DEVELOPMENT STRATEGY OF PARENTS AND COMMUNITIES PARTICIPATION IN EDUCATION FUNDING IN STATE VOCATIONAL SCHOOLS IN BANJARMASIN CITY (Study of ImplementationPermendikbud No. 75 of 2016 Revitalizationof School Committees)

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Abstract

This research departs from the implementation of Permendikbud number 75 of 2016 raising questions for State Vocational Schools in the City of Banjarmasin: what factors are the supporters and inhibitors of the implementation of the policy and how is the Model implementation of the policy

Implementation of Public Policy is basically determined by policy content and policy context. . Data Fields are explored by in-depth interviews and document studies. Qualitative data analysis. Data consists of qualitative data supported by quantitative data sourced from informants and literature.

The results of this study show that: (1), the development strategy is carried out with a Participatory Model for developing business activities through school UP to facilitate between the school and the industry and the community. (2). The implementation model of the strategy for developing student and community participation in education funding is a combination of Top Down and Bottom Up, (3). the factors that become supporters and inhibitors of the implementation of the Policy that there should be no more levies on parents of students but only allowed to request voluntary donations.

Keywords: Ministerial Regulation, Implementation, Policy Strategy, Policy Model
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1. Introduction
1.1 Background to the Problem

Education plays a very important role in the process of improving the quality of human resources and is a process that is integrated with the process of improving the quality of human resources themselves. Recognizing the importance of the process of improving the quality of human resources, the Government has sought to realize this mandate through various efforts to develop better quality education through the development and improvement of curriculum and evaluation systems, improvement of educational facilities, development and procurement of teaching materials, and training of teachers and education staff others. But reality is not enough to improve the quality of education (Ministry of Education, 2001: 2). Education is one of the efforts of every nation to improve the quality of human resources so as to facilitate the implementation of Indonesia's national development. This educational effort is intended to develop the creativity, taste, and intention that exists so that every human being is expected to be able to face challenges in accordance with the demands of changes in local, national, and global life. In line with this,

Education has a strategic role in education that education is an indispensable tool in efforts to realize true peace, freedom and social justice. Education even though it is not a miracle drug or magic formula is the opening door of the world for an ideal life, fostering a more human life and can reduce poverty, backwardness, ignorance, oppression and war. Based on the analysis it can be concluded that the failure of the implementation of the national education system is strongly influenced by politics both in determining the values and human character needed, determining the amount of funds for education, determining the teaching and learning process, and determining expected behavior of citizens.

The low role of parents of students and the community regarding the importance of their involvement in children's education, the low level of education of parents, cultural factors, and attitudes of parents who tend to entrust their children's education to schools, is expected to be a major obstacle in efforts to involve parents in education children at school.

One of the objectives of the establishment of the School Committee is to increase the responsibility and participation of the community in the implementation of education in educational units. This means that community participation is needed in improving the quality of education, not just providing material assistance, but also in the form of thinking. , ideas, and innovative ideas for the progress of a school.

Increasing needs in education, encourage the Indonesian government to distribute various assistance for the continuity of education in Indonesia, one of which is the School Operational Assistance Fund (BOS). The

School operational assistance (BOS) funds are for every elementary and secondary school in Indonesia with the aim of increasing the burden of education costs for the completion of quality nine-year compulsory education.

However, the BOS Fund policy does not mean the cessation of education problems, a new problem arises related to the limited use of the BOS Budget which can only finance in accordance with technical guidelines issued by the Ministry of Education and Culture, where there are still many operational costs for schools that cannot use BOS funds.

Admittedly, the education budget provided by the government is very limited. Therefore the use of existing educational budget resources for the community is an urgent need. In the era of educational autonomy which places school autonomy as the most important thing, schools must be the most important part of the community, so that the community has concern and ownership towards the school.

Permendikbud Number 75 of 2016 explained the rules regarding the criteria for selecting School Committee members, as well as the duties and functions of the School Committee. The task of the School Committee is not only raising funds. School Committees help schools design School Revenue and Expenditure Plans (RAPBS) or School Work and Budget Plans (RKAS). The School Committee also supervises education services and follows up on complaints, suggestions, criticisms, and aspirations from students, parents / guardians, and the community, revitalizing the role of the School Committee through Permendikbud Number 75 of 2016 is also done to assert that there can be no levies requested by the School Committee to students or parents / guardians.

The decision issued by the Minister of Education and Culture of the Republic of Indonesia, No. 75/2016 dated 30 December 2016 concerning School Committees invited many reactions, ranging from parents to supervisory institutions for corruption cases, that the regulation was laden with certain interests from education providers and opened opportunities for perpetrators of corruption. Phenomena that arise in the community, especially parents of students withPermendikbud Number 75 of 2016 has an impact on the difficulty of voluntary donations obtained from parents of these students. The impact caused by the implementation of permendikbud number 75 of 2016 is:

a. The limited purchase of practical equipment needed, because it must be adjusted to the technical guidelines for the use of the BOS budget so that it does not meet the standards of equipment that must be prepared by the education unit in accordance with the existing expertise program in each school.

b. The Provincial Government of South Kalimantan can only provide allowances to GTT and PTT every month in the amount of Rp. 1,000,000 (one million rupiah) evenly without training the number of teaching hours of the teacher in question which previously when the GTT (Non-Permanent Teacher) and PTT (Non-Permanent Employee) salaries were paid by the School Committee based on the number of teaching hours.

c. Cannot Build Other Infrastructure because the use of BOS funds is limited to financing light infrastructure (only mild rehabilitation), while the current school conditions require moderate rehabilitation and heavy rehabilitation.

Based on the description above, a number of questions can be elaborated as follows: How is the strategy for developing community participation in education funding at State Vocational Schools in Banjarmasin as the impact of the implementation of Permendikbud number 75 of 2016. What factors have caused the implementation of Permendikbud number 75 in 2016 is difficult held. Are there models of parents' donations to school committees that do not conflict with the Minister of Education and Culture's policy number 75 in 2016. As far as stakeholder support for the number 75 2016 permits. How far is social institutional support for the implementation of regulation number 75 of 2016.

1.2 Research Problems

Based on the background above, the problems in this study are:

1. What is the strategy for developing parental participation of students and the community in funding education in State Vocational Schools in Banjarmasin City

2. How is the Model implementation of Permendikbud policy number 75 of 2016 at State Vocational Schools in Banjarmasin City.

3. What are the factors that support and inhibit the implementation of Permendikbud policy number 75 of 2016 at State Vocational Schools in Banjarmasin City.

1.3 Research Objectives

Based on the formulation of the problem above, the objectives of this study are:

1. Knowing how the strategies for developing parental participation of students and the community in funding education at State Vocational Schools in Banjarmasin City as the implementation of Permendikbud number 75 of 2016.

2. 2. Knowing and analyzing and modeling the implementation of Permendikbud policy number 75 of 2016 at State Vocational Schools in Banjarmasin City.
3. 3. Knowing the factors that are supporting and inhibiting the implementation of Permendikbud policy number 75 of 2016 at State Vocational Schools in Banjarmasin City.

2 .. Thingking concept
2..1. Public policy .

Public policy is a multidisciplinary science because it involves many scientific disciplines such as political, social, economic and psychology. Policy studies developed in the early 1970s, mainly through the writings of Harold D Laswell. The definition of the earliest public policy was put forward by Harold Laswell and Abraham Kaplan in Howlett and Ramesh (1995: 2) which defines public policy / public policy as "a program projected with certain goals, values, and practices (a projected of goals, values, and practices) ". In line with this definition, George C. Edwars III and Ira Sharkansky in Suwitri (2008: 10) define public policy as "a government action in the form of government programs to achieve goals or objectives". From the two definitions above we can see that public policy has keywords "purpose", "values", and "practice".

Public policy according to Dye (1998: 1) is whatever the choice of the government to do or not to do (public policy is whatever the government chooses to do or not to do). The concept is very broad because public policy includes something that is not done by the government besides what is done by the government when the government faces a public problem. For example, when the government learned that there was a damaged road and he did not make a policy to fix it, it meant the government had taken the policy.

The public policy definition of Thomas Dye above, implies that (1) the public policy is made by a government agency, not a private organization; (2) public policy concerning choices that must be made or not carried out by government agencies. Government policy not to create a new program or to remain in the status quo, for example not paying taxes is a public policy.Whereas Anderson (1991: 3) defines public policy as a policy determined by government agencies and officials. Although it is realized that public policy can be influenced by actors and factors from outside the government.In line with the definition of Dye, George C. Edward III and Ira Sharkansky in Suwitri (2008: 9) also state that public policy is:"What is stated and done or not done by the government can be stipulated in legislation or in a policy statement in the form of speeches and discourses expressed by political officials and government officials which are immediately followed up with programs and government actions". Both definitions from Dye and Edwards III and Sharkansky both agree that public policy is also included in the "decision not to take any action". Suwitri (2008: 11) provides an example that the government's decision to delay the implementation of the Anti Pornography and Porno Act Law so that in this case the government does not take any action to carry out the Act, including public policy.

Laswell and Kaplan, David Easton in Subarsono (2005: 2) defines public policy as "allocating values to society", because each policy contains a set of values in it. From these two definitions, it can be concluded that public policy also touches on existing values in society. Suwitri (2008: 13) exemplifies that a shift in the values of society can lead to a shift in public policy as exemplified by a society that is very open to new values, making some countries legalize marriage to one another.

2.2. The Concept of Public Policy Implementation

The implementation of public policy is one of the stages of the public policy process as well as a very crucial study because however good a policy is, if it is not well prepared and planned for its implementation, then the policy objectives will not be realized. Vice versa, however good the preparation and planning of policy implementation is, if it is not well formulated, the policy objectives cannot be realized. Thus, if you want a policy goal to be achieved properly, then not only at the implementation stage must it be prepared and planned properly but also at the stage of formulation or policy making it has also been anticipated to be implemented.

Webster's dictionary in Wahab (1991: 50) implementation is interpreted as "to provide the means for carrying out (providing a means to implement something); to give practical effects to (have an effect / effect on something). "Implementation means providing a means to implement a policy and can have an impact on certain things.

Donald S. Van Mater and Carl E. Va (1974: 447) outline the limitations of implementation as "Policy implementation encompasses those actions by public and private individuals (or groups) that are directed at the achievement objectives set forth in prior policy decisions. This includes both one-time decisions into operational terms, as well as continuing efforts to achieve the large and small changes mandated by the policy decision ". Policy implementation emphasizesin an action, whether carried out by the government or the individual (or group) of the private sector which is directed towards achieving the objectives set out in a previous policy decision. At one time these actions, trying to transform decisions into operational patterns and continue these efforts to achieve changes, both large and small, mandated by certain policy decisions.

Mazmanian and Sabatier (1983: 4) explain the meaning of implementation by saying that "To understand what actually happens after the program is implemented or formulated is the subject of the policy implementation. Those events and activities that occur after the issuance of oral public policy directives, which include the effort to administer and the substantive impacts on people and events ". The main essence of policy implementation is understanding what should happen after a program is declared valid or formulated. This understanding includes efforts to administer it and to have a real impact on the community or events.By relying on a number of opinions above, a conclusion can be drawn to the understanding that implementation is a process that involves a number of sources including human, funds, and organizational capabilities carried out by the government or the private sector (individuals or groups). The process is carried out to achieve goals previously set by policy makers. Meanwhile, the implementation of policy is a business process to realize a policy that is still abstract in reality. The implementation of the policy is an activity to generate results (outputs), impacts (outcomes), and benefits (benefits), and impacts (impacts) that can be enjoyed by the target group (target groups).

Next comes the question, what activities are involved in implementing the policy? According to Darwin (1998, p. 54), preparation of the implementation process that needs to be done, there are at least four important things, namely the utilization of resources, involvement of people or groups of people in the implementation, interpretation, program management, and provision of services and benefits to the public.

The Concept of Udoji Policy Implementation in Wahab (2005: 59) expressly states that: "the important policy is from policy making. Policies will remain dreams or blue prints of file jackets unless they are implemented. (Implementation of wisdom is something important than making wisdom. Wisdom will only be a dream or a good plan that is stored neatly in the archive if it is not implemented. Furthermore, Jones (in Widodo, 2001) formulates implementation limits as a process of getting additional resources. to figure out what is to be done. "Implementation in this case is a process of obtaining additional resources so that it can calculate what will be done. What Jones said about implementation is no less than a policy that requires at least two kinds of sequential actions First: formulate the actions to be taken, Second: implement what actions have been formulated earlier.

Public Policy Implementation According to Grindle in Samodra (1994: 22-24): "Implementation of policies is basically determined by the contents of the policy and the context of the policy". The contents of the policy indicate the position of policy makers so that this position will affect the process of implementing the policy, the context of this policy includes the power, interests and strategies of the involved actors. Achieving the success of a policy is very dependent on the actor who has a role outside the policy. Therefore, in determining the success of a program, the D.C Korten conformity model in Tjokrowinoto (1996: 136) is an ideal form to achieve the success of a program / policy. The success of a program will also occur if there is a match between the results of the program with the target needs, the requirements of the work assignments for the program work with the capabilities of the implementing organization, and the decision making process of the implementing organization by means of disclosing the target needs.

3. Materials and Methods

The informants in this study consisted of, Head of Banjarmasin State Vocational School. Head of SMK Negeri 2 Banjarmasin. Head of SMK Negeri 3 Banjarmasin. Head of SMK Negeri 4 Banjarmasin. Head of SMK Negeri 5 BanjarmasinData Collection Methods, Observation Participants (participant-observation). Observation activities are needed in the process of exploring data and facts in order to explore a variety of phenomena, interaction patterns and value structures that develop in the middle of the object of research, in this case involving strategies for developing parents and community participation in funding education in State Vocational Schools inat the same time offering a question of tracking to inspire the informant so that he can devote everything related to the focus of the research that has been determined. The interviewer's interviews were conducted with key informants that took place formally and other participants informally through open-ended questions to gather as much information as possible about the strategies and models for developing parental participation of students and the community in education funding, namely in 5 State Vocational Schools in Banjarmasin city. Interview activities are carried out repeatedly until clarity of information is related to the focus of research. Then the researcher proceeded with the focused interview to establish the data obtained. With the interview technique the researcher points to one point to another in a centralized manner. Rationalization, why the techniques of observation and in-depth interviews are so important in the implementation of qualitative research, according to Islamy (2001) because various forms of events, events, circumstances and actions spread in the community are "life maps" or "living tables" waiting to be interpreted the meaning, dissected and dismantled even hunted, how the real understanding and understanding behind the hidden life tables.

Interview researchers did to key informants, to strengthen the data obtained through key informants, researchers also interviewed several other participants namely: some vocational teachers.

The documentation study in this study is intended to study a number of written documents related to the focus of research. This technique is carried out by researchers to obtain supporting data from observations and interviews. According to Lincoln and Guba (1985); Mantja (2003) that documents and records can provide very valuable information in addition to its availability can be obtained at a relatively cheaper cost, also reflects a situation that is rather precise and can be analyzed repeatedly without feeling worried about changes, and also a source of information who are rich in a contextual manner, legally acceptable, and not as reactive as humans (informants) that are effective towards researchers. According to Sonhadji (1996) documentation studies are used to collect data from non-human sources, namely in the form of documents or archives and records.

The main documents reviewed in this study include: (1) Strategies for developing parental participation of students and the community in funding education. (2) Minister of Education Regulation Number 24 of 2002 concerning Education Council (3) Minister of Education and Culture Regulation Number 75 of 2016 concerning Revitalization of School Committees. To check the validity and (4) of the Strategic Plan of the South Kalimantan Provincial Education Office for 2017-2021. To check the validity of the data, triagulation is performed. The chosen triangulation is source triangulation, which is another organizer from the selected Vocational School. The data collection techniques

Data Analysis Techniques In qualitative research, data analysis techniques are carried out in an "inductive" manner. Inductive analysis techniques try to abstract the field findings data that has been collected and grouped, to get conclusions. Inductive analysis techniques according to Moleong (2000: 5) there are at least five reasons. First, the inductive process is more able to find multiple realities as contained in the data; second, inductive analysis is more able to make researcher-responders relations become explicit, recognizable, and accountable; third, such an analysis can more fully describe the background and can make decisions about whether or not the transfer can be made to another background; fourth, inductive analysis is more able to find mutual influence that sharpens relationships; and finally, such an analysis can take into account values explicitly as part of an analytic structure.

4.Results and Discussion
4.1. Implementation of Education Policy

Implementation of public policy is one of the activities in the public policy process that determines whether a policy is in contact with public interests and can be accepted by the public. In this case, it can be emphasized that it is possible to do the best in the planning and policy formulation stages, but if the optimization phase is not considered at the implementation stage, it is certainly not clear what is expected of a product's policy. In the end it was ensured that at the stage of policy evaluation, it would result in an assessment that between formulation and policy implementation did not go hand in hand, that the implementation of the policy was not as expected, even making the policy product a stumbling block for policy makers themselves.

The process of implementing the policy is a very decisive and tense process. This process is important because the end of all policies that have been taken is always at the implementation stage. Because no matter how well the policy formulation is made, if it is not implemented, the benefits will not be felt. Conversely, as simple as any policy formulation, if it has been implemented, it will be more useful, whatever the results

Implementation of policy in principle is a way for a policy to achieve its objectives. George Edwards III (1980: 1) suggests that in implementing a policy it is advisable to pay attention to four main issues including communication, resources, disposition, and brokrasi structure so that the implementation of the policy can be implemented and implemented effectively

The success of policy implementation will be determined by many variables or factors, and each of these variables is related to each other. to enrich our understanding of the various variables involved in implementation, therefore there are restrictions in this study, the researchers chose the approach proposed by Edwards III. In the view of Edwards III, policy implementation is influenced by four variables, namely: (1) communication, (2) resources, (3) disposition, and (4) bureaucratic structure. The four variables are also interconnected with each other.

a. Communication

Implementation will run effectively if the measures and objectives of the policy are understood by individuals who are responsible for achieving policy objectives. Clarity of policy size and objectives thus needs to be communicated appropriately with the implementers. Consistency or uniformity of basic measures and objectives needs to be communicated so that the implementor knows precisely the size and purpose of the policy.

Communication in an organization is a very complex and complicated process. One can hold it only for certain purposes, or disseminate it. In addition, different sources of information will also give birth to different interpretations. In order for implementation to be effective, who is responsible for implementing a decision must know whether they can do it. In fact, the implementation of the policy must be accepted by all personnel and must understand clearly and accurately the aims and objectives of the policy. If the actors of policy makers have seen the vagueness of policy specifications, they actually do not understand what is actually going to be directed.

The policy implemetor is confused about what they will do so if forced it will not get optimal results. Not enough communication to the implementors seriously affects the implementation of the policy.

There are three indicators that can be used to measure the success of this communication aspect, namely:

a) Transmission, which is a good channeling of communication will be able to produce a

good implementation result. Often what happens in this transmission process is that there is a misunderstanding, this occurs because the implementation of communication has gone through several levels of bureaucracy, so that the expected things are distorted in the middle of the road.

b) Clarity of information, where communication or information received by policy

implementers must be clear and not confusing. Clarity of policy information does not always hinder the implementation of policies, where at a certain level the implementers need flexibility in implementing policies, but at another level it will in fact divert the objectives to be achieved by the policies that have been set.

c) The consistency of the information conveyed, namely the command or information

provided in the implementation of a communication must be clear and consistent to be implemented and implemented. If the order given often changes, it can cause confusion for the implementer in the field.

b. Resource

Although the contents of the policy have been communicated clearly and consistently, but if the implementor lacks the resources to implement, implementation will not be effective. These resources can be tangible human resources, namely the competence of the implementor and financial resources. Resources are important factors for implementing policies to be effective. Without resources, policies only remain on paper to become documents.

This resource component includes the number of staff, expertise of the implementers, relevant and sufficient information to implement policies and fulfillment of related resources in the implementation of the program, the existence of authority that guarantees that the program can be directed as expected, as well as supporting facilities can be used to carry out program activities such as funds and infrastructure.

Inadequate human resources (number and ability) result in the program being unable to be implemented properly because they cannot carry out supervision properly. If the number of staff implementing policies is limited then the things that must be done increase the skills / abilities of the implementers to carry out the program. For this reason, it is necessary to have good HR management in order to improve program performance. The inability of the program implementers is due to energy conservation policies that are new to them where in carrying out this program requires special abilities, at least they must master electrical techniques.

Information is an important resource for implementing policies. There are two forms of information, namely information about how to complete a policy / program and for implementers must know what actions to take and information about supporting data for compliance with government regulations and laws. The fact in the field that the central level does not know the needs needed by the implementers in the field. Lack of information / knowledge on how to implement the policy has direct consequences such as the implementer is not responsible, or the implementer is not at work, causing inefficiency. Implementation of policy requires the compliance of organizations and individuals to existing government regulations.

Other important resources are the authority to determine how the program is carried out, the authority to spend / regulate finances, both the provision of money, the procurement of staff, and the procurement of supervisors. The facilities needed to implement policies / programs must be fulfilled such as offices, equipment, and sufficient funds. Without this facility it is impossible for the program to run.

c. Disposition

Disposition is the character and characteristics possessed by the implementor, such as commitment, honesty, and democratic nature. One of the factors that influence the effectiveness of policy implementation is the attitude of the implementor. If the implemetor agrees with the contents of the policy, they will carry out happily but if their views differ from those of the policy maker, the implementation process will experience many problems.

There are three forms of implementor's attitude / response to the policy, implementing awareness, implementing instructions / direction to respond to the program towards acceptance or rejection, and the intensity of the response. Implementers may understand the aims and objectives of the program but often fail to implement the program appropriately because they reject the objectives that are in it so that they hide and avoid the implementation of the program. Besides that the support of the executing officials is very much needed in achieving the program objectives.

Support from the leadership greatly influences the implementation of the program to achieve goals effectively and efficiently. The manifestation of the leadership's support is placing policies into program priorities, placing executors with people who support the program, paying attention to the balance of regions,

religions, ethnicities, sexes and other demographic characteristics. Besides that, the provision of sufficient funds to provide incentives for program implementers so that they support and work totally in implementing policies / programs.

d. Bureaucratic structure

The organizational structure in charge of implementing the policy has a significant influence on policy implementation. One of the important structural aspects of each organization is the existence of standard operating procedures (standard operating procedures or SOPs). SOP is a guideline for every implementor in acting.

A long organizational structure will tend to weaken supervision and lead to red-tape, which is a complicated and complex bureaucratic procedure. This in turn causes inflexible organizational activities.

4.2. Problems in Implementing Education Policies

Implementation is the stage of implementation of a policy. Interaction is an important concept in implementation, which is sometimes complex. In implementation there are two things that must be considered, namely:

(a) the formulation of policy objectives must be clearly included in the target group; who plays a role; and how the policy must be implemented; and
(b) proportional supporting funds. Without funding policies will never be realized.

Implementation in reality does not always work well, several factors including:

a) Organizational factors

A policy in its implementation often requires the involvement of many organizations (actors) who sometimes have different perceptions and interests, both in government organizations and between government organizations and private organizations. This situation often occurs (a) coordination, concerning how to coordinate different interests; (b) compliance, concerning compliance of subordinates to higher institutions.

b) Political factors

Political factors are often referred to as non-technical factors, which include: (a) legislation on issues that are too vague as a result of objectives that are often unclear. For example the problem of overcoming school dropouts; (b) log-rolling, intended as the failure of the implementation of a program due to an error during the process of legitimacy, the bargaining process carried out by policy makers was done by agreeing or disagreement with the policy was carried out by exchanging or modifying proposals, so that after the proposal determined to be a policy, goals become vague.

c) Political factors between organizations (actors)

It is a difference regarding the political environment of each organization, which is caused by differences in interest and perceptions of each actor.In the context of relations between political organizations (implementers) divided into:

a. Vertical implementation structure

What influences the success of implementation is the compliance of regional governments to the central government to implement policies as outlined

b. The implementation structure is horizontal

In this structure, coordination is the key to the success of implementation, although often there is sectoral arrogance from each agency in pursuit of their own success, which in the implementation terminology is called politics between organizations in implementation.Implementation of policies in some cases can be carried out by non-governmental organizations, but by the private sector (interest groups), which are often biased because the implementer has links with the target groups.

The implementation of policies in Indonesia involves other programs and policies that are not merely technical processes in implementing the planned plans, but rather are a dynamic and irreplaceable process of political interaction. Various political, social, economic, behavioral and organizational factors all greatly influence how far the policies that have been established can be implemented as expected, and to what extent the implementation reaches the objectives of the policy.

4.3 Funds in the Quality Education System

In the context of education, the school's goals relate to teaching and learning. So, administration / management in an educational organization aims to improve teaching and learning. The managed educational resources are teachers and personal, curriculum, infrastructure and facilities, and finance. These educational sources are instrumental inputs that influence the education process (M.F. Gaffar. 1991) In addition to input instruments, there are raw inputs (raw input / students) and environmental (environmental input) that support the occurrence of the educational process.

Meanwhile, Margaret Preedy, 1993 explains, that school input includes environmental components that affect organizational effectiveness. Inputs can be monetary and non-monetary. Monetary resources are usually associated with a wealth of taxes, money, everything that can be used to buy something. While non-monetary

inputs include elements such as education standards and policies, parental support, student abilities and others. All types of inputs must be managed properly so that educational goals can be achieved productively, effectively and efficiently. Interaction between inputs to produce graduates is an educational transformation process (transformation process). The logical consequence of the transformation process is educational output. The good or bad of the output is very determined by the process (Ibid). One of the most important input instruments is finance (monetary). This finance is related to how to make money and its distribution to how to manage finances in a school. Preedy emphasized that effective management of institutions requires the allocation of human, material and financial resources. Starting from that reason, the discussion about how to raise and hold money / education funding and how to distribute it to meet educational needs is an important part of education administration that cannot be forgotten (Margaret Preedy (ed.) 1997).

4.4. Fundraising Concepts and Strategies in the Community

Education is basically a human investment that has a very significant contribution to the level of economic benefits of a region. The statement above and that education is expensive began to be felt the truth especially since Indonesia experienced the economic crisis in 1997.In addition, national education in Indonesia is actually a shared responsibility between parents, the community, and the government. However, if education is experiencing a crisis like what is happening now, many parties are bombarded blaming the government and ultimately the responsibility of the government is borne by the teacher.

The responsibility of education is not a light burden. If it is wrong to determine the steps it will be fatal and certainly affect other fields, because from this field of education lies the future of the political, economic, social and cultural aspects of the Indonesian people.

The success of education is not only determined by the process of education in schools and the availability of facilities and infrastructure, but also determined by the family and / or community environment. Therefore education is a shared responsibility between the government, family and society. This means that the parents and the community have a responsibility to participate, think about and provide assistance in the implementation of education in schools.

One of the important things that become a shared responsibility between parents, the community, and the government is the problem of school funding. School funding cannot be borne by one party alone to parents, the community or the government but is a shared responsibility. In this case we try to classify the sources of funding in a school outline can be grouped into three sources, these sources include:

1. Government (central and regional government)
2. Parents / students
3. Society

Finance and financing are one of the resources that directly support the effectiveness and efficiency of education management. This is even more pronounced considering that schools are an organization so schools are required to plan, implement and evaluate and account for the management of funds transparently to the public and the government.

In the implementation of education, finance and financing is a very decisive potential and is an integral part of education management studies. The financial components and financing of a school are components of production that determine the implementation of the teaching-learning process activities in school with other components. In words

4.5. Community Participation in School Finance

Community participation and involvement in school development has become a matter that is commonly discussed, both in developed and developing countries. In the theory of school development in the era of decentralization, there are three stakeholder triangles that must be built, namely the collaboration of schools, parents and the community.

Community participation seems to be a keyword for solving problems at school. The government in any country, under the pretext of returning the school institution to its main owner, the community, is touting this idea. But actually there is a main mission behind this propaganda, which is to alleviate the government's financial burden by inviting people to provide more funds in school development.

This mission in some cases shows its success, but when the economic situation strangles the people, the policy of involving the community in the development of schools which means "funding" seems unwise, but if this is not fully supported by the government in education funding or funding it will have an impact the quality of education itself, this was conveyed by the head of SMK Negeri 3 Banjarmasin, Drs.H.Muryadi, SH, MM who said:

"Factors in the availability of funds in carrying out school activities are very important things to improve the quality of teaching in schools because Vocational Schools must buy practice materials that will be used to support their students' skills and competencies, so that when the budget is insufficient it will have low quality graduates" (Interview with Drs.H.Muryadi, SH, MM. On May 28, 2018)

America and a number of supporting countries, the concept of SBM (School Based Management), which is the starting point for community involvement in schools, clearly shows that the involvement of parents and the community is in the form of financial, curriculum and personnel development. In this case the community determines the success of the school, as well as the future of teachers and school administrators.

Japan, which in our view is not too strong, the SBM echo emphasizes public participation not in the form of funding, or curriculum development, let alone fiddling with the problems of education staff. Because schools in Japan are still purely controlled by the minister of education, they are still public / public schools. So that the form of community participation in the development of schools in Japan is somewhat different. It is more for the community to be a provider of student learning facilities or to protect and protect students when outside the school environment. It seems that Japanese people try to make the image that the place of learning is everywhere, not just at school.

The pattern of community participation in the development of schools in Indonesia is more inclined to what is applied in America and Australia. The establishment of "school committees" (KS) and "education councils" (DP) which are considered as representatives of the community and parents, is purely emulating the concept of "school governance" applied in the West. To carry out advisory, supporting, monitoring, mediatoring functions, of course, people who are capable as members and administrators of school committees also need education boards. Also needed are people who are fully dedicated, willing to take the time to take care of cases that might not be their main job. Unfortunately because the concept of supporting is stronger when the School Committee is first initiated, the members of the School Committee are thick-pocketed parents, businessmen, officials, who in fact have almost no time to come and control the school.

The advisory process finally goes one way, namely when the school asks. The supporting process which seemed to be preferred was the main discussion in school committee meetings, which was almost impressed that the principal and his staff as well as the student council president reported the activity agenda and the school committee only signed if it seemed the budget was reasonable.

The process of monitoring and controling only takes place through a document submission of activity reports from the principal to the school committee. The mediatoring process, which is intended to connect school institutions with non-school institutions and the community in general, does not seem to have been successfully translated by several school committees. This was also conveyed by Drs. Syafruddin Noor, M.Pd, Head of SMK Negeri 4 Banjarmasin said:

"School Committee administrators formed under Permendikbud number 75 of 2016, have not been able to do anything to help fund education at SMK 4 banjarmasin, because the School committee only focuses on voluntary contributions from parents of students whose participation rate is less than 5% of the total number of students , because the understanding of voluntary donations is equivalent to Free, and also the school committee is not yet ready

5. Research Findings

Education funding is one of the important instrumental inputs in the implementation of education. Weak education funding will be an obstacle to improving the quality of education so efforts to strengthen education funding need to be done. Community participation is considered appropriate for strengthening education funding as a form of equitable democracy which means that the community has the right to obtain quality and obligatory education in the provision of funds. Educational institutions should have the ability to involve the community in financing education. Vocational schools which are vocational schools are expected to be able to produce quality graduates who are prepared to enter employment with the competencies expected by DU / DI. Therefore with the issuance of Permendikbud Number 75 of 2016 concerning the School Committee which in the Minister of Education regulation emphasizes the participation of parents of students and the community with voluntary donations so that the community understands that voluntarily is almost free. This has a very serious impact on funding in schools, which previously with a levy system with the amount of payments that have been determined and agreed upon based on school committee meetings, with the implementation of the Minister of Education and Culture, it cannot be done because the community means that the donation is voluntary, may donate and may not.

Based on the problem, the school seeks a new breakthrough to increase community participation in education funding to support funding in schools by developing a Production Unit (UP) and the community is expected to be directly involved in utilizing products produced by vocational students so that the problem of lack of funding in schools can be overcome .

The findings in this study indicate that the pattern of community participation in the financing of education at the State Vocational Schools in Banjarmasin City:

1. Community participation in education funding in Banjarmasin city is very low due to the issuance of Permendikbud Number 75 of 2016 concerning School Committees, where parents of students

and the public assume that voluntary contributions based on permendikbud may contribute as they please and may not contribute even though they have financial capabilities.

2. The Production Unit activities in each of the State Vocational Schools in Banjarmasin City have not been fully managed professionally due to HR factors and the condition of equipment owned by each school that is not sufficient to carry out production activities.
3. The limited support from DU / DI on UP activities in schools has an impact on the quality of the products produced by students so that people are not fully interested in using products / services produced by Vocational students to support funding in schools.
4. The local government has not yet maximally supported existing production activities in schools to bridge cooperation between the school and DU / DI.

5.2 Implications of Theory and Policy

Theory Implications, The need for a strategy to develop parental participation of students and the community in funding education in State Vocational Schools in Banjarmasin City due to the presence of Minister of Education and Culture Number 75 of 2016 concerning school committees which emphasizes the non-allowance of parents in education funding and is only allowed voluntary donations, even though the number is 044 of 2002 allows for such levies. With the policy of the Minister of Education and Culture Number 75 of 2016, it provides an opportunity to explore the existing potential in schools to develop the activities of the School Production Unit to help shorten funding in schools. Policies planned and taken by the school provide space for the Vocational School to plan the type of activity or program of the Production Unit (UP) in accordance with the conditions of each school and in accordance with their respective expertise programs in the school, carry out their own programs, meaning policies and Production Unit development program strategies are implemented in a participatory or botton-up manner. Grindle in the field proved to be inadequate to analyze the implementation and strategy of developing parental participation of students and the community in educational funding because the strategy of developing parental participation of students and the community was very much considering participation and demanding accountable and transparent program implementation. Thus the strategy for developing the participation of parents and students is a combination of Top Down and Bottom-Up, namely the addition of transparent-accountable and participatory management variables.

Implementation of public policy is one of the activities in the public policy process that determines whether a policy is in contact with public interests and can be accepted by the public. In this case, it can be emphasized that it is possible to do the best in the planning and policy formulation stages, but if the optimization phase is not considered at the implementation stage, it is certainly not clear what is expected of a product's policy. In the end it was ensured that at the stage of policy evaluation, it would result in an assessment that between formulation and policy implementation did not go hand in hand, that the implementation of the policy was not as expected, even making the policy product a stumbling block for policy makers themselves.

6. Conclusion

Based on the results of the presentation and analysis in the previous chapter, conclusions can be taken as follows: Policies that have been taken by the government through the Minister of Education and Culture with the issuance of Permendikbud Number 75 of 2016 concerning the School Committee wherein the Minister of Education and Culture stressed that there should be no more levies on parents of students but only allowed to request voluntary donations. This has a very significant impact on the fulfillment of funding in Vocational Schools, especially State Vocational Schools in Banjarmasin City, because expecting voluntary contributions from parents of students and communities is very difficult to obtain.

The model of participation of parents of students and the community by developing business activities through school UP can be an alternative to continue to be developed and needs support from the government to facilitate between the school and the industry and the community to utilize the products / services of existing vocational students.

Implementation model and fundraising participation strategy from parents of students based on Minister of Education and Culture number 75 of 2016, Mariles S Grindle Model in the field turned out to be inadequate to analyze the implementation of policy 4.3 Implementation of Education Policy

Implementation of public policy is one of the activities in the public policy process that determines whether a policy is in contact with public interests and can be accepted by the public. In this case, it can be emphasized that it is possible to do the best in the planning and policy formulation stages, but if the optimization phase is not considered at the implementation stage, it is certainly not clear what is expected of a product's policy. In the end it was ensured that at the stage of policy evaluation, it would result in an assessment that between formulation and policy implementation did not go hand in hand, that the implementation of the policy was not as expected, even making the policy product a stumbling block for policy makers themselves.

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