

Building Synergy of Madrasah Committee in Managing Effective and Resilient Skills Programs

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Abstract:

This study analyzes the synergy of madrasah committee in managing practical and resilient skills programs at MAN 1 Samarinda. The interviews, observations and documentation of the data include data collection, data analysis, data reduction, data display and verification. The results showed that the madrasah committee provided support in the form of workforce, thoughts and finances. Skills program management has been done through learning and teaching processes, deepening material, and tutorials. Internship programs for students in the world of business and industry cover culinary, fashion, computer network engineering, automotive and welding skills. Creativity in building synergy generates financial support for procuring practice materials and non-permanent teaching fees. The implications of the synergy of the madrasah committee can improve the quality of student skills that are combined with religious knowledge so that they can live in a decent and dignified society.

Keywords: *Madrasah Committee, Partnerships, Skills Programs*

Abstrak:

Penelitian ini bertujuan untuk menganalisis dalam membangun sinergitas komite madrasah dalam pengelolaan program ketrampilan yang efektif dan tangguh di MAN 1 Samarinda. Cara pengumpulan data dilakukan dengan wawancara, observasi dan dokumentasi. Analisis data meliputi pengumpulan data, reduksi data, display data dan verifikasi data. Hasil penelitian menunjukkan bahwa komite madrasah memberi dukungan berupa tenaga, pikiran, dan finansial. Pengelolaan program keterampilan telah dilakukan melalui proses belajar dan mengajar, pendalaman materi, dan tutorial. Program magang siswa pada dunia usaha dan dunia industri meliputi ketrampilan tata boga, tata busana, teknik komputer jaringan, otomotif dan keterampilan mengelas. Kreativitas dalam membangun sinergisitas menghasilkan dukungan finansial untuk pengadaan bahan praktik dan honor pengajar tidak tetap. Implikasi dari sinergisitas komite madrasah dapat meningkatkan kualitas program ketrampilan siswa yang dipadukan dengan ilmu-ilmu Agama agar dapat hidup di masyarakat yang layak dan bermartabat.

Kata Kunci: *Komite Madrasah, Kemitraan, Program Ketrampilan*

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INTRODUCTION

The number of productive workers in East Kalimantan that continue their education to higher education institutions is quite a lot. Unemployment tends to increase from the results of the unemployment rate survey, which tends to increase from districts/cities between 2019 and 2020, from 5.95% to 6.87% (East Kalimantan Education and Culture), 2022; BPS (Kaltim, 2022; Sarbaini et al., 2022). Unemployment is caused by several factors, one of which is the poverty rate; per capita income is still low, with a determination value of 26.59%. The government seeks to reduce inequality among the poor by building the Archipelago Capital to overcome ineffective employment and unemployment (Aprilianti et al., 2022; Nisa, 2022; Widodo et al., 2022).

Unemployment and poverty rates can be reduced by investing in minimum wages and education (Elvita et al., 2022; Linggawati & Wenagama, 2022). The Ministry of Religion of the Republic of Indonesia has created a program that integrates life skills for madrasah alumni who cannot continue their study. Skills programs in madrasah differ from Vocational High Schools, which have particular expertise. Life skills are obtained through education, which is a must to survive in society.

The Madrasah Skills Program of the Ministry of Religion of the Republic of Indonesia by preparing facilities and infrastructure for welding workshops, automatic workshops, and fashion and catering laboratories. In addition, teaching staff receive education and training according to their fields for one year at several institutions and universities in Java. At this time, the madrasah skills program was not a flagship program that became a pilot project. The independence of the madrasah head is needed in managing the skills program so that it continues to exist and can be independent to realize the vision and mission of the madrasah (Kepdirjen Pendis, 2016).

The human resources managing the skills program are staff from the Department of Education and the Ministry of Religion. Education staff are two from the Ministry of Education and Culture, either of whom have been transferred to East Java and the other was retired. Meanwhile, two people from the Ministry of Religion were also retired; one person majors in fashion skills, one person is a professional worker in Arabic and also serves as a teacher in automotive skills, and one is a chemistry teacher with computer skills. Meanwhile, for culinary skills and each skill program, they appoint one assistant according to their expertise. Five assistants needed funding from the madrasah committee (Emiliana, 2022).

Madrasah committee participation is essential in budget mobilization, program monitoring and evaluation, and visits parents of students who cannot realize the role and function of the madrasah committee as a supporting agency (Ghozali & Ariskawanti, 2022). Community participation in the completeness of facilities and infrastructure begins with a madrasah committee meeting. Procurement of facilities and infrastructure is assisted by the deputy head of the madrasah in the field of facilities and infrastructure to complement the needs of an effective and quality learning and teaching process (Amahorsea & Musyarapah, 2022; Sanfo, 2020)). Research confirms that community

participation in improving the quality of education through three processes, namely input, process and output, cultivates the religious character of all students (Arief & Kudus, 2022; Sanfo, 2020).

Demographic, family, social and economic factors influence community participation, technical assistance, and ecosystem mapping of community participation (Koirala et al., 2018; Yamashita, 2021; Sagoe et al., 2021). In addition, the participation of the madrasah committee can provide consideration in making policies on the size of the budget, adding madrasah facilities, financial support, thinking, supervising and managing education in madrasah (Naini, 2022).

The committee is an independent institution, does not depend on government policies, and does not have working hours, so it is not easy to control the madrasah work program. School committee participation in improving quality can be carried out by considering policy-making, providing financial and moral support for education, exercising control and acting as a mediator between schools and the community (Yustika, 2022; Arbi et al., n.d., 2022). Government policies that have decided on skills education to become a pilot projects require strategy and critical and reflexive thinking by encouraging stakeholders (Burgos-Ayala et al., 2022).

Skills education is critical in preparing alumni to live a decent life and be competitive. This requires concrete steps from the head of madrasah in managing skills programs without burdening the government budget but being responsible, creative and never giving up on improving the quality of education. This effort is carried out by supporting the participation of the madrasah committee in financing the management of skills programs in the form of mental, labour, financial, evaluation and mediator support to the community. The skills program is carried out through a process of providing materials, skills practice and apprenticeship with the business and industrial world, covering welding skills, fashion, culinary, automotive and multimedia, research and *tahfidz*.

This study aims to analyze the synergy of madrasah committees in building effective and resilient skills program management. The novelty factor that distinguishes previous research lies in an in-depth analysis of the synergy of madrasah committee in managing fashion, culinary, automotive, multimedia, welding, research and *tahfidz* skills. This is important for the sustainability of the skills program, which is the hallmark of madrasah. The limitation of this research is that it needs to explore in depth the policies of the madrasah head in marketing skilled personnel and skills program graduates. This part needs in-depth explorations so that the alumni of the skills program are ready to become independent entrepreneurs according to their fields, not become unemployed, and can live appropriately in society.

RESEARCH METHODS

The study uses a descriptive exploratory approach to research, which describes a situation or an object event within the type of case study design. The implementation of the research was carried out at Madrasah Aliyah Negeri 1 Samarinda. The data collection technique carried out was interviews with the

head of the madrasah, deputy head of the madrasah in the field of facilities and infrastructure, four teachers of skills programs, the chairperson and secretary of school committee, student representatives for each skill, and one person linked to the student's apprenticeship.

Table 1. Skills Program Research Grid

Interview	Documentation	Infoman
The role of the Madrasah Committee	Madrasah Committee activity document	Chairman and Secretary, Madrasah Committee
Cooperation with Du/Di	Internship partner	Head of Madrasah, deputy for facilities and infrastructure, representative for public relations.
Skill learning	Results of practice and apprenticeship	4 experts in culinary, fashion, welding and computer networking skills
Apprentice skills program	The results achieved by the apprentice	Teacher and apprentice companion

Based on the research results (Table 1), they are validated through colleagues and documents. The data were analyzed using the Milles and Huberman model, which consists of data collection, data presentation, data reduction, and concluding. Data collection includes data on learning activities, skills practice in madrasah, internships in the world of business and industry, documentation of madrasah committees, and documents of cooperation with external parties. The data obtained were simplified according to the interview guidelines, and data for each indicator were presented. The final step is to conclude all the components studied. All data were validated using triangulation of sources and colleagues (Helaluddin & Wijaya, 2019).

RESULTS AND DISCUSSION

The Role of the Madrasah Committee in Management of the Skills Program.

Based on the results of research in the 2022/2023 academic year students participating in the skills program are as follows:

Table 2. Number of Skills Program Students for the 2022/2022 Academic Year

Skill Type	Class XII	Class XI	Class X	Total
Multimedia	34	37	36	107
Cullinary art	33	36	72	141
Las	24	13	36	73
Fashion	29	31	31	91
Automotive Light Vehicle Engineering	23	26	36	85
Amount	143	143	211	497

Based on Table 2, there are 497 sudents that choose the skills program, most of whom are interested in cooking, 141 students and the rest in welding skills. This varied condition indicates that students are encouraged to learn and acquire better life skills and intensive assistance (Bahiroh & Madjid, 2022; Fitriawan, 2016). Support is provided in the form of short and long-term planning involving all elements of the school to increase the efficiency and accuracy of

community participation data (Mushonifah et al., 2022; Nuswantara et al., 2022).

The collaboration of the madrasah committee with the madrasah in managing the skills program has provided support in the form of planning, mentoring, apprenticeship and other staff and operational support. Support is provided by the madrasah committee according to community needs, preparation, and intensive assistance so that results are maximized by involving all elements of the school to increase community participation (Fitriawan, 2016; Hidayah & Rahim, 2022; Mushonifah et al., 2022).

Another form of madrasah committee synergy is providing consideration for preparing madrasah study plans and budget plans, conducting periodic controls, liaising madrasah, fulfilling facilities and infrastructure, strengthening alumni and improving the quality of education (Choir & Murtafi'ah, 2022; Purnomo, 2022). The existence of a skills program requires support from both outside and inside elements of the madrasah through creative and challenging synergy.

The role of public relations is to increase collaboration with all users, according to their expertise, places for apprenticeships and distribution of amumni skills program. Internal and external elements can provide participation in planning, implementation, monitoring and evaluation processes, and cooperative relations (Jannah et al., 2019).

Another role of the madrasah committee is participating in the fulfilment of facilities, honorarium for teaching staff and instructors, mediators and training and implementation of apprenticeships, controlling over activities, budget absorption and accountability reports. The results of the research also shows the function of committee as a mediator, controlling the implementation of activities, and providing evaluation and assistance to economically disadvantaged students (Pusvitasari & Sukur, 2020; Dewi & Gratitude, 2022; Ghozali & Ariskawanti, 2022). This activity is intended to ensure that it can be carried out according to the program that has been determined and has public accountability that is transparent and acceptable to all parties.

The skills program has been prepared to meet experts' needs and get better skills according to their expertise. Internships are carried out to maintain the quality of education. To the results of research, synergy between the teacher and administration staff and good communication are required to increase the quality of learning (Herman et al., 2022; Maruhawa, 2022). Implementing the skills program requires good communication and cooperation with all parties by forming an effective and accountable educational management synergy.

Skills Program Management

The skills program managed by the Madrasah Aliyah Negeri 1 Samarinda includes light vehicle engineering or automotive, welding, fashion design, catering and network or multi-media computer technology. Designation has been a skills program of the madrasah since 2016, and since 2020/2021, a research skills program and tahfidz have been implemented.

Over time, the skills program is no longer a pilot project from the government. Based on the results of interviews, documentation and observations, each skills program are as follows:

Light Vehicle Engineering Skills

The light vehicle engineering skills program has 85 students. Learning activities are carried out in theory and practice in madrasah workshops. This seal is deepened with tutorial principles from YouTube and apprenticeships at partner workshops. Student internships in automotive skills were carried out with Puncak Car Workshop partners, and apprenticeships were followed by 36 students of class XII. The skill that needs to be achieved is carrying out light service as routine maintenance, focused on the safety of drivers and engine maintenance.

Learning was done in a blended manner during the pandemic with YouTube-based tutorials to improve student learning achievement (Umaroh et al., 2022; Shintia, 2022). The level of digital literacy determines the amount of education and training needed for teachers of automotive subjects (Mutohhari et al., 2022). In addition, automotive learning can be integrated, developed in decision-making, contributing to the real world, and adapting autonomous vehicles (Neal et al., 2021; Tan & Taeihagh, 2021). The proof is in the ability of students to be able to do light service. Vehicle service is an effort to reduce accidents and the causes of death with the kinematic brake model (Bui et al., 2018; Dozza et al., 2022).

Car maintenance requires immediate treatment to increase automotive competitiveness, and continuity competency tests can increase student competency (Bulhões et al., 2022; Abdurrahman et al., 2022). In addition to that, affecting the marketing competitiveness of the automotive industry, standard operating procedures are needed to remain competitive, and periodic reviews to maintain environmental health (Ikome et al., 2022; Williams & Blyth, 2023). Service treatment can improve engine durability properly. The development of science and technology for automotive workers requires integration of product development planning, procedures and assembly (Rupp & Müller, 2021).

Welding Skills

The results of the interviews and documentation of welding skills were carried out in practice at madrasah and strengthened by apprenticeships. The students who are already able to weld have the output of skills in welding windows, fences, repairing tables, chairs and the like, using the electric welding method. Partners in this welding skill are Sugi Welding Workshop, and Steel Sulam Welding Workshop. The lowest interest in welding skills was in class XI, followed by merely 13 students, while the highest was in class XII, followed by 36 students. Welding skills are given through theory and continued with practice.

After the introduction of welding techniques, the basic techniques of welding skills need to be developed by teacher intensive guidance and the application of student occupational safety and health in apprenticeship practices (Episar & Irfan, 2022; Ningsih, 2022; Putranto et al., 2022). This is very important

so that alumni of the skills program have the interest in and provision for entrepreneurship.

Welding method skills need to be developed with the torsion and deformation method of the joint angle on the plate through a two-way technique to produce better results (Urbański & Taczala, 2022; Luca et al., 2020). In addition, it is necessary to develop underwater welding techniques in the depth and mechanical properties. The learning of this is carried out online to save material (Santos et al., 2022; Lai et al., 2020). In the end, students produce quality welding by paying attention to the individual surfaces of the mould, repair and material properties (Denkena et al., 2019).

Dressmaking Skills

There are 91 students that are interested in the fashion design skills, and 31 of them were apprentices, and able to make blouses, men's shirts, women's dresses and children's clothing. The internship was carried out at the Rahma Dina Weaving House, LKP Atiqna Smart, Ayuningtyas Clothing House. Some selected internship places are adjusted to the Islamic values provided beforehand.

The advisor adjusts a Muslim and a Muslim woman to the fashion products. The aspect of practising Islamic values is the interest in Muslimah dressmaking skills, teacher competence, supporting facilities and the economy of students' parents (Musrifah, 2022; Kasriani et al., 2022). Fashion design development is likely to open up jobs and interest students considerably.

The learning model used in teaching fashion is from conventional research results; if you need help understanding, video tutorials are given. This is supported by researchers where learning with traditional methods supported by videos produces better design products from functional, aesthetic and creative aspects (Elfeky & Elbyaly, 2021). Creativity will change after Covid in 2019. Internal and industry collaboration to support industry resilience and retail geographical conditions (Brydges et al., 2021). In order to obtain good fashion design results, technological aids are needed. Effective fashion design using a computer (Karnad & Udiaver, 2022).

Culinary Skills

The results of interviews and documentation of cooking skills attracted 141 students, and the most were in class XII with 72 people. Madrasah collaborated with Sari Boga in developing "Mama Alif" cakes and sambal gami, Yens Delight Coffee Pastry & Resto, and Mama Alif's sambal gami. The results of cooperation in the fulfilment of experts and places of apprenticeship. Students can produce various kinds of pastries and cakes, and traditional food.

Learning is carried out using a blended learning model; this can affect student achievement and increase learning interest, as well as active student involvement (Hidayatul & Pebriyenni, 2022; Damanik, 2022; Pekkanen et al., 2020). Culinary training has the impact of increasing serving skills and self-confidence, creating a healthy generation, and changing food patterns that combine ancient traditions with new culinary techniques will be the impetus and creation of gastronomy and diaspora (McWhorter et al., 2022); Hasnidar et al.,

2021; Sarda et al., 2022; Almansouri et al., 2022; Pérez-Lloréns et al., 2021; Reicks et al., 2022; de Tomas et al., 2021).

Multimedia Skills

The multimedia skills program has high interest, namely 107 people, with the lowest interest in class XII, with as many as 34 students. Multimedia skills can increase interaction and teaching effectiveness. Of all the skills programs provided from class X to class XII, students can make straight and cross-network cables, graphic designs, and invitations or stickers. After deepening through interviews, this ability was provided in madrasah and deepened in internships in several business worlds.

The high interest in multimedia results in a positive impact on multimedia interactive teaching; schools prepare adequate facilities and infrastructure for learning needs; it is interactive and practical, changes the visualization of static educators to be dynamic, and can be tracked from time to time (Masoomifard, 2022; Igorevna, 2022). The multimedia product's suitability and design facilitate improving the communication skills of traditionally trained students. Another opinion found that the quality of multimedia products, in terms of attractiveness, suitability, and interactivity with the material, is excellent and can increase student motivation and literacy (Roemintoyo et al., 2022; Yuningsih et al., 2022).

Mastered multimedia skills will increase employment income which is affected by the impact of digitalization which is becoming increasingly important with the presence of information technology that can assist the general and special sectors (Eggenberger & Backes-Gellner, 2023). In the digital era, a significant transformation is needed in building enormous amounts of digital knowledge through artificial intelligence by providing accessibility, which can develop simple and complex networks and multidisciplinary science, as well as autonomous vehicles (Dong et al., 2021; Kakkar et al., 2021; Tyagi & Aswathy, 2021).

Multimedia skills in mastering networked computer technology can avoid professional gaps (Makdoun et al., 2021), (Smaldone et al., 2022). This ability is very suitable when used in educational environments through neural networks or networks that become very useful simulators and can be adapted to tasks (Grijalvo et al., 2022; Lu et al., 2022). This requires the cooperation and commitment of all stakeholders in a shared interest (Wehn & Almomani, 2019).

Based on the function of the madrasah committee as a mediator and providing input to the head of the madrasah in 2020, plus students' research skills and tahfidz. The community needs this condition to adjust to the development of the era, which is based on Islamic values. Adding these skills makes the unique characteristics of madrasah different from other madrasah.

Student Research Skills

The research results that combined the results of interviews and documentation of research skills on students had quite a few participants. The addition of research skills and tahfidz programs are pretty attractive to students. The following are the results of the skills program documentation for the 2022/2023 school year.

The skills program, the hallmark of MAN 1 Samarinda, is coupled with the research madrasah program, which has 94 enthusiasts, and the tahfidz program, with as many as 124 people. A team carries out guidance according to their scientific group. This existence fosters that madrasah carry out skills and madrasah research programs so that students can think scientifically. This is by the results of research that emphasizes scientific evidence and proves that individually and in groups, there is policy support and the development of knowledge mapping (Brody et al., 2019); this is at the same time to improve schools that randomly tested (Scheerens, 2015; Park et al. al., 2020). Research schools are not to compete but to complement each other and develop knowledge through cooperation in developing science and technology. Coaching is carried out in collaboration which involves elements of the madrasah and madrasah committees so that students' abilities to plan, research and make reports are maximally realized.

Tahfidz Skills

Based on the results of interviews and documentation of students who chose the tahfidz skills program, it was carried out in a planned, routine and continuous manner. The primary purpose of this activity is to instil in students the pleasure of reading the Qur'an properly and correctly and to become children with good morals. The targeted ability of students is at least three juz, although some can even memorize 30 juz for three years. Many factors influence student success regarding liking to read and love the Qur'an.

In certain institutions, academic curriculum development and professional skills are introduced, memorizing the Qur'an to improve student memory (Muhammad et al., 2022; Harahap et al., 2022). Implementation of tahfidz is scheduled daily, requiring high dedication and commitment from teachers and parents (Ahmad et al., 2022; Aziz et al., 2022). The synergy of supervising teachers, parents and stakeholders dramatically determines the success and objectives of the program that has been determined. The madrasah committee and head of the madrasah have made individual and organizational commitments to creating professional and noble moral skills program alums for the madrasah.

Policymakers can theoretically use the contribution of the results of this research in madrasah in managing skills programs; synergy is needed with the general public, business and industry and the government to produce quality output. The synergy of madrasah committees in managing education needs to be strengthened by collaborating to improve quality skills programs based on the principles of faith and piety.

CONCLUSION

After the end of the Ministry of Religion of the Republic of Indonesia's pilot project in managing the skills program madrasah, the head of the madrasah must take concrete steps. The responsibility is poured into the independence of the madrasah head in managing the skills program. Independence is a responsibility in the management of skills programs, and there is no financial support from the Ministry of Religion of the Republic of Indonesia. The head of the madrasah has established communication with the madrasah committee to obtain funding support, facilities, workforce, thoughts, and supervision and to become a mediator. Madrasah committee support has been provided in financing teaching staff, teaching assistants, practicum materials, and internship fees with the business and industrial worlds. The madrasah committee's support has been accounted for in the committee forum every year as public accountability to the madrasah, students' parents and the community.

The management of the skills program aims to improve students' skills to become reliable entrepreneurs. However, this program is not a government pilot project. Support from the community, business world and industry are partners that the Ministry of Religion must develop so that the output is of higher quality. In this regard, later researchers can develop their studies, especially the role of Vocational Training Centers, State Polytechnics and alumni, to partner with educators and students in managing skills effectively and efficiently. The collaboration of the Ministry of Religion and the World of Business and Industry so that it is studied in depth to produce people who are pious and have professional life skills in their fields.

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