



THE ROLE OF SCHOOL COMMITTEE IN IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT TO IMPROVE THE QUALITY OF EDUCATION OF NATIONAL STANDARD MADRASAH AT KABUPATEN BLITAR

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Abstract

In general, the implementation of school-based management is not optimal yet. The role of the school committee in school's development in quality and quantity hasn't functioned as expected. The purpose of this research is to know the strategic role of the school committee to improve the quality of education because the school committee is one of the pillars of the National Education System in Indonesia. This research was conducted at Madrasah Ibtidaiyah Negeri Tegalsari Blitar, The method used in this research is qualitative approach, in this research the school committee was also the object and informant of this research. The data collection techniques used in this research are observation, interviews, and documentation. The results of the research shows that the role of school committees in implementation of school-based management has affected the quality of education in school because with their role the school's infrastructure will be developed so that the quality of learning will be improved. This research suggests significant improvements to the structure and infrastructure of educational institutions to enable school to overcome the challenges that hinder institutions. Especially the lack of funds, facilities and infrastructure for school development, as well as limited digital facilities, which result in the quality of education not optimally achieved. This research recommends optimizing the cooperation with the school committees to develop the infrastructure of educational institutions so that quality education can be improved.

Key words: *School Comitee, School-Based Managemnet, Quality Of Education*

INTRODUCTION

The school committee is a body that accommodates the participation of the community in order to improve the quality, equity and efficiency of education management in academic units. This body is independent and has no hierarchical relationship with schools or government agencies. The formation of school committees in education units is an implementation of the decentralization of education, which implements education not only as the task of the government and schools but also involves the participation of the community in the school environment and stakeholders in the business/industrial world. (Mulyasa, 2014) Explains that "SBM effectiveness means how SBM succeeds in carrying out all the main tasks of the school, establishing community participation, obtaining and utilizing resources, funding sources and learning resources to realize school goals."

In School-Based Management, integrating all internal and external sources with more emphasis on the importance of establishing policies through the expansion of

school autonomy. The goal is to direct the planning, implementation and evaluation of policies to achieve school goals. The area of study of SBM is how to provide learning services that suit the needs of students and meet the criteria according to the expectations of parents and schools in building competitive advantage by prioritizing quality education. With their autonomy in implementing School Based Management, the various supports needed must be adequately prepared. According to Engkoswara and Komariah, "Implementation of SBM is focused on two work targets, namely on the management of improving school quality and on increasing the community's contribution to education." In quality improvement, schools are given autonomy to improve the quality of teaching and learning processes and institutional management autonomy. Meanwhile, in increasing the contribution and participation of the school community, they must create partnerships with various types of society, including the School Committee (Bustomi et al., 2020).

This study departs from an argument that the increasing role of the school committee is multi-aspect. This is caused by the pandemic and the condition of elementary schools, which need adequate facilities and infrastructure for learning. Currently, the researchers see that the readiness of primary school funding sources is still insufficient, so cooperation with school partners and community participation is needed to improve quality, both the quality of learning and the quality of the development of facilities and infrastructure, which need to be pursued immediately. In addition, the role of the principal, who is responsive to pandemic conditions, is needed in order to be able to transform elementary school resources according to the problems they face. Thus, the decline in the quality of education can be minimized, which is in line with the demands of developing elementary schools during global education competitions.

RESEARCH METHODS

Research on the role of school committees in implementing school-based management to improve the quality of education uses a qualitative approach, collecting data by in-depth interviews, participant observation and documentation at the national standard Islamic elementary school (MSN) in Blitar Regency which includes the role of the school committee, and the impact of the committee's role schools on the quality of primary education (Albi, 2018). Apart from being grouped by research focus, it is also equipped with news from social media related to the issues raised, which can strengthen the results of the research as a discussion so that they become comprehensive in the focus of the problem in this study which includes the form, and the impact of the committee's role in implementing management based school.

RESULTS AND DISCUSSION

The Role of the School Committee in Implementing MBS

The results of research on the form of the committee's role in implementing school-based management first are the form of the committee's role in the form of contributing ideas by assisting schools in preparing the RPS and RAPBS and participating in determining the priority scale of the RPS in the fourth decade to help determine alternative funding for the RPS in the RAPBS. The school committee, together with the head of the madrasa, declared that the school is jointly owned and is responsible for introducing the school program through meetings with student guardians, as well as through majlis ta'lim groups so that the program is known more quickly by the community, especially parents of students. This confirms that the school committee is dominant in making school planning decisions, especially about the school budget. In the same way, the school committee must be able to become an advisory board to offer its expertise in strengthening the decision/policy-making process in schools (Suhermanto, S., & Anshari, 2018).

The role of the school committee in thinking about the implementation of SBM by considering the priority scale of implementing the education program, as expressed by the chairman of the MIN Tegalasri committee as follows:

First, The Committee's role as a giver of consideration is the School Committee study the proposal from the school in advance, whether it is suitable and should be a priority, and whether the community can support it. The considerations we give are still assessing the condition of the community and the scale of priorities. Thus, we still want the proposal to be manageable for the community. Because of that, we also propose that there are stages in the construction of the school, short, medium and long-term. On the other hand, the School Committee also wants the school to have a manageable burden while the community is too light (Kulsum, U., Suhermanto, S., & Sugiono, 2021). So we weigh both parties in providing input. It should not happen that schools are advanced, but people are complaining. Alternatively, school progress is hampered because society does not care. That is what I call the School Committee, and schools are like husband and wife and have the same mission. If the school demands that the School Committee must be able to complete the infrastructure, and vice versa, we, the School Committee, also demand academic progress.

During a meeting with the School Superintendent and Mapenda Blitar Regency on 7 August 2022, the Principal explained the current role of the Committee as follows. The School Committee is invited to participate in planning school programs, thinking about how the school program will be implemented up to fundraising. The implementation of school programs is always supervised by the School Committee, up to overseeing program results. This includes accountability so that the community and parents believe in this madrasa.

The role of the school committee at MIN Tegalasri can be seen from the existence of the POMG (Parents/Guardians Association), which is formed in each class with a program of activities for regular parent meetings and social activities. When compared to other elementary schools in the Blitar district, there are almost no PMG activities and no activities. However, at MIN Tegalasri, PMS activities have run actively and smoothly. The school committee was also present and played a vital role in the regular meeting of these activities. In this case, explained that school committees promote school activities, improve academic performance, and liaise for partnerships between schools, families and communities (Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., ... & Williams, 2018). Space for school committee meetings, in this case, is significant to provide practical considerations, as is the case with the statement expressed by the School Advisory Councils Policy that education is the result of joint responsibility between parents and community members and the government, so that parents Through the school committee, it plays a vital role in co-making and developing joint policies that cover planning, implementation and monitoring of school programs.

Second A form of the Committee's role in the form of financial contributions to schools because the School Committee is expected to be the driving force for optimal school development efforts, therefore it is from the Committee that sources of funds are disbursed to finance the procurement and maintenance of facilities and infrastructure needed by schools, this is as stated disclosed by the head of the MIN Tegalasri school as follows;

Community contributions (School Committees) are in the form of funds for GTT salaries which BOS has so far funded. The Committee still felt it was lacking; it was still a pity because the BOS funds were limited by only counting the number of students, so the Committee took the initiative to help with payroll for this GTT with additional funds from the Committee, the amount of Rp. 300,000,. Per month. The school needs to learn the Committee's money, but it can be accounted for by the school where it comes from (Bustomi et al., 2020).

The findings above align with the research of Psacharopoulos (1987:9) that quality education is impossible to achieve without adequate funding because there are three indicators of quality education: education funding support, elementary school graduation rate, and the ability to understand the reading. The research findings above align with the results of Mintarsih's research (2004), namely that teaching and learning costs at Cirebon City Public Middle Schools are sourced from the School Committee,

which contributes significantly to the management of education and learning in schools. This proves the opinion of The Frontier School Board (2014) that school committees are one of the essential role holders that support the development of school governance, so they need to understand the existing rules and their roles so that they can positively work together to be part of elementary school progress.

Third, The role of the school committee in the form of a contribution of personnel; for example, when schools build school facilities and infrastructure, the committee, together with the community, especially parents of students, work together when constructing high-rise buildings etc., also when commemorating Islamic holidays, such as Idhul Adha, this is as expressed by the headmaster of the MIN Tegalasri school as follows:

One thing that cannot be avoided is that schools involve the community, and the community is involved in schools. Therefore a school is successful if it can involve the community to provide nutritional support. In addition, the existence of society is a source of values that provide normative direction to educators. Madrasah ibtidaiyah Tegalasri, in this study, has an understanding of steps to make schools jointly owned, transparent management and trying to achieve the highest school achievements by the mandate in school-based management. Moreover, what makes the community represented by the school committee aware of participating in the Madrasah Ibtidaiyah is that the school committee feels valued by the school. This elementary school lets the school committee think about and meet the school's needs. With the attitude of the principal, who is "nguwongne" (respect for others), the school community's awareness and cohesiveness are maintained, and relations with subordinates run well. Relations with the community are conducive and harmonious. The existence of parents who are members of the School Committee has a role as a partner (partnership) or a partnership (friendship), involved in determining joint programs (parent involvement programs), school advisors, inspirational providers for school improvement, problem analyzers faced together through meetings family-school (parent-teacher conference), become a socio-economic-political resource linker with the government and the business world to help schools, and most importantly as a fundraiser (find rising). Funding support from the School Committee and the community for school development is critical because, with the availability of funds, some of the school's needs can be met so that learning runs smoothly and is conducive (Baharun, 2015).

Implications of the Role of School Committees in Implementing SBM in Improving Education Quality

Quality is an essential topic in discussions about education today. Quality creates an environment for educators, parents, government officials, community representatives, and business leaders to work together to provide students with the resources needed to meet present and future societal, business and academic challenges. According to Jarome S. Arcaro, Quality is a structured process to improve output. The quality of education referred to here is the ability of educational institutions to utilize educational resources to improve learning abilities as optimally as possible (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022). In the Dictionary of Education, education is: (a) the process by which a person develops the ability of attitudes and other forms of behaviour in the society in which he lives, (b) the social process by which people are exposed to being selected and controlled environmental influences (especially those coming from school) so that they can obtain and experience the optimum development of social abilities and individual abilities. The implication of the active role of the school committee at MIN Tegalasri in the implementation of SBM is that together with improving the quality of education, both academic quality, extracurricular quality and quality in the development of facilities and infrastructure, evidence of achieving the quality of this madrasah holds a national standard school with A accreditation, for triangulation researchers found Mr Mapenda, Blitar Regency, along with his explanation:

Participation in the Committee at MIN Tegalasri has been outstanding

in participating. This can be proven as a result of the Committee's performance with the development of these madrasas, which were previously not trusted, let alone of interest to the community, now they include schools that the community is looking for with its new title, namely the National Standard Madrasah (MSN) in Blitar Regency (Sa'adah, S., Zainab, I., Wali, M., 2022). The Committee has excellent potential to help these madrasas become better because funds from the government are limited, therefore if you want to improve the quality of education, you have to collaborate with the Committee and the madrasa since implementing SBM to form a class association (parents' association), especially for help learning tools.

The results of this study follow the Ministry of National Education program, namely, the quality of education in schools is determined by the input, process and output of education. Therefore, the quality of education or schools is the ability to manage inputs and processes and utilize educational resources optimally to improve graduates' learning abilities and outcomes.

The results of the study showed: (a) since implementing SBM, to facilitate socialization of the school program to parents of students, an association was formed for each class, (b) the task of the class association was to become a peep/assist teacher for the lower classes, (c) to become a learning resource, (d) provide input on the procurement of tutoring at schools (e) assist PHBI in madrasas, (f) become a resource person in the skills subject, while the school committee's duties are to provide input for the preparation of the RAPBS every year (g) manager of class VI in-depth study, (h) Committee with schools making RPS and RAPBS, (i) compiling teaching and learning activities in madrasas and assisting with funds, workforce, materials and thoughts in these activities, and (j) asking two weeks before UNB their children are quarantined at school, this is as explained by the Principal of MIN Tegalasri School as follows.

The school committee consciously suggested providing tutoring at school for grades 1-5. Secondly, because grade 6 will face UNB, they ask for tutoring to be held every second semester, and they are ready to pay the teacher who provides tutoring. The program is held on Saturdays and Sundays, and the parents appoint their teachers as needed. Representatives of the parents also asked the madrasah to be invited every year when there is a RAPBS preparation to be able to provide input and prioritize what the school will do. They also asked for two weeks before UNB for their children to be quarantined at school; they took the children in the morning, and in the afternoon, they sent food and mats; then, at sunset, the children were allowed to go home, at least with the quarantine proposed by The parents of these students can focus their children on exams, this is because when they are at home, it is difficult for children to study. Their parents are also unable to accompany them because of their busy schedules. Moreover, thank God the result of UAN so far have a way passed 100%; thank God our children are consistently above the average passing criteria, and many of our alums have also been accepted at State MTS and Public Middle Schools (Terry, 2021).

This study's findings align with Gorton's opinion (1976) that society influences schools in formally through groups of parents who make individual contact with schools. If this relationship is well established, it is hoped that parents will monitor the progress of academic achievement and student behaviour. Thus parents and schools can jointly find solutions for the progress of students. Rahman & Akbar (2021) argues that educational institutions are institutions that are built on the ideals of society so that all programs that have been launched must be known by students and the surrounding community

Several studies on the relationship between student achievement and the involvement of parents of students have been carried out by several experts, such as Gibbon (1986), reporting the results of his research conducted in Columbus, Ohio state schools, that one of the factors that led to an increase in school quality was participation. Parents and society in school programs. Research using the Effective School Consortia Network instrument in New York, United States (1987) shows that parental involvement in school activities influences student academic achievement.

Murillo (2002) reported the results of Effective School Improvement research in Spain that the involvement of parents of students is significant in improving school quality. While the results of Levine and Havigust's research show that the family environment, the way parents treat their children as a way/form of their participation in education, can improve children's intellectual development.

As research conducted in elementary schools in Madiun, the role of the school committee in improving the quality of education services in schools is to collaborate with the school. The form of cooperation by the school committee includes supporting schools in preparing programs and simultaneously realizing them. This proves the opinion of Matete (2016) that school committees should play a role in contributing to preparing school development plans, both short and long-term. In addition, the school committee always encourages teachers to improve their performance in academic terms so that the quality of learning can be realized (Nilamsari, 2018).

The class association at MIN Tegalasri helps the lower classes, namely grades 1, 2 and 3. For the upper classes, namely grades 4, 5 and 6, (2) at the beginning of the establishment, training was held for the guardians of students of the upper and lower classes. The training/workshop activities start from the lower class after finishing, continuing with the upper class. The contents of the training regarding the participation of student guardians in the world of education today make parents aware that their role is not only about funding but can be in the form of thoughts, donations in the form of materials or educational staff. In addition to the training, a comparative study was held on other schools with a well-functioning class association organization. Members of the class association are the guardians of the class concerned. The structure is straightforward: a Chairman, Secretary, Treasurer and Members. Their mission is to help with classroom learning activities and to think about improving the quality of the children (Panjaitan, N. Q., Yetti, E., & Nurani, 2020). There is a liaison book between the school and the student's parents where parents must monitor the children's activities at home every day; after that, they sign all the activities carried out by the children at home, and the next day the children will be brought to school, like that every day. Thus there is continuity between activities at school and activities at home. The teacher is fully responsible for the child's development at school while they synergize and communicate actively at the parent's home. If there is a problem, the teacher and parents solve it together.

At this Madrasah Ibtidaiyah, all forms of activity and support from the Class Association are carried out voluntarily. After the association was formed, they compiled picket lists to accompany their children at school; every day, there were 2 to 3 picket officers for each class. Even if the teacher never forces them to follow their child's lessons every day, this can be done whenever the student's parents are free. The first-class association picket must teach the lower-class children about cleanliness, setting an example of sweeping clean. Second, being a peek teacher (assistant teacher) whose job is not to teach in front of the class but to help cooperative learning groups of students; third, to monitor students and teachers; if the teacher does not master the material in teaching, then it is an evaluation for direct student guardians. 06.30 WIB has arrived, but the teacher has not arrived; that is also self-control for the teacher. The fourth activity is to help buy educational facilities and think about how the class can be good; they can do comparative studies between classes and to motivate the class to be better, a class competition is held every year.

The Paguyuban Kelas helps with saving money every day sincerely, provides donations in other forms according to class needs, and there are obligatory donations which are different for each class; this is based on the needs of each class. The class association and the class teacher are also considering how to make the classroom atmosphere look more beautiful and provide additional nutrition for the children. The Class Association represents the guardians of each class; if the class teacher has problems with learning facilities or problems with their students, the homeroom teacher reports directly to the school or school committee rather than to the association first and then to the school. In these three elementary schools, the class association

voluntarily helps each class by making class displays. If student guardians are on picket duty at school, the school constantly motivates them to be diligent and happy to come to school and not forget to thank them. They for wanting to attend school. The paguyuban is the motor of the committee, so what drives the emergence of new programs, even according to the principal, if there is no association, the committee might work differently. The Paguyuban also helps smooth learning in their respective classes. In addition to voluntarily providing material or material support, Class Association members contribute labour as resource persons in learning, for example, painting and skills. The results of this study are in line with the results of research in SD Unggulan Aisyiyah Bantul, which shows that school committees and parents have a place to be able to provide support, consideration, and control over schools through in-depth class board forums (Mustadi, A., Zubaidah, E., & Sumardi, 2016).

In 1990, research on the involvement of students' parents in school activities was conducted by Moedjiarto (2013) at a high school in Surabaya. The results of this study indicate that the school always occupies the top five in acquiring pure ebtanas scores. Coleman's research (in Keith & Girling, 1991) states that family and community variables influence children's learning success. Herman and Yeh (1983) showed that parental participation positively correlates with children's learning achievement and parents' satisfaction with school. Disclosures that are more based on scientific studies through the research process on the relationship between schools and the community have been carried out by Keith and Girling (1991). In his research, it was concluded that active community involvement positively impacted student achievement, adding additional and complementary resources for program implementers, efforts to evaluate staff and organizational renewal and political support.

CONCLUSION

Since Madrasah Ibtidaiyah Negeri Tegalsari implements school-based management, community participation is accommodated through school committees as school partners who assist all madrasah programs from program planning and implementation to evaluation of school programs in school development plans and RAPBS. The committee is also considering additional funds for schools, usually borne by the guardians of new grade 1 students, and the budget is mainly for school facilities and infrastructure development programs. Besides that, to help the performance of the committee in terms of the quality of student learning, a forum called the class association was formed; this was to help the learning facilities in the class to be more adequate so that children receiving learning from the teacher were more comfortable and of higher quality, even class associations even thought of additional tutoring for grade 6 students to face final exams and so that later they can be accepted at favourite secondary schools according to the wishes of the children and parents of students.

Taking the perspective of "increasing the role of school committees in implementing school-based management" has allowed this study to see the role of school committees as partners of primary education institutions who are loyal to help with school infrastructure issues such as buildings, prayer rooms, furniture etc. and on the other hand the class association always help regarding facilities required learning. Both are very helpful in improving the quality of primary education. The role of these committees and associations is similar to that in village administration, the school committee is the RT, and the class association is the RW, both of which help the community in the success of existing programs in the village or a family, it is like a husband and wife who are always together in forming a harmonious family.

This study is limited to mapping the role of the madrasah committee in implementing school-based management to improve the quality of education, which includes its role in planning, workforce and financial assistance needed by primary schools. This is to make madrasah programs successful in achieving academic quality, extracurriculars and developing school infrastructure. For a deeper understanding, it is necessary to carry out case studies by taking stratified samples based on categories and further research on secondary education so that it is more diverse. At the same time,

this paper also does not conduct interviews with community leaders, which are needed to evaluate the accuracy of the analysis and draw conclusions. In line with that, further research is needed that accommodates empirical research based on observation and in-depth interviews to see the problems faced by school committees. This makes it possible for a comprehensive understanding and to develop of primary education policies that adapt to current conditions.

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