

# Empowering of School Committees: Concrete Steps to Improve The Quality of Education

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## Abstract:

This research aims to analyze the importance of school committees' role and strategies in improving education quality. Through comprehensive analysis, this research identifies the role and strategies of school committees in developing school programs and supporting and inhibiting factors in the implementation process. This research uses a qualitative case study type approach. Data was collected through semi-structured interviews, observation and documentation to determine the role and strategies of influential school committees in efforts to improve school quality. The research results illustrate that the school committee plays an active role as a school partner in supporting school quality improvement initiatives. The strategy implemented by the school committee is carried out through continuous evaluation, recommendations, and raising resources to find problems, take corrective action, and optimize available resources. This research highlights that the success of the school committee's role and strategy will be much more optimal and maximal if it is linked to quality improvements that all parties, both internal and external to the school recognize. This research contributes to advancing school quality improvement methods that can be used and developed in madrasah and schools in the future.

**Keywords:** *School Committee; School Quality; Education Development*

## Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang pentingnya peran dan strategi yang diterapkan komite sekolah dalam meningkatkan mutu pendidikan. Melalui analisis komprehensif, penelitian ini mengidentifikasi peran dan strategi komite sekolah dalam mengembangkan program sekolah serta faktor pendukung dan penghambat dalam proses implementasi. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Pengumpulan data dilakukan melalui wawancara semi terstruktur, observasi, dan dokumentasi untuk mengetahui peran dan strategi komite sekolah yang efektif dalam upaya peningkatan mutu sekolah. Hasil penelitian menggambarkan bahwa komite sekolah berperan aktif sebagai mitra sekolah dalam mendukung inisiatif peningkatan mutu sekolah. Strategi yang diterapkan oleh komite sekolah dilakukan melalui evaluasi berkelanjutan, rekomendasi, dan penggalangan sumber daya untuk menemukan permasalahan, mengambil tindakan perbaikan, dan mengoptimalkan sumber daya yang tersedia. Penelitian ini menyoroti bahwa keberhasilan peran dan strategi komite sekolah akan jauh lebih optimal dan maksimal jika dikaitkan dengan peningkatan mutu yang diakui oleh semua pihak, baik internal maupun eksternal sekolah. Penelitian ini berkontribusi untuk memajukan metode peningkatan mutu sekolah yang dapat digunakan dan dikembangkan di madrasah dan sekolah di masa depan.

**Kata Kunci:** *Komite Sekolah; Kualitas Sekolah; Pengembangan Pendidikan*

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## INTRODUCTION

Due to low essential education achievements, governments in developing countries, especially in sub-Saharan Africa, pay great attention to the quality of education. Many discussions have occurred over the last 30 years about the components affecting student performance in African schools (Iglesias-Pradas et al., 2021; Maphosa et al., 2021). A good quality of education is influenced by many variables, including resources, family background, and school infrastructure (Queiroz et al., 2020; Surur et al., 2020; Gruijters et al., 2020). Parents, governments, and communities are responsible for the quality of education (Ahmad et al., 2019; Nigussie, 2022). Those three environments are connected, interacting, and influencing each other. This relationship affects not only academic achievement but also non-academic things such as student behaviour, attendance levels at school, and attitude toward learning. The school committee can allow these three parties to participate. School committees do a lot to improve the school and the quality of education. This is because the committee can work closely with the school and the stakeholders who support the development of the madrasah. The school committee is an essential aspect of educational institutions because the presence of a school commission can improve the service of education by building up the facilities, establishing relationships, and encouraging human resource development while maximizing financial, energy, and mental support (Effendi et al., 2020).

The school committee also plays a vital role in improving education quality by acting as an advisor, supporting institution, controller, and mediator. The head of the school enhances the committee's role through confidence and authority (Suyudi & Janah, 2020), empowering the school Committee optimally through its positive quarters. It can support improving school education quality (Herawati et al., 2021; Ismail, 2020). The school committee has the authority to oversee the implementation of education at all levels and types of education by Permendikbud No. 75 of 2016. Thus, the school committee plays a central role in efforts to improve the quality of schools, both as a supervisory body and as a supporter of the development of educational institutions. The existence of the school committee follows the provisions of the Law No. 25 of 2000 on the National Development Programme (Propenas) 2000-2004. To empower and enhance the role and community, the Act provides for establishing educational councils at the district/city level and school committees at the academic unit level. It's in line with the concept of educational decentralization. The move was supported by the decision of the Minister of National Education No. 004/U/2002 of 2 April, which regulated the education councils and school committees. Such vital roles can be seen in various aspects (Nugraha, 2019; Febriana et al., 2019; Ulfaturrahmi et al., 2020).

Juridically, public involvement in the maintenance of education has been regulated by various regulations and policies. One of them was Kepmendiknas No. 44 Year 2002, which established the School Committee as the official institution that is the school's partner in the educational process. Furthermore,

Permendikbud No. 75, the Year 2016, also regulates the role and function of the School Committee. Article 2 (2) of the regulations states that the School Committee is responsible for improving the quality of educational services on the principles of mutual support, democracy (participation of all parties), independence, professionalism (competence), and accountability. Quality education is defined as education that produces graduates who possess academic competence, personal competence, social skills, and high moral values, thus becoming individuals with an integral personality (Abdullaev & Odilova, 2024; Akhmedov et al., 2024). This goal must be included in the leadership roles and skills of the head of the school and the school committees (Pont, 2020). Therefore, in this context, it is essential to acknowledge the urgency and relevance of the study on the School Committee empowerment strategy. However, the participation rate of the community and the parents of the pupils in support of the maintenance of education in schools is still at an average of 57.10%, which can be considered an unprecedented figure in collaborating with the aspirations of society towards schools (Ramadhani & Kardoyo, 2019). In addition, the study by I Gede revealed that the involvement of parents and teachers has an active role in educational success. However, the facts on the ground based on Jannah's research stated that the committee and the cost of education had no significant influence on the quality of the graduate (Haryanto et al., 2022).

Another journal written by Lestari also states that the role of the school committee did not significantly influence graduate quality through the quality process (Fadhli et al., 2022). Thus, based on some of the above research results, the school committees do not play an active role in improving the quality of educational institutions. Therefore, one of the purposes of this research is to focus on the results of the analysis and exploration of the role of school committees in comprehensively developing quality education. With a deeper understanding of the role of the school committee, it will be possible to design more effective strategies and actions to advance the quality of education globally. Some of the questions used in this study are the role of school committees, the school committee's involvement strategy, and its supportive and inhibitory factors. As for one of the limitations of this study, the study uses a case study approach that focuses only on the case involvement of school committees in one school, so the exploration of data findings is still limited; researchers hope that the results of this research can be developed and laid the foundation for further studies of a more comprehensive nature with multicast or multisite studies to acquire a broader understanding of meaning.

## RESEARCH METHODS

This research uses a qualitative case study approach to describe and analyze events and behaviour in a system with certain natural boundaries (Cresswell, 2015; McMillan & Schumacher, 2010). This research focuses on producing a deeper understanding of the issues that arise in the case, primarily related to developing and managing school committee strategies in schools in Indonesia to maintain adequate educational quality. The findings from this research will be carefully considered through reflective discussion to ensure

confidence in the results. It is important to note that in this case study approach, the main goal is depth of understanding and not limited to qualitative data collection. In addition, the informants involved in this research were not a sample intended to generalize the results by the approach taken (Soehadha, 2018).

The author chose MAN 2 Malang City as the research location because this secondary education institution is one of the educational institutions organized by the Ministry of Religion and has unique advantages in understanding Islam in Malang City. This school is also famous for the active role played by the school committee in improving the quality of education. The active involvement of committee members in various school activities has been proven to significantly improve the quality of education at MAN 2 Malang City. In addition, this research location has the advantage of good accessibility, saving costs, and shortening the research period. The existence of easily accessible facilities makes it easier for the author to conduct this study. This study was conducted for approximately four months at the end of 2022, which provided sufficient time to collect relevant and in-depth data about the role of school committees in MAN 2 Malang City.

In this case study, the data used was obtained from research informants, namely the principal, three school committee members, and three deputy principals. The involvement of various informants allows for diverse points of view in the research. Data was collected through three main methods: interviews, observation, and document study. Interviews followed a predetermined flow (Moleong, 2010). This method is used to gain a deeper understanding of the role and strategies of school committees in improving school quality and identify factors that support or hinder its implementation. The results of the interviews were recorded in detail. Direct observations are also conducted in schools, with researchers acting as non-participant observers (Dooley, 2005). This observation aims to observe various phenomena that are directly relevant to the research. Field notes are used to record data observed during observations. In addition, document studies are used as additional data sources. These documents provide supporting evidence regarding the role of school committees in implementing school programs.

The qualitative data analysis process involves data reduction, presentation, and conclusion (Miles & Huberman, 1992). The data that has been collected is carefully analyzed to identify significant patterns and findings. To ensure the validity of the data, triangulation was carried out by combining data from various sources, namely interviews, observations, and document studies (Sugiyono, 2019). A member check was also carried out, namely confirming research results with informants or related parties to ensure the findings' accuracy. All of these steps lead to more robust and reliable research.

## RESULTS AND DISCUSSIONS

This research focuses on examining and exploring the role of school committees in madrasah, with a particular sub-focus related to the research question, namely, what parts and strategies are used by school committees in carrying out madrasa development programs. It also aims to analyze the factors that influence and hinder the implementation of this strategy. The data for this

research will be described based on the results of interviews with the principal, three deputy principals, and three school committee members.

### Role of the School Committee

The MAN 2 Malang City School Committee holds a firm motto known as the "DUIT," which describes a high dedication to duty, maximum effort, sincerity in carrying out tasks, and self-righteousness and courage in the face of various tests and challenges. In this context, the madrasah committee serves as a partner of madrasah. This view also gained further support through information from interviews with the Deputy Chief of Student Affairs and Deputy Chief of Prasarana Facilities. Furthermore, additional evidence supporting this view can be found by analysing documents in the form of structural charts of the Organization shown in Figure 1.



**Figure 1. School organizational structure (Source: School archives)**

Through Figure 1, it can be concluded that the organizational structure shown gives an understanding that the madrasah committee has a position as a partner of madrasah. Haryadi et al. (2006) explained that there were four foundations for forming school committees. Firstly, school committees can be formed in educational units. Secondly, a school committee can be established for more than one similar educational unit. Thirdly, it can be created for several different kinds of education levels, whether in a complex or a neighbouring area. Fourthly, school committees can also be set up on other grounds. In the context of MAN 2 Malang City, the coordination line of the madrasah committee is not in a position higher or lower than the head of the Madrasah but rather has equality in supporting the progress of the MAN 2 Malang City. The role of the madrasah committee is also as a strategic partner in the development of education in Madrasah (Askan & Kusmanto, 2022; Marfinda, 2022; Mistaruddin, 2021). They have a position as working partners who always coordinate in matters of education in the madrasah. Thus, the Madrasah committee plays a crucial role in supporting the development and improvement of the quality of education in Madrasah.

The organizational structure of the madrasa committee in MAN 2 Malang City also includes the management structure that involves representatives of teachers appointed to participate in the madrasa committee, guardians of pupils, and public figures who have an interest in education. It is by the statement expressed by the examiner SPM MAN 2 Malang City "...There are ten people in the madrasah committee here, the formation is from teachers and guardians and supplemented by community leaders who took part in the improvement quality in madrasah. ..." (03/28/22: 13.10)

This statement can be strengthened by describing the management structure of the madrasa committee at MAN 2 Malang City. The results of the document study through the madrasah committee management structure will provide visual evidence that supports the explanation regarding the role of the madrasah committee as a madrasah partner and involving representatives from teachers, student parents, and community leaders in the management structure, and this is also as regulated by the government in the PMA Republic Indonesia Number 16 Year 2020 About Committee Madrasah. Thus, the image will become concrete evidence supporting previously expressed views.

The management structure of the madrasah committee consists of the chairman, secretary, treasurer, and other fields, which involve external parties, public figures, and parents of students who participate in the effort to advance MAN 2 Malang City. The role of the madrasah committee in MAN 2 Malang City is to provide a support system, a working partner, and a full supporter of the activities in the Madrasah. This is in line with the Minister of National Education Regulation SK No. 004/U/2002 on the education council and school committees. The madrasah committee also implemented the school's planned work program. As described by the madrasah committee, "...Role which must be done by committee madrasah, including providing considerations at leadership meetings inside it committee madrasa follow involved, give support thinking And power development madrasah, supervision, And following up complaints from student guardians..." (03/28/22: 13.10)

The statements from the school principal and deputy head of public relations align with the previous view that the madrasa committee at MAN 2 Malang City plays a partner or companion in implementing the madrasa program. They also act as supporters and support systems in learning activities planned by the madrasah (Mar'ati, 2022). The existence of a madrasah committee allows effective communication between madrasahs and student parents. Apart from that, improving the quality of education in madrasah is considered a joint effort involving the madrasah. Each individual has their role and contribution in achieving good quality education.

Madrasah residents in MAN 2 Malang City have their roles in efforts to improve the quality of education. Each member of the madrasah makes contributions that can enhance the quality of this madrasah in the future. Improving the quality of education is defined as changes that lead to a better level of achievement than before (Jamoliddinovich, 2022; Solievich, 2022). To test the validity of the data related to the quality of the school, the author also conducted a check by observing the list of students of MAN 2 Malang City who were accepted

at their favourite colleges, both at home and abroad. This action aims to measure the improvement in the quality of education in the madrasah, which can be regarded as a prestigious achievement for MAN 2 Malang City. In addition, in connection with the improvement of the Representative for Facilities and Property Affairs facilities, the author also observed the classroom conditions, which could be categorized as adequate.

These observations show that more than 80 % of students in Madrasah succeed in advanced study activities at their favourite colleges, some of whom also choose their favourite universities abroad. Besides, the learning facilities, including the availability of classrooms and equipment such as LCDs, desk boards, tables, chairs, windshields, drawers, and drawers, are all in excellent and adequate condition. From the above description, it can be concluded that the quality of education in MAN 2 Malang City has experienced improvement that can be measured through several indicators; among other things, the madrasah programs have been implemented according to the plan, adequate facilities have been provided, as well as the achievement of students received in the college reach the set targets. Therefore, the madrasah committee in MAN 2 Malang City has a primary role that covers four essential aspects. The madrasah committees act as a provider of full support and support to the madrasa programs. In addition, they act as partners of madrasah in accommodating the aspirations and ideas of the community. The Madrasah parties also have their respective roles in improving the quality of education, including the management of Prasarana means, which are Prasana's responsibilities. Similarly, the Deputy Curriculum and Student Affairs also have a unique role in achieving the madrasah's goals.

### **Strategy of the School Committee**

The MAN 2 Malang City committee has its own strategy to improve the quality of education. The strategy carried out by the Madrasah committee is to coordinate with the leadership in creating and implementing the Madrasah development program. (Hariyati, 2014; Ramli, 2021; Sandra, 2023). Moreover, the madrasah committee's plan is to conduct continuous evaluations, recommendations, and resource-raising to find problems, take corrective action, and optimize available resources. The Madrasah committee also supports teaching facilities related to learning so that students feel more comfortable while learning activities occur. Each informant stated that the strategies used by the madrasah committee were carried out in various ways, such as a planning program, which coordinated with the head madrasa and party-related. For example, collaboration with Wow means infrastructure supporting completeness, which makes female students more comfortable in class (Mujayaroh & Rohmat, 2020; Ulfaturrahmi et al., 2020).

The budget plan program in MAN 2 Malang City consists of two sources: DIPA and the madrasah committee, which have already been written on the funding source and the plan of budget activities of madrasah, as for the overall education quality improvement strategy carried out in MAN 2 Malang City involving madrasah citizens who are adapted to their respective jobs. The strategy is seen in the PPDB activities in which MAN 2 Malang City parties meet students

directly to give an offer to be part of the madrasah, besides collaborating with the college. As per the Representative for Facilities and Property Affairs MAN 2 Malang City, "...madrasah also carry out strategies to pick up balls to increase the quality of their students. Other schools rarely use this strategy. The school went on a tour down the mountain to visit superior schools with proud achievements, from house to house, then they we offer a school in this place with different facilities Which other..." (02 /02/ 22: 08.12)

Statements of support were also conveyed by the deputy head of infrastructure, deputy head of curriculum, and deputy head of public relations for strategy in quality improvement education in MAN 2. The city of Malang is structured together and collaborates. One way of collaborating is by holding hands madrasa - madrasa other. This collaboration strategy is carried out with all elements and members of the school community.

MAN 2 Malang City has a strategy for enhancing quality education. The madrasah committee coordinates with the leadership in creating and realizing madrasah development programs, supports every activity held by the madrasah, and carries out collaboration or Work like the college. Madrasah believes and acknowledges that quality schools can be good if the quality is felt or recognized by the external community schools, and these improvements must be in line with the intervention of the school committee in various aspects.

### **Supporting and inhibiting factors**

Factors supporting the madrasah committee in enhancing quality education in MAN 2 Malang City are adequate and complete facilities, infrastructure, and human resources that meet standards. This aligns with existing literature (Salahuddin et al., 2018). Meanwhile, no inhibiting factors were found in MAN 2 Malang City. However, because of COVID-19, a factor inhibitor exists. Be delivered by Wow Infrastructure regarding supporting factors in improving the quality of education "...Alhamdulillah, in MAN 2 Malang City, there are environmental factors madrasah are adequate and supportive, in the class indoors nor outdoors outside class. A class facility means the infrastructure is adequate and complete in offline and online conditions. Outside that class, we provide many things like the field, music studies, and laboratory. From the other side, HR and GTK are also partial big Teacher here Already S2 even several already S3..." (01 /03/ 22: 11.10)

MAN 2 Malang City already meets the standards. GTK qualifications meet the standards Which There is. Thus, two supporting factors for improving the quality of education at MAN 2 Malang City are superior human resources and adequate, decent, and complete infrastructure. The inhibiting factors come from environmental conditions, such as Submitted by the treasurer madrasah committee: "...we are having difficulties with the current pandemic conditions because not all teachers can use technology, but we are slowly getting there to follow now. (28 /03/ 22: 13.10)

A Facilities and Property Affairs representative also stated the results expected by the madrasah that competitive alumni created one of the results he hoped to realize. It means that because of the life in which he lives, he must be able



to colour in his life, not be a useless human being. Because as good as he is, he's helpful to others. So, the alums of MAN 2 Malang City must be human beings who benefit themselves, their families, their communities, their nations, and their religions so that they do not become the garbage of society at the source of societal problems.

Deputy principal means infrastructure. Also, state the results. The madrasah hopes that one of the expected results will be the creation of a competitive alumnus. It means that because he was alive in his time, he had to Color in his life. This means he did not become a man, which is not applicable. Because the best people are valuable to other people. Become an alum of MAN 2 Malang City is a must-become man Which beneficial Good for self Alone, family, community, nation, state, and religion, so don't let it be Community waste be the source of the problem in society.

MAN 2 Malang City won the highest high school/SMK/MA medal achievement in Indonesia in the 2021 national science competition. The madrasah's accomplishments show that the quality of education in the madrasah can be said to be good and improving every year. The exhibition above can be summarized as the expected outcome of the improvement in the quality of education in MAN 2 Malang City. There are visible and invisible changes, such as improvements in the academic field. Then, there is a moral change for every school citizen to move forward, and an evaluation can add enthusiasm and motivation to the pupils and the educational staff that corresponds to the vision and mission of the madrasah.

Based on the findings of this research, three prominent aspects have been identified that play an essential role in madrasah development: the role of the madrasah committee, the strategy of the madrasah committee, and supporting and inhibiting factors. Table 1 summarises the main findings of this study.

**Table 1. Research Findings**

No	Category	Key Findings
1.	Role of the School Committee	<b>Partner of the Madrasah:</b> The MAN 2 Malang school committee functions as a partner to the madrasah, supporting the implementation of madrasah programs and representing the community.
		<b>Organizational Structure:</b> Involves representatives from teachers, parents, and community leaders in the management of the school committee.
		<b>Primary Function:</b> Acts as a support system and working partner in madrasah activities.
2.	School Committee Strategies	<b>Coordination with Leadership:</b> Strategies involve coordination with the madrasah leadership to create and implement development programs.
		<b>Continuous Evaluation and Recommendations:</b> Conduct ongoing evaluations, provide recommendations, and gather resources for corrective actions.
		<b>Collaboration and Outreach:</b> Collaborate with universities and other top schools, and implement outreach strategies to improve student quality.
3.	Supporting and Inhibiting Factors	<b>Supporting Factors:</b> Adequate and complete facilities and infrastructure, and human resources that meet standards.
		<b>Inhibiting Factors:</b> The COVID-19 pandemic causing difficulties in technology use by some teachers and limiting face-to-face learning.

Table 1 presents the research findings. In the context of the role of the School Committee, this committee functions as the leading partner of the madrasah, contributing to supporting the implementation of educational programs and representing the community. By involving representatives from teachers, parents, and community leaders, this committee shows a strong synergy between various stakeholders in supporting madrasa activities.

The School Committee's strategy is also crucial. One of the main strategies is close coordination with madrasah leaders to create and implement effective development programs. Additionally, the committee conducts ongoing evaluations, provides recommendations, and pools resources for corrective action. These steps reflect the committee's commitment to raising educational standards and student achievement.

However, supporting and inhibiting factors influence the effectiveness of implementing madrasa programs. On the supporting side, the availability of adequate facilities, infrastructure, and human resources that meet standards are essential foundations for the success of madrasa programs. In contrast, the COVID-19 pandemic has been a significant obstacle, causing difficulties in some teachers' use of technology and limiting face-to-face learning. However, by overcoming these challenges, madrasah can produce competitive and beneficial alums and achieve national achievements by demonstrating superior educational quality.

Thus, these findings confirm that the school committee's active and strategic role is very important in supporting and developing madrasa programs. Effective collaboration between various stakeholders, continuous evaluation, and adaptation to external challenges such as the pandemic all contribute to improving the quality of education at MAN 2 Malang.

## CONCLUSION

This case study shows how vital school committees are in improving school quality. The school committees that are the limitations in this article are the parents, teachers, and people from the local community, who are vital to pushing for positive change in the educational environment. School committees can strengthen ties between schools, parents, and the community with active participation. As a result, this can affect the quality of children's education. In addition, schools use approaches such as continuous evaluation, recommendations, and resource gathering to identify problems, take corrective action, and optimize available resources. Good cooperation between the school committee and the head of the school is crucial because the head who supports the committee drives change more effectively. Supportive factors such as parental participation, collaboration with the head of school, and additional resources significantly affect the school committee's ability to improve the school's quality. However, as is well known, the COVID-19 pandemic has become one of the main obstacles to achieving better educational goals.

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