MADRASAH AND PARENTS ALLIANCE AS AN EFFORT TO PREVENT INVISIBLE TEACHERS

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Abstract: The purpose of this study was to reveal how the collaboration of madrasas and parents as an alliance prevents invisible teachers from occurring in the MTs environment. Raudlatus Sholihin. This research method used a qualitative case study type. MAN 2 Samarinda was the location and object of this research. Data collection techniques used observation, interviews with 6 informants (head of madrasah, Deputy Head of Public Relations, Deputy Head of Curriculum, one of the class teachers, and 2 parents of students), and documentation. The analysis technique applied the interactive analytical model of Miles, Huberman, and Saldana by condensing the data, presenting the data, which then draws conclusions. Source triangulation was a technique for checking the validity of data. The results of the study explained that the alliance of madrasah cooperative relations with parents can be an influence on preventing invisible teachers of MAN 2 Samarinda. There were two efforts in this regard, namely volunteering in community groups and routine weekly work meetings using brainstorming techniques. As a member of the community, the teacher acts as a role model for the community around him, both in his personal life and family life. As a community agent, the teacher acts as a mediator between the community and the world of education in schools.

INTRODUCTION

Madrasas as social institutions organized by the community must meet the needs of the community. Madrasahs have an obligation to provide guidance to the community about the importance of managing an education system that humanizes humans according to Islamic teachings and rules (Kurdi, 2018). The higher the public's knowledge about the world of education for their children, the higher the quality of a madrasah's education (Roberts et al., 2018). Because the community, especially parents (guardians of students), are stakeholders who have an interest and are required to have their needs and hopes met by the madrasah (Tarmizi & Sulastri, 2020).

The relationship between madrasas and parents is not a buying and selling transaction that occurs only if there is interest, but the relationship is

bigger than that (Shohib, 2020). Madrasas and parents are aware of the relationship that should be mutually beneficial and necessary for the process of developing and improving the quality of education (Nazarudin, 2018). Collaborative, participatory actions and alliances between madrasahs and parents can change the structure of a dynamic and quality education system according to the demands of the times (Khorotunniswah et al., 2020). The community or parents must play an active role in the management of the madrasah, bearing in mind that their children are still young, so they need guidance from the madrasah and the community (Abdussalam et al., 2020).

One of the driving forces for students' insight, knowledge, skills and talents comes from the figure of the teacher. Teachers can also collaborate with students' parents to prioritize the best education for today's young generation (Uswatun, 2020). As an internal madrasah, teacher performance is expected to meet educational demands and community needs. Teachers have different personalities, but when compared with students, teachers must be able to position themselves as educators, motivators, collaborators and evaluators (Zubair, 2018). However, it cannot be avoided, the facts reveal that the way teachers teach in the world of Indonesian education is also diverse. The characteristic of most teachers is that they still adhere to traditional teaching systems such as lectures compared to cooperative or active learning methods for students. So the world of education is still faced with many ways of teaching by teachers that are beyond society's expectations (Kamal & Ma'rufah, 2019).

Facts that occurred in the 2022/2023 academic year at MAN 2 Samarinda regarding teachers' teaching methods that were less effective in the eyes of the community around Samarinda. After the pandemic, a new Independent Curriculum was launched for use by all educational practitioners in formal institutions as a form of recovery from the emergency curriculum. It is clear from an implementation perspective that the Merdeka curriculum requires teachers to be able to freely explore and dynamize educational goals with students' needs while still upholding the profile of Pancasila. Unfortunately, this curriculum is interpreted differently by several teachers at MAN 2 Samarinda who indicate that they can organize the learning process as they please and as comfortably as possible as long as they continue to teach students the material according to the LKS (Student Worksheet). What's worse, there were some teachers who misuse their time by only telling students to study (by reading) independently and then filling in questions on worksheets and abusing their authority as teachers who only give orders without accompanying or facilitating students' insight while they are free to do other activities during those teaching hours. . So it could be said that there are some invisible teachers who rarely appear in class, who only provide reading materials and assignments and whose teaching duration is relatively short. It was important to note that the awareness and understanding of teachers at MAN 2 Samarinda about the importance of education and teacher professionalism is low.

Before the new academic year (2023/2024), MAN 2 Samarinda has stabilized the image of the madrasah by attracting cooperation with all student

guardians (parents) to be able to control the movement of the education and teaching system with these invisible teachers. This alliance is expected to be able to continuously evaluate and monitor teacher performance and professionalism. Suwardi & Farnisa (2018) explained "the context is only related to the degree of relationship between parents and the school where the children are educated together. In reality, community relations with madrasas are a practice used to grow and improve performance, awareness, goodwill, trust and respect for the education system implemented. The aim of community involvement with madrasas was revealed by Muallifah & Nurhadi (2020) to increase community knowledge about madrasas, evaluate the madrasa curriculum together, bring parents and educators together to support students' needs, increase awareness of the value of madrasa education in today's global world, and increase and uphold public trust in madrasas.

Several previous studies regarding the relationship between madrasas/schools and the community have been carried out before. Such as research from Nurfajriah et al. (2021) who stated that the implementation of this form of relationship includes various meetings, deliberations and cooperation between educational institutions and the surrounding community. Apart from that, close relationships can be established between residents around the school to maintain security, involve community members in the school environment and vice versa, as well as carry out coaching at the elementary school (SD) level. Evaluation is also carried out on the management of school and community relations, namely parents are involved in management, creating new work programs, carrying out processes and sharing between parents. Then, Athifah (2020) also stated in his research that madrasah ties with society can take the form of educational, cultural or institutional relationships. The interaction between madrasahs and society is intended to encourage student learning and growth, as well as the goals and quality of life in society. While Ajeng et al. (2022) in their research, it also explained that schools and madrasas plan well and continuously in establishing and fostering harmonious relationships with parents of students as users, by providing sufficient explanations according to educational institution policies and actions so that the community (users) can understand, trust and provide support for programs organized by educational institutions.

It was clear that the three examples of previous research only concern collaboration between madrasas/schools and the community (parents) on the issue of improving education in general. Meanwhile, this research will glorify efforts and forms of cooperation between madrasas and the community that specifically prevent the existence of invisible teachers in madrasas. This is the interesting side, that this research is a novel study which presents a phenomenon study regarding the importance of collaborative efforts between madrasas and the community (parents) to bridge the movement of educational practitioners (teachers) to prevent the existence of invisible teacher characteristics. The problem of lack of teacher professionalism was certainly a major problem in the world of education. So the aim of this research was to reveal the efforts of

madrasa alliances with parents in preventing the existence of invisible teachers in madrasas.

RESEARCH METHOD

This type of research used case studies with a qualitative approach which is limited to efforts to describe a problem or fact. This meaned that this research analyzes data in written or verbal form from research subjects and presents the data according to the data analysis. MAN 2 Samarinda which is located on Jl. Harmonica No.98, Sungai Pinang Luar, Kec. Samarinda City, Samarinda City, East Kalimantan is the location and object of this research. The data collected was obtained from the observation process, interviews with 6 informants (head of the madrasah, Deputy Head of Public Relations, Deputy Head of Curriculum, one of the class teachers, and 2 parents), and documentation. This research data analysis technique applied Miles, Huberman, and Saldana's interactive analysis model by condensing the data, presenting the data, and then drawing conclusions. Source triangulation was the only technique for checking the validity of this research data.

RESULT AND DISCUSSION

Awareness of the responsibility to continuously educate and develop children needs to be developed in every teacher so that education is no longer based on just teaching habits (Rambe et al., 2022). Madrasas, teachers and parents essentially have the same goal in children's education, namely to educate, guide, develop and lead their children to become adults and be able to obtain happiness in life both in this world and the hereafter (Hajaroh & Adawiyah, 2018). To realize these hopes, of course there must be good cooperation between madrasas and parents. Good cooperation between madrasas and parents is very important because these two parties are the ones who come face to face every day in achieving common interests (Lhorita Retno Ardhiyant & Kurniawan, 2020). According to Eipstein (in Nanat Fatah Natsir, 2018), Collaboration between madrasas and parents can take several forms, namely: parenting, communication, volunteering, parental involvement in children's learning at home, decision making and collaboration with community groups. Thus, forms of collaboration between teachers and parents can be carried out starting from simple forms, such as establishing communication between teachers and parents. Communication between the two strengthens the learning process in the madrasah. The steps mentioned above are expected to build the same perception between madrasas and parents in supporting the learning process that will be provided. In turn, children's learning activities at madrasas are in accordance with their expectations as children, their parents' expectations, and their teachers' expectations (Faizin & Farhah, 2018).

A good relationship between parents and teachers/madrasahs will encourage parents to understand earlier about their child's educational life with the madrasah. MAN 2 Samarinda also took the decision to collaborate with parents to jointly supervise their children's educational journey at madrasas, especially in preventing the characteristics of invisible teachers. The following

are madrasa and parent policies to prevent invisible teachers covering teacher activities while increasing their professionalism.

Plan-Active ⎰ • Volunteer in Community Groups

Evaluatif-Plan ⎰ • Weekly Routine Work Meeting

Figure 1. Madrasah Alliance Efforts With Parents

The three efforts above were efforts of an alliance between madrasahs and parents which requires teachers to be able to position themselves as subjects who must be able to meet the needs of the institution and the needs of parents as a community carefully. Firstly, teachers were required to become volunteers who deliver between madrasah activities and the needs of parents by becoming volunteers in each community group. Second, teachers were required to be accountable or report on learning activities once a week together at the internal teachers' council meeting. To see details of the two teacher activities, below is a complete explanation.

Volunteer in Community Groups

According to Fawaid & Hasanah (2020), Being a teacher as a servant of the State in the field of education is important to always have good teaching skills, have a sense of empathy, and make oneself a good figure. Subekti & Fauzi, (2018) explained that the goal of teachers as volunteers is to instill awareness in every teacher to be responsible for their profession, duties and responsibilities as educators and instructors in the education system. Many people think that a teacher's job is only as a teaching profession, even though if we examine it further, teachers must be able to become servants of education who deliver satisfaction between the fulfillment of community (stakeholder) expectations and the implementation of educational services. Not only that, MAN 2 Samarinda required every teacher to be a facilitator between the madrasah and parents. One of the forums for channeling and exchanging information between madrasahs and parents was organized in community groups. These community groups were divided according to the number of classes, so that each parent becomes a guardian according to their child's class. This communication forum was opened in the paguyuban whatsapp group for each class which was attended by the homeroom teacher, the parents of the students in that class, and the teacher council who had teaching hours in that class.

Table. Number of Participants in Each Group

No.	Class	The Total of Student	The Total of Parent	The Total of Teachers		Number of Participants in Each Community WA Group
				Many Teachers	Subjects Taught	
1	VIIA	26	26	1	Mathematics	39

No	Class				Subject	Total
				1	IPA	
2	VIIB	27	27	1	IPS	40
				1	PPKn	
				1	PJOK	
3	VIIIA	22	22	1	Art and Culture	35
				1	English	
4	VIIIB	23	23	1	Indonesian	36
				1	Fiqh	
5	IXA	21	21	1	Al-Qur'an Hadits	34
				1	SKI	
6	IXB	20	20		Akidah Akhlaq	33
Total	**6 Class**	**139**	**139**	**13/Class**		**6**

The table above stated that the study group at MAN 2 Samarinda consists of 6 classes with 13 subjects studied by students. So that in the grouping of each paguyuban whatsapp group, parents were followed by each parent of the students in that class and the number of teachers who have teaching hours in that class. The total number of paguyuban whatsapp group participants in class VIIA was 39 participants, class VII was 40 participants, class VIIIA was 35 participants, class VIIIB was 36 participants, class IXA was 34, and class IXB was 33 participants. The demands of today's times taugh every institution and society to be able to contribute and supervise together the current education system. This was what makes the paguyuban whatsapp group important to hold for every class.

The Madrasah Principal's statement called for "teachers in the context of the current Merdeka curriculum, must be able to act as a driving force. Why was that? "Because teachers must be able to encourage a learning community for fellow teachers, parents and their environment to develop learning at school." This statement explained that the position of teachers is not only to be educators and instructors, more than that, to be volunteers and educational activists who must always be alert and alert to the demands of the times and society. As stated by the Head of Curriculum, education volunteers were teachers who are required to care about education and voluntarily dedicate themselves to contributing to the development of education.

The statement from the Deputy Head of Public Relations also explained that it is true that as long as there is no obligation, following the recommendations as a driving teacher is not a necessity. What made it a necessity is the importance of a teacher continuing to learn and evaluate himself. Especially new things that can refresh memories and change mindsets about student-centered learning. Talking about students, one of the parents revealed that the paguyuban whatsapp group was a platform for the teacher council and

parents to exchange ideas and information regarding activities, issues, suggestions and student learning developments. So in practice, teachers become facilitators between student development and their parents, and parents become collaborators in the student's educational process and monitor teacher performance for the continuity of education.

Weekly Routine Work Meeting Using Brainstorming Techniques

A statement by one of the teachers explained that the teacher meeting discussed the learning process, such as making teaching preparations, personality and appearance worthy of being imitated by students, new learning processes, new learning tools and media, and efforts or ways to improve the teaching profession in a broad sense. This routine meeting is carried out with the participation of the head of the madrasah, Deputy Head of Curriculum, and all teachers according to the specified schedule (every week on Saturday). This teacher council working meeting was an evaluative-plan step (evaluating to plan future steps). The purpose of this work meeting was also to serve as a forum for coordination and evaluation of teacher performance which discusses the results of teacher performance evaluations for one week or more carrying out face-to-face teaching and learning activities in the classroom, as well as discussions and questions and answers related to the implementation of student teaching and learning activities. Setiawan & Hamdan (2019) according to their research, teacher performance evaluation is intended to: (1) formulate criteria and references for teacher performance, (2) carry out assessments, (3) match performance assessment results and criteria, and (4) prepare recommendations for next steps.

One of the techniques used in the teacher council's Weekly Routine Work Meeting process as a step to identify problems and gather ideas is the brainstorming technique. Brainstorming is a technique that can be used to look for ideas to find a solution to a particular problem. This method is used to find ideas based on spontaneity and creativity. According to Halil (2017), "The main purpose of brainstorming is to get fresh ideas without criticizing any thoughts. With this method, you can solve problems creatively and innovatively."
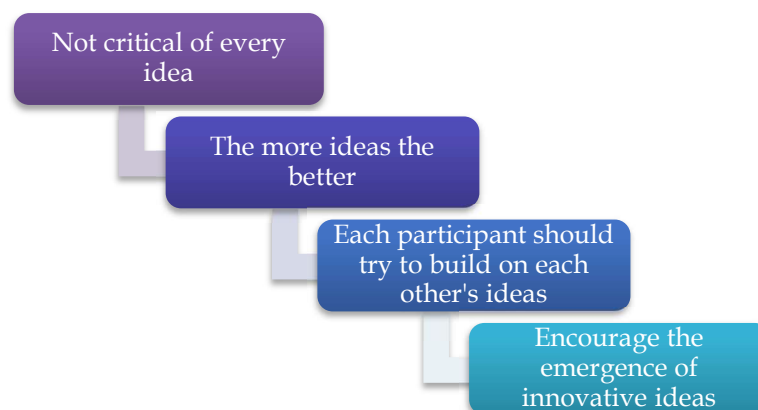
Not critical of every idea

The more ideas the better

Each participant should try to build on each other's ideas

Encourage the emergence of innovative ideas

Figure 2. Weekly Routine Work Meeting Concept

MAN 2 Samarinda used discussions as an example of a form of group brainstorming where all meeting participants are required to write down the ideas they find. Meanwhile, other members can develop the idea more broadly. Meanwhile, an example of individual brainstorming is looking for your own ideas with your thoughts during the process of teaching and learning activities. According to Kosim & Akbar (2019), The brainstorming method is used because it has many advantages, such as: (1) students actively think to express opinions, (2) trains students to think quickly and logically, (3) stimulates students to always be ready to express opinions related to problems.

The two efforts made by the madrasa relationship and the student guardian association group shaped the teacher's beliefs about the education needed so that he or she has good ideals as a teacher. Because teaching was not just a profession to earn a living, but teachers are an important role that can make a human being a complete human being. Ariyanti et al. (2021) explains "teachers must be responsible for the results of children's learning activities through teaching-learning interactions. The teacher is a factor that influences the success or failure of the learning process, and therefore teachers must master the principles of learning in addition to mastering the material to be taught."

As members of society, teachers acted as role models for the community around them, both in their personal lives and in their family lives. As agents of society, teachers act as mediators between society and the world of education at school. In this connection, teachers should always try to adapt to institutions and organizations in society that are related to educational efforts, because in essence education is a development and humanitarian task. So this research illustrated that the cooperative relationship between madrasas and parents can be an influence in preventing invisible teachers in the world of education.

CONCLUSION

In this connection, teachers should always try to adapt to institutions and organizations in society that are related to educational efforts, because in essence education is a development and humanitarian task. So this research illustrated that the cooperative relationship between madrasas and parents can be an influence in preventing invisible teachers in the world of education. There were two efforts in this regard, namely volunteering in community groups and regular weekly work meetings using brainstorming techniques. As members of society, teachers acted as role models for the community around them, both in their personal lives and in their family lives. As agents of society, teachers acted as mediators between society and the world of education at school.

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