



The Role of the School Committee in the Implementation of School-Based Management in the Sidoarjo District

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ABSTRACT

The role of school committees in improving the quality of education through the concept of School-Based Management (SBM) is motivated by changes in education policy from centralization to decentralization as a consequence of regional autonomy policies. This change has a positive impact, namely encouraging community participation to participate in improving the quality of education. The purpose of this study was to analyze the role of school committees in the implementation of School-Based Management (SBM) policies. Data were collected through document studies and interviews of public and private SMP/MTs in Sidoarjo Regency with a sample of 24 schools, while data analysis was carried out descriptively. The results showed that the role of the school committee was quite high. The advisory role averaged 86%, the supporting role reached an average of 90%, the controlling role averaged 53%, and the mediating role reached an average of 83%. From this percentage, it is hoped that the role of the school committee will have an impact on improving the quality of education continuously.

INTRODUCTION

The quality of education in Indonesia is currently unable to achieve satisfactory results, the gap between school and the world of work is a fairly complicated problem. The quality of graduates produced by the world of education has not been able to meet the demands of the quality of the world of work (Sarnoto & Nugroho, 2015; Winarsih, 2016; Widodo, 2016; Wibowo, 2016).

In general, education is the responsibility of parents, educators, government, and society. Educational institutions under the leadership of the Principal who has the task of managing schools starting from planning school programs, managing and utilizing human resources, facilities, and infrastructure, implementing programs, and controlling and evaluating the implementation of school programs cannot be carried out without cooperation with other parties.

Along with changes and improvements in education management from centralization to decentralization as a consequence of the implementation of regional autonomy (Hartono, 2015; Pasandaran, 2016; Masiyana, 2018), schools have the authority to manage their institutions independently with the concept currently echoed namely School-Based Management (MBS). The higher the complexity of school management, the more collaboration between teachers, parents, and the community becomes a top priority in improving the quality of education.

Law Number 20 of 2003 concerning the National Education System, Article 51 paragraph (1), which reads: The management of early childhood education units, basic education, and secondary education is carried out based on minimum service standards with the principle of school/madrasah-based management. In the implementation of School-Based Management (SBM) which aims to improve the quality of education, community participation is needed to implement various government programs. One of the forums that are formed to accommodate ideas, ideas, and community potential to promote and develop school quality is the school committee.

Based on the Decree of the Minister of Education and Culture No. 75 of 2016 concerning school committees. The definition of a school committee is a non-profit and non-political body or institution that is formed based on deliberations of stakeholders at the education unit level as a representation of various elements responsible for the process and results of education. The school committee was formed to accommodate and increase the participation of school stakeholders to participate in formulating, determining, implementing, supervising, and evaluating the implementation of school policies in improving student services proportionally and openly (DuFour, 2004; Misbah, 2009).

The results of research in the field indicate that there is a dysfunction in the role of the school committee in improving the quality of education (Nugroho, 2019; Irawan et al., 2021) because the school committee does not yet know its role and function, does not have AD/ART (Yani, 2013), does not have a program planned work (Rozi et al., 2020). The existence of committees that have not been able to carry out their performance optimally because organizations are social and each has a busy schedule (Rahmawati, 2017; Wulansari, 2019). This dysfunctional role and function of the school committee hinder the cooperation of the school and the community to improve the quality of education.

On the other hand, the role of school committees is very much needed for the development of the quality of education, especially in the implementation of School-Based Management (SBM), it is necessary to strengthen committees in education units organized by the government and the Education Council so that school principals can make plans for academic autonomy and autonomy. institutional management (Cucu & Herawan, 2016).

School-Based Management (SBM) is a management model that provides autonomy to schools to be able to design a vision and mission according to the potential of the school and to empower the resources of the school to improve the quality of education. Caldwell (2005) explained that SchoolBased Management (SBM) is a systematic decentralization of authority and responsibility to schools to make decisions about school operations to implement the policy framework from the centre. School-Based Management needs to be supported by professional human resources including school principals, teachers, and educators. Funding support, adequate infrastructure, and community support are very important School-Based Management (SBM) will take place effectively and efficiently if it is supported by professional human resources, including school principals, teachers, and staff. In addition, MBS is also supported by sufficient funds, complete facilities, infrastructure, and high support from the community (Firdianti, 2018; Ismail, 2018; Sahara, 2020).

The implementation of School-Based Management (SBM) must be improved continuously by the demands of an increasingly dynamic educational development. Realizing this requires dedication and high loyalty from the community, so by working with the school committee it is hoped that it will

open horizons and commitment to all education observers to continue to strive to improve the quality of education starting from improving the quality of education in schools to improving the quality of education nationally.

The effectiveness of the implementation of School-Based Management (SBM) in carrying out all the main tasks of the school, establishing community participation, obtaining and developing human resources, funding sources, and learning resources aimed at improving the quality of schools is very important to continue to be developed. Based on the introduction above the purpose of this study was to analyze the role of school committees in the implementation of School-Based Management (SBM) policies.

METHOD

The method used in this research was descriptive qualitative. Using purposive sampling technique, namely determining the research sample with certain considerations. Select informants who were competent in their duties, namely the head of the school committee and the principal. Researchers conducted in-depth surveys and interviews and analyzed documents on the implementation of school committee performance in 24 public and private SMP/MTs. The focus of data analysis was based on the committee's role through input, process, and output approaches in each school and descriptive data analysis was used.

RESULTS AND DISCUSSION

In this study, the SMPs involved were public/private junior high schools and public/private MTs in Sidoarjo Regency. The distribution of public and private SMP/MTs in Sidoarjo Regency which was used as a sample for this research can be seen in Table 1.

Table 1
The Distribution of Public and Private SMP/MTs in Sidoarjo Regency

No.	Education Units	Amount
1	Junior High School	7
2	Private Middle School	8
3	State MTs	2
4	Private MTs	7

Based on Table 1, it was obtained that the role and function of the school committee were still high as a school partner at 78% while the inactive school committee was relatively low at 19%. Inactive school committees were found in several public and private schools, while active school committees still played a role in assisting schools in several academic and non-academic activities. On the other hand, the committee's role still cannot be carried out by what is stated in the law.

The role of school committees in implementing School-Based Management (SBM) to improve the quality of education is reflected in the components (inputs, processes, outputs). In this context, School-Based Management (SBM) provides autonomy opportunities in developing policies and planning school activities initiated by the principal and the community. This shows how strong the role of a teacher is as the central point of innovation and education reform in schools (Ulfatin et al., 2022). The success of the principal is shown through his role, especially as a manager, administrator, and leader (Vally & Daud, 2015).

The purpose of forming a school committee is so that the community has a role in improving the quality of schools and students, and has commitment and loyalty to school development. The roles and duties of the school committee are as (1) advisory agency, namely considering the implementation of education policies in the education unit; (2) supporting agencies, namely providing assistance in the

form of finance, ideas, and manpower to shape educational activities; (3) controlling agency, namely participating in the supervision of the transparency and accountability of expenditures in the education unit; (4) mediating, namely being a liaison between government and community policies. SBM depends on the context of its application, so it can be a serious challenge for schools in implementing SBM in the learning curriculum. The obstacles faced by schools as reported by Ginanjar & Herman (2019) included lack of participation in curriculum development, lack of awareness of students in fulfilling their duties and rights as class members (Hamengkubuwono, 2021), as well as budget constraints so that in their application they tend to be less creative (Fauzi, 2019).

Based on the results of the research on the role of public and private SMP/MTs school committees in Sidoarjo Regency at the advisory, supporting, controlling, and mediating stages of input, process, and output, the results show as follows; average advisory results 86%, supporting results average 90%, controlling results average 53%, mediating results average 53%. The results of the data above can be described in Fig. 1.

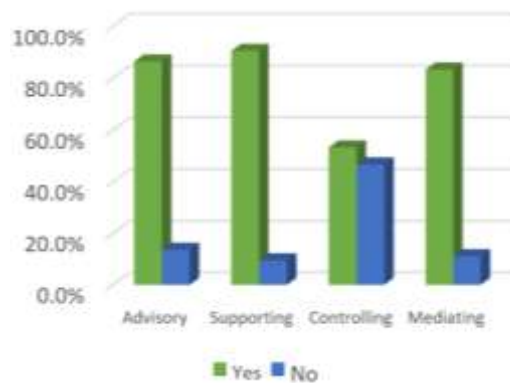


Fig. 1 *The Role of the School Committee*

The school committee's role as advisory consists of input, process, and output. The input component of the school committee can provide considerations regarding curriculum development, human resource development, learning activities, and infrastructure, while the components of the school committee's involvement process cannot be carried out directly, because the learning process is handled by educators by their scientific fields. In the output component, the school committee can monitor students' academic achievements as well as non-academic achievements which are indicated through the results of the final exam as well as from the development of students' talents and interests. The role of the school committee as an advisor is very important to help develop quality education.

The role of the school committee as a supporter to support the smooth running of education is implemented in the form of financial assistance, energy, and thoughts. Support for the input component, especially on the development of human and financial resources, has a positive impact, while the process component of the school committee plays a role in the proposal for developing the talents and interests of students contained in extracurricular activities. Its impact on the output component shows satisfactory results. The principal's role will be very dominant here, such as communicating with school committee members and teachers on relevant issues; formulating and discussing again with the school community about new things that must be done; delegating and distributing tasks and responsibilities; taking corrective action and attempt to avoid failure; and become a collaborative school leader, facilitator and cooperative (Bandur, 2018). Management is a tool to achieve the goals of educational organizations (Warman, 2021; Hamzah et al., 2016).

The controlling role is the supervisory role of educational institutions as partners of the school committee in improving the quality of education. In supervising the active input component, the school committee is actively involved in planning the preparation of the School Education and

Expenditure Budget Plan (PBS) and the implementation of activities involving the school committee. Supervision of the learning process in schools is still carried out even though it is not carried out in full. The output component can be seen from the results of the final exam and the achievements that students get from the interest and talent development event.

In the role of liaison (mediating) between the school and the community, the school committee is expected to be able to bridge the interests of the school with the interests of the community in improving the quality of education. In the input component, the school committee plays an important role as a liaison with the parents of students, especially in terms of finance and infrastructure, while the mediating process component is carried out in the implementation of the learning process. The output component is carried out with parties outside the school, especially collaborating on the development of academic and non-academic achievements. So to improve the implementation and results of SBM in the curriculum and learning process requires increasing the capacity of principals, teachers, and school committees in the implementation of SBM; improving the ability of school staff to make operational and instructional changes; developing the capacity of central and local governments to support schools in implementing SBM (Amon, 2021).

CONCLUSIONS

Based on the results and discussion, it can be concluded that the role of the school committee in implementing school-based management which aims to improve quality and service to students as advisory, supporting, controlling, and mediating through input, process, and output components can be carried out with high commitment and loyalty. Not all of the existing components can be implemented in-depth, but globally from the data exposure, the percentage of results achieved showed that the role of school committees was quite significant. The advisory role averaged 86%, the supporting role reached an average of 90%, the controlling role averaged 53%, and the mediating role reached an average of 83%. From this percentage, it is hoped that the role of the school committee will have an impact on improving the quality of education continuously.

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