication forums, creating synergy between the school and the community to support the delivery of better and higher-quality education.

Theoretically, the SIAP concept represents a participatory management approach, emphasizing the importance of actively involving all stakeholders in the decision-making process. As Greenberg and Baron (2003) explain, decisions involving multiple stakeholders tend to yield better outcomes because they garner broader support and are better able to respond to the needs of diverse groups. In the SIAP context, this is realized through close collaboration between parents, teachers, and the school. Each social gathering provides an

opportunity to discuss, plan programs, and evaluate successes and shortcomings, fostering a sense of shared ownership of the quality of their children's education.

Community involvement in SIAP also aligns with the theory of social participation in the concept of the "ladder of citizen participation." Ideally, citizen participation should involve equal collaboration between citizens and institutions[1]. In this regard, parents are not merely passive participants but actively participate in decision-making, financial management, and evaluation of educational programs[2]. This ensures that parents' role in supporting educational quality extends beyond simply providing funds, but also as partners who play a role in planning and overseeing the implementation of educational programs[3].

Furthermore, the success of SIAP implementation is greatly influenced by the effectiveness of communication between members of the association. Organizational communication theory emphasizes that communication is a central process within an organization for creating shared meaning (sensemaking), strengthening coordination, and building more effective collaboration among members[4]. In SIAP practice, regular meetings serve not only as a means of conveying information about the social gathering (arisan), but also as a forum for discussing existing problems and collectively seeking solutions. Successful communication within this forum is key to creating transparency and increasing mutual trust among the parties involved[5].

Besides that, parental involvement in education through SIAP aligns with developmental ecology theory[6]. This theory states that child development is strongly influenced by the interaction between microsystem environments, such as family and school. SIAP plays a role in strengthening the connection between home and school, thus creating an educational ecosystem that better supports children's holistic development[7]. By actively involving parents, SIAP not only encourages their participation in the formal education process but also strengthens the connection between the values implemented at home and those at school.

In its management, SIAP uses the basic principles of educational management[8]. Fayol proposed four main management functions-planning, organizing, directing, and monitoring-which are interrelated and must be carried out systematically to achieve organizational goals[9]. In the context of SIAP, planning includes determining the goals for the use of funds and educational programs, organizing includes the division of tasks and responsibilities between members of the association and the school, directing is carried out through clear communication and strong motivation, and monitoring is carried out to ensure that every step taken is by the plans and goals that have been mutually agreed upon[10].

By integrating social and financial dimensions, SIAP not only serves as an alternative fundraising strategy but also serves as a space for empowering school communities. This innovation demonstrates that a community-based educational approach can make a real contribution to improving the quality of education services, particularly in areas with structural and geographical limitations. Through structured collaboration and transparent management, SIAP offers a model that can be applied to other schools with similar circumstances to achieve more inclusive and sustainable educational success. This study aims to examine the role of the Sistem Arisan Paguyuban (SIAP) in improving the quality of educational services at Grebegan Public Elementary School.

RESEARCH METHOD

This research uses a qualitative approach with a single case study design. The qualitative approach was chosen because it is considered capable of revealing the meaning and understanding in depth the social, cultural, and managerial context of the

implementation of the Sistem Arisan Paguyuban (SIAP) in improving the quality of educational services. The single case study was chosen because this research focuses on a single location, namely Grebegan Public Elementary School, located in Kalitidu District, Bojonegoro Regency, as a subject that is considered to have unique characteristics and strategic value for in-depth research. This school is interesting because it is able to implement collaborative practices between the school and the community through SIAP in addressing limited educational resources in remote areas.

Data collection was conducted through three main techniques: participant observation, in-depth interviews, and documentation studies. Participatory observation involved researchers directly participating in the association's social gathering activities to observe behavior, social interactions, and naturally occurring managerial processes. In-depth interviews were conducted with key informants consisting of the principal, teachers, school committee chairpersons, and parent representatives or association members who were selected purposively[11-13]. This interview technique was designed to allow researchers to gain a reflective and subjective understanding from the actors directly involved in the implementation of SIAP. In addition, documentation studies were used to supplement the data by reviewing documents such as association meeting minutes, activity reports, financial archives, and other relevant supporting documents.

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly through interviews and observations with relevant parties, while secondary data were obtained from school documents, activity reports, and community administration records[14]. Informants were selected using a purposive sampling technique, taking into account the extent to which informants understand and are actively involved in SIAP activities.

The data analysis technique used the interactive model, which consists of three main stages: data reduction, data presentation, and drawing and verifying conclusions[15]. Data reduction was carried out by filtering relevant information according to the research focus. Data presentation was carried out in the form of descriptive narratives that organize the findings thematically, while the drawing of conclusions was carried out in stages and continuously validated with field data[16]. To ensure the validity of the data, this study used a triangulation strategy of sources and techniques, namely by comparing the results of interviews, observations, and documentation. In addition, validity was strengthened through the member check technique, where the data obtained was reconfirmed with informants, and an audit trail, namely, comprehensive documentation of the research process that allows others to conduct independent audits[17-19].

With this systematic and participatory method design, the research is expected to comprehensively describe how SIAP management at Grebegan State Elementary School plays a role in supporting the improvement of the quality of educational services, both structurally and culturally.

FINDINGS

From the findings above, it is clear that SIAP plays a very important role in improving the quality of education through effective community-based management. One important aspect is transparency in the management of the savings fund, which allows community members to feel more involved and responsible for the sustainability of the program. Through an open recording and reporting system, SIAP can enhance accountability and strengthen collective participation. In addition, SIAP's role as a communication forum

between parents and the school has proven effective in building constructive relationships. Regular discussions held through this forum enable parents and the school to support each other in meeting educational needs and developing various programs that benefit students. The culture of mutual cooperation, deeply rooted in the Grebegan Village community, has become the main supporting factor in the success of SIAP.

The success of this program can be seen from the good collaboration between the school and parents, who support each other to improve the quality of education. However, the challenges faced are the lack of active participation from some parents who are not involved in the savings group activities and the misunderstanding regarding financial management. To overcome these obstacles, the school and the association have implemented problem-solving strategies through basic financial management and community leadership training, aimed at enhancing the internal capacity of the association. The positive impact of SIAP on the quality of education is very evident, where the funds raised not only improve the quality of learning resources but also strengthen the relationship between the school and parents. Thus, SIAP can be used as a successful model for other schools, especially in resource-limited areas, to sustainably improve the quality of educational services.

DISCUSSIONS

This research reveals that the management of the Sistem Arisan Paguyuban (SIAP) plays a significant role in supporting the improvement of educational service quality at Elementary School Grebegan. The main findings indicate that SIAP not only functions as an alternative funding mechanism but also as a means of community empowerment that encourages active parental involvement in their children's education. SIAP management can manage the rotating fund with high transparency, where the collection and distribution of funds are conducted openly and reported periodically in meeting forums. This transparency increases member trust and strengthens collective participation[20-22].

In addition, SIAP plays an important role as an effective communication forum between the school and parents, where regular meetings are not only used for raffle draws but also serve as a space for discussions on various educational needs and school activity plans[23]. The main supporting factors in the implementation of SIAP include the strong commitment of the school principal, the enthusiasm of the paguyuban members, and the deeply rooted culture of cooperation in the Grebegan Village community. However, the biggest obstacle found is the inactivity of some parents in participating in the savings group activities and their lack of understanding of systematic financial management. The impact of SIAP on the quality of education includes the improvement of learning resources in schools, such as the procurement of stationery and classroom supplies not covered by the BOS funds, as well as increased parental participation in various school activities, which strengthens the connection between home and school.

CONCLUSION

This research shows that the Sistem Arisan Paguyuban (SIAP) plays an important role in improving the quality of educational services at SD Negeri Grebegan, especially in peripheral areas with limited resources. SIAP not only functions as an alternative funding mechanism but also as a means of community empowerment that encourages active parental involvement in their children's education. Through transparent fund management and regular communication forums, SIAP has successfully strengthened the relationship between the school and parents, creating a more inclusive and participatory educational ecosystem. The

participatory management concept promoted by SIAP has proven effective in building close collaboration between parents, teachers, and the school, which in turn enhances the quality of education.

However, the successful implementation of SIAP also faces several challenges, such as the inactivity of some parents in participating in the savings group activities and the lack of understanding regarding systematic financial management. Nevertheless, problem-solving measures, such as financial management training and enhancing the internal capacity of the community group, have been taken to overcome these obstacles. Thus, SIAP can be used as a successful model to be implemented in other schools, especially in areas with limited resources, in order to improve the quality of educational services sustainably.

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