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School Committee in Providing Support to Madrasah Aliyah Negeri 2 Jember

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ABSTRACT

The school committee is an independent body that helps and becomes a school partner. This position is very strategic for developing the quality of education in an institution. The school committee also contributes to developing the quality of education at MAN 2 Jember. This research was conducted at MAN 2 Jember. This study aims to: (1) Describe the role of the school committee in providing considerations to develop the quality of education in MAN 2 Jember. (2) Describe the School Committee in providing support to MAN 2 Jember. This study uses qualitative methods and descriptive research types. Determination of research subjects using purposive sampling. Data collection techniques using observation, interviews, and documentation. Data analysis uses the Miles and Huberman model, they are data condensation, data presentation, drawing conclusions. The validity of the data using source triangulation and technique triangulation. The results of this study are: (1) The school committee as an advisory body provides input and ideas to schools regarding programs at school either through formal or informal meetings. The school committee also provides input regarding school facilities and infrastructure as well as program budgeting funded by the school committee. The budget in question is that which is not funded by the government and schools. The school committee will not approve a program when it is deemed to be of little use or makes parents object. (2) The school committee as a supporting body in MAN 2 Jember is characterized by its active role in supporting programs determined by the school and participating in solving problems that occur in schools. The school committee also contributes to realizing good quality education. The MAN 2 Jember Committee also supports the completeness of madrasah facilities and infrastructure in the form of personnel, materials, and thoughts.

Keywords: *School Committee; Committee Support; Madrasa Development*

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ABSTRAK

Komite sekolah merupakan badan mandiri yang sifatnya membantu serta menjadi mitra sekolah. Posisi ini sangat strategis untuk mengembangkan mutu pendidikan di suatu lembaga. Komite sekolah juga ikut andil dalam mengembangkan mutu pendidikan di MAN 2 Jember. Penelitian ini dilakukan di MAN 2 Jember. Penelitian ini bertujuan untuk: (1) Mendeskripsikan Peran Komite Sekolah dalam Memberikan Pertimbangan agar bisa mengembangkan Mutu Pendidikan di MAN 2 Jember. (2) Mendeskripsikan Komite Sekolah dalam memberikan dukungan kepada MAN 2 Jember. Penelitian ini menggunakan metode kualitatif dan jenis penelitian deskriptif. Penentuan subjek penelitian menggunakan *purposive sampling*. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman, yaitu: kondensasi data, penyajian data, penarikan kesimpulan. Keabsahan data menggunakan triangulasi sumber dan triangulasi teknik. Hasil penelitian ini yaitu: (1) Komite sekolah sebagai badan pemberi pertimbangan memberikan masukan maupun ide kepada sekolah terhadap program-program di sekolah baik melalui rapat secara formal maupun informal. Komite sekolah juga memberikan masukan terkait sarana dan prasarana sekolah dan juga penganggaran program yang didanai oleh komite sekolah. Anggaran yang dimaksud adalah yang tidak didanai oleh pemerintah dan sekolah. Komite sekolah tidak akan menyetujui suatu program ketika dirasa kurang memberi manfaat atau membuat dari orang tua siswa keberatan. (2) Komite sekolah sebagai badan pendukung di MAN 2 Jember ditandai dengan peran aktifnya dalam mendukung program-program yang ditentukan oleh sekolah dan ikut serta berpartisipasi dalam memecahkan masalah-masalah yang terjadi di sekolah. Komite sekolah juga ikut andil untuk mewujudkan mutu pendidikan yang baik. Komite MAN 2 Jember juga mendukung kelengkapan sarana dan prasarana madrasah dalam bentuk tenaga, materi, dan pemikiran.

Kata Kunci: Komite Sekolah; Dukungan Komite; Pengembangan Madrasah

INTRODUCTION

The quality of education in schools is an important pillar in realizing an ideal education. One of the school's tasks, which is an annual activity, is to carry out the student input process, namely the acceptance of new students before the education and learning process is carried out. determining student criteria in terms of "raw input" or raw materials becomes a very important aspect in the continuation of the next process. When the process of admitting new students can be carried out properly, fairly, objectively, the educational process will also run well (Sallis : 2010: 6) and if the two processes are carried out properly, of course the hope will be to create outputs, even good outcomes too.

To improve the quality of education nationally, from acceptance to students to the creation of graduates who are empowered in the midst of society, of course, cannot be separated from the elements of education that contribute, which

include leaders of education units in (1) Enhancing educational services, beginning with intra and extracurricular learning activities. (2) Rather of methodically developing actions and policies for monitoring long-term school performance through activities, the principal may adopt a management plan. (3) The principal must pay particular attention to the corporate culture's components (Ilham, 2021). Behind the principal, the teacher as educators and education staff, as well as other stakeholders have an important role. The interest in this case is the stakeholders as school committee.

The school committee is an element that cannot be separated from the existence of educational institutions. The existence of this school committee has referred to Law Number 25 of 2000 concerning the National Development Program (Propenas) 2000-2004, in the context of empowering and increasing community participation it is necessary to form an education council at the district/city level, and school committees at the education unit level. This people's mandate is in line with the concept of decentralization of education, both at the district/city level and at the school level. The people's mandate in the Law was followed up by the Decree of the Minister of National Education Number 004/U/2002 dated April 2 concerning education boards and school committees (Kepmendiknas : 2003 : 122).

In the process, many dysfunctions were found in the existence of school committees in schools/madrasahs. In one of the education units in Banda Aceh City (for example), the role of the school committee is only as a fundraiser (Hasan : 2014 : 12). Research conducted in Bantul Regency also found that the school committee was constrained in carrying out its duties as a giver of consideration because there was no space for democracy to give advice to each other (Muntadi : 2016 : 312).

Based on the decision of the Minister of National Education, the school committee is an independent body that accommodates community participation in the context of improving the quality, equity, and efficiency of education delivery in educational units, both in preschool education, school education pathways, and outside of school. school education path. The establishment of the agency is adjusted to the conditions and regional needs of each educational unit, such as the School Committee, Madrasah Council, School Council, Kindergarten Committee, or another mutually agreed name. At present, the condition of school committees is very diverse, some want to have an office at school, some are always supervising the school principal, and not a few school committees even look for food at school. This happens because our understanding of school committees is very useful (H.E Mulyasa : 2013 : 127).

The school committee or by other means the school board is formed based on an agreement that grows from cultural roots, sociodemographic and local community values, so that the autonomy of the school board is autonomous which adheres to togetherness which leads to improving the quality of service and educational outcomes of students regulated by the Articles of Association and Household Budget (Nanang fatta : 2012 : 146).

Pantjiastuti stated that ideally schools would ask for the school committee's considerations both in formulating school policies, programs, and activities as well as in formulating the school's vision, mission, and goals. Even though the vision, mission and goals of the school (as in private schools) have certain internal characteristics or related to what excellent program the school wants to implement, it should be formulated with the school committee (Sri Renani Pantjastuti : 2003 : 81-82).

The role of the school committee as a supporter of the implementation and efforts to improve the quality of education, can be in the form of financial support, manpower and mental support (Ismail et al., 2021; Kurniawan & Zainuri, 2022; Widyaningsih, 2016). This assistance can be realized, among others, by overcoming the problem of teacher shortages, school fees for underprivileged children, and personnel to participate in repairing damaged schools. This also includes empowering the facilities and infrastructure needed in schools through existing resources in the community. This should be done through coordination stages with the school committee or educational council (Kemendiknas : 2003 : 122) .

Looking at the goals and roles of school committees, it can be concluded that the existence of education boards and school committees is seen as a vehicle for improving the quality of education in Indonesia. with school/madrasah committees, schools can empower community groups as well as education experts and observers to provide input in efforts to improve the quality of education. It has become common, that the community and stakeholders in education who have received the mandate are very enthusiastic and fully support the idea of forming an education council or school committee.

To be able to empower and increase community participation, schools must be able to foster collaboration with parents and the community, creating a conducive and pleasant atmosphere for students and school members as in the concept of School Based Management. School Based Management paradigm implies participatory management that involves community participation so that all policies and decisions taken are joint policies and decisions, to achieve mutual success. This participation needs to be properly managed and coordinated so that it is more meaningful for schools, especially in improving the quality and

effectiveness of education through a forum, namely the education council at the district/city level and school committees in each education unit.

Based on the background that has been described, the researcher wants to analyse the extent of the role of school committees in educational institutions, in this case Madrasah Aliyah Negeri 2 (MAN 2) Jember. From the results of observations at the MAN 2 Jember institution, there is a need for research on the role of school committees in improving the quality of education at MAN 2 Jember.

METHODS

This study employs a qualitative approach with the type of narrative research, which aims to describe and narrate phenomena or facts that took place by collecting some data and information from several sources considered to be relevant to what will be studied. The data were collected through observation used to see the phenomena first and related to the management of educational facilities and infrastructure for hygiene and health care in MAN 2 Jember. In addition, the researchers also used interview technique involving some informants like principal of MAN 2 Jember, vice principal of MAN 2 Jember, treasurer MAN 2 Jember, and several students of MAN 2 Jember. To strengthen the results of the research, the researcher also used a documentation study, in which the documents used as the data source of MAN 2 Jember.

The data analysis model used in this study is the Miles, Huberman, and Saldana model. Data analysis was carried out during the data collection process, and in the end of data collection in a particular period of time (Miles: 2014: 12). During the interview, the researcher conducted an analysis of the answers given by the interviewees. When the data collected within the answers given by the interviewees were unsatisfactory, then the researcher continued the question again to a certain stage and attained data that was considered to be credible (Sugiyono : 2020 : 246).

RESULT AND DISCUSSION

The role of the school committee in providing considerations to develop the Quality of Education in Madrasah Aliyah Negeri 2 Jember Regency

School committees have a very broad meaning and use, one of which is as a consideration for schools, considering that school committees are school partners, so it is only natural that they provide considerations or responses to rules or policies set by schools (Nasional, 2006; Nugraha, 2019; Pertiwi, n.d.), so that they become input for schools. To make the right policies according to the

situation and conditions, more precisely this school committee positions itself as a mediator between the school and the parents of students or the community.

As a mediator who can convey the intentions and desires of the school such as the vision, mission, goals of the school, even what the student representatives want can be connected through the school committee. This is in accordance with the data obtained through interviews as follows:

"... so, the policy of the school committee members only relates whether the wishes of the school and the parents of the students are in accordance. We act as mediators, so our capacity is to provide space so that what is desired between the two parties can be met and accommodated equally. Basically, we are not on the side of the school or the student's guardian. If indeed the student's guardian has a complaint or objection, we will help convey it to the school so that a mutual agreement can be reached."

The school has a role as a giver of advice to schools and parents of students and school committees conveying school policies to parents, providing program proposals to schools, improving school facilities and infrastructure. It should be underlined that the nature of the School Committee is as a school partner so that it has limitations. The school committee does not only provide suggestions or input for schools, but the school committee also provides considerations regarding the efficiency of education management to advance school institutions.

The school committee always plays an active role and supports programs that have been determined by the school and participates in solving problems that occur in schools. The school committee plays an important role in realizing quality education, through supporting and complete facilities and infrastructure. Then provide support in the form of labour, material, thoughts. Based on the above, according to Baedowi's statement (Baedowi : 2015 : 290) the role of the school committee, among others, is as follows:

1. As an advisory body in determining and implementing education policies in educational units.
2. As a support (supporting agency) in the form of finance, thought and energy in the implementation of education in educational units.
3. As a controller (controlling agency) in the framework of realizing transparency and accountability in the implementation of education in educational units.
4. As a mediator who can mediate between the government (executive) and the community in the education unit.

The explanation above is also reinforced by (Irawan : 2021 : 27) that the school committee and several other school officials, such as school principals and education staff, interact actively. Also appropriate research (Nurhasah : 2021 :

31), that in order to carry out its role, the school committee must develop a work program or program plan and in this case the school committee needs good management to realize the goals that have been planned previously. The role of the school committee has been good as a giver of consideration, implementation of researcher observations in the form of providing input in terms of facilities and infrastructure.

The school committee, apart from acting as an advisor, is also a school supporter both in achieving school goals and in improving the quality of education. The school committee is quite good at fostering relations with the community as well as establishing communication and collaboration with educators, parents of students and community leaders in developing the quality of school education.

School Committee in providing support to MAN 2 Jember

School Committee in providing support to MAN 2 Jember. The role of the school committee in supporting education is very large. In fact, the school committee is a collection of representatives from parents, schools, and community leaders. If there is no support from the students' parents (direct or indirect), then the education process will not run well. Education is good when there is contribution and support from parents and school committees, not just schools. This requires parents (community) and all school personnel to carry out school supervision (Novi Ariyanti & Muhammad Anggung Manumanoso Prasetyo, 2021), in another sense to coordinate related to school development.

The assistance provided by the school committee is both material and non-material. Materials, such as providing funds/assistance for school programs approved by the committee, building school facilities in the form of classrooms and sports halls, and so on. In non-material form, such as providing ideas and input for school progress. According to the head of MAN 2 Jember:

"The school committee, they are currently very pro-active in supporting the programs that we have compiled. This is evidenced by their high concern and responsiveness in attending invitations from the school. They are ready to come to discuss school programs. "Such a response is what we want, with the hope that all elements of the madrasa can work together as school partners to advance the madrasa. The activeness of our madrasa committee is also marked by concern for helping schools to socialize to the community about our institution and the committee here as school ambassadors."

Education, especially educational institutions (units) cannot play the role of its function as an institution that forms a cultured and knowledgeable generation without receiving great support from the wider community. As a

supporter, the role of the madrasah school committee is expected to encourage parents to participate in education.

The role of the school/madrasah committee as a school supporter can also be realized by raising funds from the community in order to finance education in schools. Based on the foregoing, as (Sagala : 2011 : 251) states that the role of the school committee is:

1. Advisory agency in financing and implementing education policies at the district/city level by both the executive and the legislature. The School Committee acts as an advisor, a school advisory body or foundation.
2. Supporting (supporting agency) financial, thought and energy according to the needs in school administration. The school committee has a supporting role, an institution that provides support in the form of funds, manpower and ideas.
3. Mediator (liaison) between the executive, legislature and the community and schools, namely what is needed by schools and what can be assisted by the community to improve the quality of schools.

The school committee acts as a mediator between the school and parents and the community. This explanation is reinforced by (Rosnani : 2021 : 293), that the role and involvement of school committees is in improving the quality of education services. This institution acts as an advisory agency, supporting agency, controlling agency, mediator. The school committee coordinates well with the school on a regular basis and the implementation is organized with a clear structure.

In another study it was also explained that (Nelliraharti : 2018 : 17) education is a shared responsibility between parents, society and government. Communities are education stockbrokers who have an interest in the success of education in schools because they are the payers of education both through school fees and taxes. The role of the community and parents in improving the quality of education in schools is accommodated by a body called the School Committee.

National Education System Law Number 20 of 2003 Article 56 paragraph (3) strengthens "School/madrasah committees as independent institutions, formed and play a role in improving the quality of services by providing consideration, direction, and support for personnel, facilities and infrastructure, as well as supervision of education at the education unit level" (Sisdiknas, 2003). The role of school committees is not only limited to raising funds and supervising the implementation of education, but also improving the quality of decision making and school planning which can change mindsets, skills, and the distribution of authority over individuals and society which can expand human capacity to improve living standards in an empowerment management system.

school. The purpose of forming the School Committee is to increase community participation and school responsibility.

CONCLUSION

The school committee as a deliberative body provides input and ideas to schools on programs in schools, either through formal or informal meetings. In addition, the school committee provides input on school facilities and infrastructure as well as program budgeting funded by the school committee. The budget referred to here is that which is not funded by DIPA and schools. The school committee will not approve a program when it is deemed less beneficial or makes parents object to it. 2. The school committee as a supporting body in Madrasah Aliyah Negeri 2 Jember Regency is quite good. It is marked by the school committee always playing an active role and supporting the programs determined by the school and participating in solving problems that occur at school. The school committee always plays an important role in realizing good quality education, through supporting and complete facilities and infrastructure. Then provide a form of support in the form of energy, material, thoughts.

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