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

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Abstract
This research aims to determine the role of the school committee in implementing school-based management at SMK Negeri 2 Salatiga. This research uses a qualitative descriptive approach with data collection using observation, interviews and documentation methods. Meanwhile, the analysis uses qualitative descriptive analysis techniques based on data obtained in writing and orally from informants. Data validity using triangulation techniques. The research subjects/informants were committee administrators, school principals and teachers at SMK Negeri 2 Salatiga. The research results show that the role of the school committee in implementing school-based management, namely as an advisory body, supporting body, controlling body and liaison body is not optimal. This is caused by a lack of communication and coordination between the school committee and its members, a lack of coordination and communication between the head of the school committee and the school and a lack of understanding of the role of the school committee.

Keywords: Islamic Religious Education (PAI), Integrated Islamic School (SIT), Learning Management Design, Learning Planning, Islamic Value Integration

INTRODUCTION
Due to regional autonomy, local governments can be more active in managing development areas in their regions. The implementation of regional autonomy is based on Law No. 22 of 1999 which was later amended to Law No. 32 of 2004 and finally Law No. 23 of 2014 concerning Regional Government. This is a form of giving trust to the regions to manage all government affairs thoroughly and responsibly. The presence of regional autonomy automatically results in a transfer of power from the previous central administrative bureaucracy, which is often from a centralized bureaucracy to a decentralized bureaucracy.

When there was a change in the government system from centralized to decentralized, the management of the education system was also decentralized.
According to Local Government Law No 23/2014, Article 1 paragraph (8) explains that "Decentralization is the transfer of Government Affairs by the Central Government to autonomous regions based on the Principle of Autonomy." This decentralization also applies to the education sector.

Mandatory matters that fall under the authority of the district/city government include: the provision of education. "The government and local governments have the right to lead, direct, assist and supervise the implementation of education in accordance with statutory regulations" (Law No 20 of 2003 13 paragraph 1).

School-Based Management is called School-Based Quality Improvement Management (MPMBS) by the Ministry of National Education of the Republic of Indonesia (Depdiknas), generally defined as a management model that offers greater autonomy to schools and encourages participatory decision-making that includes school quality based on national education policy. According to Nurkholis (2003: 11), school-based management (SBM) is a model of school management by providing greater authority at the school level itself directly.

The purpose of school-based management (SBM) is to improve management efficiency and increase the relevance of education in schools, with schools having greater and broader authority to manage their own affairs (Nurkolis, 2003: 27). Meanwhile, according to the Ministry of Education, the objectives of MPMBS are, first, to improve the quality of education through school independence and initiative in managing and empowering existing resources. Second, to increase the awareness of school students and the community about the organization of education through joint decision-making. Third, increasing school responsibility for their school. Fourth, increasing healthy competition among schools for the achievement of education quality.

The implementation of MBS will be effective if it is supported by professional human resources needed for school activities, adequate financial resources so that schools can provide salaries to employees according to their duties, and adequate infrastructure (E. Mulyasa, 2012: 13). In addition, to support school activities, high community participation is also needed. This community participation can come from individuals, groups, community leaders, businesses, professional bodies, community organizations and others who become school partners. The existence of a school committee as a form of community participation is an absolute prerequisite for the implementation of an effective and efficient school organization (E. Mulyasa, 2012:127).

The role of the school committee is written in the Minister of Education Regulation No. 044 of 2002 which was updated with Permendikbud No. 75 of 2016 concerning the School Committee explaining the role of the school committee is:

1. Advisory agency in the determination and implementation of education policy in education units.
2. Supporting agency, both in the form of finance, thought and energy in the implementation of education in education units.
3. Controlling agency in the context of transparency and accountability of education implementation and output in education units.
4. Mediator between the government (executive) and the community in education units.

Furthermore, Permendikbud No. 75 of 2016 article 3 describes the duties of the school committee as follows

1. Provide consideration in the determination and implementation of education policy.
2. Raising funds and other educational resources from the community, both individuals/organizations/business world/industry world and other stakeholders through creative and innovative efforts.
3. Supervise education services at the School in accordance with the provisions of laws and regulations.
4. Follow up complaints, suggestions, criticisms, and aspirations from learners, parents/guardians, and the community as well as the results of the School Committee’s observations of the School’s performance.

Based on the interview with the principal of SMK Negeri 2 Salatiga, various problems were found related to the role of the committee in implementing MBS, among others:

1. The committees rarely asked about the condition of the education budget in the school on the grounds that the teachers knew more about it. These conditions indicate that there are symptoms of problems related to the committee’s role as a controlling body in the framework of transparency and accountability of education implementation.
2. The school committee leaves many school-related policies to the teachers’ council, as shown by the lack of advice and consideration in the process of determining school programs. It is difficult for the school committee to attend meetings with the teachers’ council in full, so the socialization of school programs is less thorough, resulting in many decisions related to school policies and programs being decided by the teachers’ council. These conditions indicate that there are symptoms of problems related to the role of the school committee as a giver of consideration in the determination and implementation of education policies in schools. Therefore, it is important to conduct research on the role of the school committee in implementing MBS at SMK Negeri 2 Salatiga.
METHOD

In this study, the researcher used descriptive qualitative research method. The research subjects as well as the respondents/resource persons are the school committee, the principal, and the teachers at SMK Negeri 2 Salatiga, totaling five people. Data collection techniques used interviews, observation, and documentation studies. The research instrument is the researcher as the main instrument, also using interview guidelines, observation sheets, and documentation in order to help researchers to obtain the necessary data. Data validity used triangulation of sources and data collection techniques.

RESULTS AND DISCUSSION

The role of the school committee in providing consideration, the school committee has not fully implemented its role, both in school program planning, school program implementation and management of educational resources. The school committee entrusts the school to plan the school program, its implementation, and the management of educational resources in schools. The school committee considers the school to be more knowledgeable in program planning, program implementation and management of educational resources in good schools.

While the role of the school committee in providing support, the school committee has carried out several roles including:

1) Monitor the condition of the education workforce in the school through support to the school either in the form of finance, thoughts, or energy in the implementation of education in the school.

2) Mobilizing non-teaching education personnel in schools, especially in the form of support by the head of the committee in helping or training students to participate in competitions.

3) Monitor the condition of facilities and infrastructure in the school through facilities and infrastructure monitoring with the participation of all management bodies.

4) Mobilize facilities and infrastructure assistance in schools in the form of physical conditions of infrastructure, monitoring the number of students, majors, and space needs for teaching and learning practices.

5) Coordinating facilities and infrastructure assistance at school through coordination with several parties related to the needs required by the school.

6) Mobilize support for school budgets through the submission of proposals for assistance with classroom rehabilitation.

7) Coordinating the school’s education budget support through proposals submitted by the school committee through communication and coordination with SMK Negeri 2 Salatiga.

Furthermore, regarding the role of the school committee as a controller, the school committee has carried out several roles including:
1) Controlling the school’s decision-making process by participating in determining which students at SMK Negeri 2 Salatiga receive scholarships and other assistance.

2) Monitoring the organization of the school, conducted when the school committee visits the school.

3) Monitoring the resources for program implementation at school in a way that the committee can participate in supervising and supporting extracurricular programs at school.

4) Monitor the participation of education stakeholders in the school through plenary meetings organized by SMK Negeri 2 Salatiga that are attended by parents, school officials and the school committee.

5) Monitor final exam results through reports from schools.

6) Monitoring school enrollment rates through oral and written reports from schools.

7) Monitor repetition rates in schools through reports from schools to school committees.

8) Monitor school survival rates through reports.

Finally, regarding the role of the school committee as a liaison, the school committee has carried out several roles including:

1) Being a liaison between the school and the community, the school committee and the school, the school and the education council, in the form of mediating proposals from student guardians regarding additional hours or tutoring for grade 12 students in order to prepare for school exams.

2) Make proposals for educational policies and programs to the school principal through plenary meetings held at the school.

3) Accommodate complaints and grievances against school policies and programs through complaints from student guardians regarding ineffective teachers in the teaching and learning process.

4) Communicating complaints and grievances about the school through student guardians to the principal of SMK Negeri 2 Salatiga in a plenary meeting.

5) Identify the condition of resources in the school through identifying the condition of resources in the school, identifying educational aspirations from the community, making proposals for educational policies and programs to the school.

6) Identify community resources through identifying community resources, mobilizing community support for school education and coordinating community support.
Discussion

Based on the research and analysis conducted by the researcher at SMK Negeri 2 Salatiga, it shows that:

Regarding the role of the school committee in providing consideration, the school committee has not fully carried out its role. This is due to the lack of coordination and communication between the chairman of the committee and its members as well as the school committee management with the school, resulting in the ineffectiveness of their role. In addition, the school committee lacks consideration in accordance with the performance indicators of the school committee developed by the Development Team of the Education Council and School Committee of the Directorate General of Didasmen Depdiknas (Engkoswara & Aan Komariah, 2010: 30).

School committees should provide considerations related to the implementation of senior secondary school education management functions that include planning, program implementation and management of educational resources.

Furthermore, related to the role of the school committee in providing support, the results showed that the school committee has carried out several roles as a provider of support, but there are still several roles of the school committee that have not been implemented due to the lack of coordination between the committee chairman and committee members as well as the school committee with the school. There are also roles that are not implemented because they do not understand the role.

The committee’s role as a supporter in the management of the school education budget is to control the state of the education budget at school, determine the support of the education budget at school, coordinate the support of the education budget at school, and evaluate the fulfillment of education budget support at school. However, so far the committee of SMK Negeri 2 Salatiga has not been maximized in providing support related to education budget management at SMK Negeri 2 Salatiga.

The role of the school committee as a controller, the results showed that the school committee had carried out its role as a controller, but there were several roles of the school committee that were not implemented due to lack of coordination and communication between the committee chairman and its members and lack of understanding of its role.

The committee as a controlling body is required to control various activities carried out by SMK Negeri 2 Salatiga in order to implement transparency and accountability in the implementation of the education unit. The school committee must supervise various school activities in school education planning, monitoring the implementation of school programs and monitoring educational outputs.
However, this role has not been maximized according to the performance indicators of the school committee.

Finally, regarding the role of the school committee as a liaison, the research results show that the school committee has carried out several roles as a liaison, between the school and the board of education, as well as the school and the community, but there are still several roles that have not been implemented by the school committee because there is a lack of coordination and communication between the committee chairman and its members as well as communication with the school.

According to Minister of Education Regulation 044/U/2002 yo Permendikbud No 75 of 2016, the school committee should function as a communication tool between the school and various parties (government and community) in school planning, implementation of school programs, and management of school education resources. However, this function has not been implemented optimally by the school committee of SMK Negeri 2 Salatiga.

CONCLUSION

Based on the results of the research and discussion, the researcher can conclude that the role of the SMK Negeri 2 Salatiga committee in general as a consideration body, supporting body, controlling body and liaison body has not been carried out optimally. This is due to the lack of communication and coordination between the chairman of the SMK Negeri 2 Salatiga committee and its members, because the socialization of the role of the school committee followed by the chairman of the SMK Negeri 2 Salatiga committee could not be conveyed thoroughly to other committee members, resulting in the lack of understanding of the SMK Negeri 2 Salatiga committee members about their role.

School committees are expected to understand and carry out their roles and functions in accordance with Permendikbud No 75 of 2016, by doing the following:

1. The committee of SMK Negeri 2 Salatiga should meet to discuss their roles and functions in accordance with the guidebook provided by the board of education.
2. Need to coordinate and communicate with the sub-district school committee coordinator to improve understanding of the role of the school committee.
3. It is necessary to prepare the articles of association and bylaws as the basis and reference for the committee's work so that the committee management is clearer in carrying out its roles and functions.
REFERENCES


