

THE CONTRIBUTION OF THE SCHOOL COMMITTEE IN THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT IN MAN 1 TERNATE

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Abstract: The purpose of this study is to describe the reality of the contribution of the school committee in the implementation of school-based management in MAN 1 Ternate. This study uses a qualitative research type of case study. The approach used is a pedagogical and managerial approach. The data is the focus of the research, namely improving the quality of education in the implementation of madrasa-based management, while the primary data sources are from the leadership, educators and education staff, committees and parents as well as documents related to efforts to improve the quality of education at MAN 1 Ternate. Secondary data sources in the form of data from various documents relevant to the research. Data collection techniques are observation, in-depth interviews, and documentation. Data analysis uses an inductive-conceptual approach, starting from empirical information and then constructing concepts or propositions. Furthermore, checking the validity of the data using the credibility and transferability test. The results showed the reality of implementing madrasah-based management at MAN 1 Ternate refers to the madrasah organization which can be measured in aspects madrasah committee. Meanwhile, the curriculum dimension in implementing madrasah-based management at MAN 1 Ternate in developing the curriculum is carried out with the madrasah head, all madrasah residents including the committee by adjusting the development and needs of students. Human resource management, the main requirements are aspects of educational qualifications, aspects of democratic, transparent and participatory managerial abilities. The sources of financing for the procurement and purchase of facilities and infrastructure are from DIPA, BOS funds and committee fees.

Keywords: Madrasah Base Management; MAN 1 Ternate

I. INTRODUCTION

The process of improving the quality of education is the first step to realize the quality of education and the welfare and prosperity of the people. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.¹

Regional autonomy as stipulated in the Law of the Republic of Indonesia Number 22 of 1999 concerning Regional Government in article 11 paragraph 2, requires the management of

¹Republik Indonesia, *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*, (Bandung: Citra Umbara, 2000), h. 3.

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the education sector to be carried out by local governments, namely districts or municipalities.² This means that education management is decentralized after previously being managed centrally by the central government. The implementation of decentralization in the education sector was effective nationally in early 2001. Therefore, the control of the education sector shifted from the central level to the district or city level and made schools the spearhead in the form of granting the widest possible autonomy to educational institutions.

Decentralization in the education sector as described above is certainly different from the decentralization in other areas of government, if the decentralization in the field of government lies with the government at the district or city level, then decentralization in the education sector actually reaches educational institutions or schools as the spearhead of the implementation of education. This is where the idea of School-Based Management (MBS) was developed,³ which by Brady, as quoted by Hasbullah, is an idea that has been globalized and practiced by many countries.⁴

Since the implementation of regional autonomy on January 1, 2001, the Ministry of National Education has changed the orientation of school/madrasah management from being centrally based to school/madrasah-based management (MBS/M).⁵ Aims to improve all school/madrasah performance (effectiveness, quality/quality, efficiency, innovation, relevance and equity and access to education).⁶ Meanwhile MPMBS/M (School/Madrasah-Based Quality Improvement Management) is basically part of MBS/M (School/madrasah-based management). The focus of MPMBS/M (School/Madrasah-Based Quality Improvement Management) lies in efforts to improve the quality of school/madrasah quality as measured by its inputs, processes and outputs.⁷

Basically, improving the quality of education has long been discussed by development actors in the field of education, but the reality and empirical evidence in the field have shown that the quality of education in Indonesia is still said to be low. Therefore, it can be said that until now the emphasis of education development has been on efforts to improve quality.

The concept of quality improvement in education is managed through a madrasa-based management process (MBM). In MBM, the concept of improving the quality of madrasas should be programmed and planned and carried out independently by madrasas based on the needs of the madrasa itself to achieve quality education.

The philosophy of this policy is that the low quality of education, especially the quality of education in *madrasah*, is caused by several factors, including the performance of *madrasah* principals who do not have a clear vision and mission, *madrasah* organizational culture that is not yet conducive, teacher competence is not optimal, limited facilities and infrastructure, curriculum that has not answered the needs, as well as the quality of the learning process. On the other hand, the government sets the scope of national education standards as the basis for planning, implementing and supervising education in the context of realizing quality national education which includes graduate competency standards, content standards, process standards, infrastructure standards, management standards, financing standards, and assessment standards. education. To be able to achieve the demands for the quality of education, of course, *madrasah*

²Republik Indonesia, *Undang-Undang Nomor 22 Tahun 1999 tentang Pemerintahan Daerah*, (Bandung: Citra Umbara, 2000), h. 5.

³Hasbullah, *Otonomi Pendidikan, Kebijakan Otonomi Daerah dan Implikasinya terhadap Penyelenggaraan Pendidikan* (Jakarta: Rajawali Pers, 2006), h. 14-15.

⁴Hasbullah, *Otonomi Pendidikan, Kebijakan Otonomi Daerah dan Implikasinya terhadap Penyelenggaraan Pendidikan*, h. 14-15.

⁵Husaini Usman, *Manajemen Teori, Praktik, dan Riset Pendidikan* (Jakarta: Bumi Aksara, 2006), h. 573.

⁶E. Mulyasa, *Manajemen Berbasis Sekolah (konsep, strategi, dan implementasinya)* Bandung: Rosda, 2003, h. 11.

⁷E. Mulyasa, *Manajemen Berbasis Sekolah (konsep, strategi, dan implementasinya)*, h. 2.

must strive to be able to achieve standards in accordance with national education standards, which are the main elements of the success of education in *madrasah*.

Although currently *madrasah*s through the Ministry of Religion have made quite significant changes with the emergence of superior *madrasah*, as *madrasah* that are designed with various completeness and excellence in academic aspects, teacher qualifications and facilities and have good management and administration qualities,⁸ However, the number is still very limited, because what is being built is superior state *madrasah* such as state *madrasah* of intellectuals for each region that need to be responded to creatively and proactively, by making various efforts to improve quality continuously, so that it can be used as a reference for *madrasah* whose achievements and quality still low.

According to Sugeng Listyo Prabowo. Quality *madrasah* have indicators including: (1) having a vision and mission to achieve high achievement/quality, (2) all *madrasah* personnel have a high commitment to achievement, (3) a staff procurement program in accordance with the development of science and technology, (4) there is continuous quality (quality control), (5) there is continuous quality improvement, (6) there is communication and incentive support from parents and the community.⁹

According to Edward Saillis; The quality of education is determined by the input, process and output of education. Therefore, the quality of school/*madrasah* education is the ability to manage inputs, processes and utilize them optimally to improve the learning abilities and learning outcomes of graduates.¹⁰

The position of *madrasah* as schools with Islamic characteristics in the era of decentralization, structurally still under the tactics of the Ministry of Religion as a ministry that is not autonomous, and demands for regional autonomy on the other hand, which requires all educational institutions to be the responsibility of the region, both regarding the provision of facilities and infrastructure. infrastructure and education financing. Meanwhile, the management of education is the responsibility of the institution concerned as a manifestation of the implementation of educational autonomy. State Aliyah *Madrasah* (MAN) 1 Ternate as a pilot educational institution designed by the Ministry of Religion for this agenda, has not been fully autonomous because structurally it is still under the Ministry of Religion.

This study intends to examine the implementation of MBM in improving the quality of State Aliyah *Madrasah* (MAN) 1 Ternate, North Maluku, which is trying to make fundamental changes to its management system and overhauling the *madrasah* system that was previously centralized to decentralized management so that it becomes autonomous in its development. In addition, this study also seeks to describe efforts to improve the quality of education in Ternate, especially State Aliyah *Madrasah* (MAN) 1 Ternate.

In the initial observations, it turns out that empirical facts show that the implementation of MBM has not been maximized because the facilities are not adequate, the professionalism of educators and education staff does not all have an attitude of independence and a desire to change, and learning activities, especially in the evaluation system, have not all carried out authentic assessments, especially in the assessment process, and community participation has not been maximized. This directly affects the quality of education at MAN 1 Ternate.

II. LIRATUR REVIEW

Madrasah-Based Management (MBM) can be defined as a management model that gives *madrasah* greater autonomy, gives *madrasah* greater flexibility/flexibility to manage resources and encourages *madrasah* to increase participation of *madrasah* citizens and the

⁸Malik Fajar, *Reorientasi Pendidikan Islam* (Jakarta: Fajar Dunia, 1999), h. 82

⁹Sugeng Listyo Prabowo, *Manajemen Pengembangan Mutu Sekolah/Madrasah* (Malang: UIN Press, 2008), h. 37.

¹⁰Edward Saillis, *Total Quality Management In Education (Manajemen Peningkatan Mutu Pendidikan)*, (Yogyakarta: IRCiSoD, 2008), h. 70.

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community to meet *madrasah* quality needs or to achieve *madrasah* quality goals within the framework of national education. Therefore, the essence of MBM is to provide *madrasah* autonomy and flexibility and participation to achieve *madrasah* quality goals.

Thus, *madrasah* managers have greater authority (independence) in managing their *madrasah* (setting quality improvement targets, compiling quality improvement plans, implementing quality improvement plans, and evaluating the implementation of quality improvement), have flexibility in managing *madrasah* resources, and have participation larger than the groups with an interest in *madrasah*. So, the main objective of MBM is to improve the performance of all components of *madrasah* which include aspects of effectiveness, quality, efficiency, innovation, relevance and equity as well as access to education, in an effort to improve the quality of education.

Quality of education is the ability of the education system to prepare, process, and process education effectively and efficiently to increase added value in order to produce quality graduates so that they are able to meet the needs of stakeholders. On a micro level, the quality of education is the degree of excellence in managing education effectively and efficiently to give birth to academic and non-academic excellence for students in educational institutions or completing certain lessons. Thus, improving the quality of *madrasah* is a systematic process that continuously improves the quality of the learning process and other factors with the aim that school targets can be achieved effectively and efficiently.

In improving quality, there are two aspects that need to be considered, namely aspects of the quality of the results and aspects of the process of achieving these results. In an effort to achieve good quality education, it is necessary to have seriousness from education managers so that the education managed is able to develop and produce quality graduates who master life skills, namely personal skills (personal skills), social skills (social skills) and special skills (specific life skills). so that it is able to meet the needs of stakeholders through operational actions in the educational process, of course with quality human resources, effective and well-established management.

The quality referred to in this study still refers to the National Education Standards (SNP), which include graduate competency standards, content standards, process standards, educators and education personnel standards, infrastructure standards, management standards, financing standards, and educational assessment standards.

III. METHOD

This study uses a qualitative research type of case study. The approach used is a pedagogical and managerial approach. The data is the focus of the research, namely improving the quality of education in the implementation of madrasa-based management, while the primary data sources are from the leadership, educators and education staff, committees and parents as well as documents related to efforts to improve the quality of education at MAN 1 Ternate. Secondary data sources in the form of data from various documents relevant to the research. Data collection techniques are observation, in-depth interviews, and documentation. Data analysis uses an inductive-conceptual approach, starting from empirical information and then constructing concepts or propositions. Furthermore, checking the validity of the data using the credibility and transferability test.

IV. RESULT AND DISCUSSION

Various problems that arise in the field of education as well as in the social, political, economic, and cultural fields require serious handling. For this reason, it must be handled with holistic approaches, both macro and micro. The first approach that will be used here is the macro approach. The macro approach is a macro approach, the educational process is analyzed in a broader framework. In a sense, the educational process must be analyzed in relation to

processes in other fields. This is because the educational process cannot be separated from its environment, whether political, economic, religious, and cultural as well as from other things.

Therefore, the approach emphasizes that efforts to solve problems in education are meaningless if they are not linked to improvements and adjustments in other fields. The second approach used is the microcosmic approach, which sees education as a living unit and there is interaction within. The interaction that occurs is in the form of a learning process in the classroom. This approach views the interaction of educators and students as a major factor in education.¹¹ Therefore, according to this micro approach, improving the quality of education will only succeed if there is an improvement in the learning process or improvements in the field of education personnel.

Regarding the implementation of MBM at MAN 1 Ternate, it will be described with reference to several aspects which include aspects of organizational management. Specifically for organizational variables in this study, the instrument used was interviews with informants and made careful observations of the real conditions related to the formation of the organization and the realization of the organization's long-term and short-term plans. The selected informants were limited to the head of the *madrasah*, educators and education staff of MAN 1 Ternate to describe the actual situation.

The instrument used to measure the dimensions of the organization is an instrument that should be owned by an ideal *madrasah*, with an effort to photograph the success of the implementation of the *madrasah* organization and at the same time describe the objective conditions of the *madrasah* organization profile as a whole. The *madrasah* organization is the integration of all *madrasah* residents who cannot be separated from the implementation of the duties of members of the *madrasah* organization.

For the dimensions of the *madrasah* organization, 3 (three) assessment aspects are used, namely: (1) *madrasah* committee; (2) *madrasah* organization; and (3) directions and policies. Furthermore, for each aspect used assessment indicators that have been set for each indicator to measure the implementation of the *madrasah* organization. For more details will be described as follows:

A. *Madrasah* Committee

With the issuance of the Decree of the Minister of National Education No. 014/U/2002 dated April 2, 2002, the Educational Supporting Agency (BP3) is declared no longer valid. Instead, at the education unit level, a school/*madrasah* committee can be formed on the initiative of the community. RI Law on National Education System no. 20 of 2003 article 56 paragraph 3 states that the school/*madrasah* committee as an independent institution is formed and plays a role in improving the quality of services by providing consideration, direction and support for personnel, facilities and infrastructure, and supervision of education at the education unit level.

Madrasah committees are assessed by indicators such as: (1) the ability to organize *madrasah* committees; (2) the formation of *madrasah* committees is adjusted to the applicable guidelines and regulations.

If you look at developed countries, educational institutions are indeed created by the community, so that the quality of schools becomes the center of their attention and always strives to be maintained. This can happen because they already believe that school is the best and most convincing way to foster the development and growth of their children. Related to that, further by Labani Ladesi it is said that:

“Given the high belief in the ability of schools/madrasahs in the formation of their children in building a good future, it makes them participate actively and optimally starting from planning, implementing, and supervising the management and

¹¹Suharsimi Arikunto, *Pengelolaan Kelas dan Siswa* (Cet. I; Jakarta: CV. Rajawali, 1992), h. 77.

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administration of schools/madrasahs, because of the high awareness of the community concerned."¹²

According to Labani Ladesi, in order to empower and enhance the role of *madrasah* committees, MAN 1 Ternate fosters cooperation with parents and the community, creating a conducive and pleasant atmosphere for students and residents of MAN 1 Ternate. Therefore, the *madrasah* committee bridges the implementation of good cooperation to the fullest. In such circumstances, the *madrasah* committee carries out its role and function as a supporter in the implementation of the learning process that is in line with the conditions and environmental problems of MAN 1 Ternate.

Stakeholder representatives are committees, so the committee plays a very important role in the development of MAN 1 Ternate. One of its roles is to participate in formulating the vision and mission, as stated by the chairman of the MAN 1 Ternate committee, namely:

*"The vision, mission of MAN 1 Ternate as the foundation and the shared aspirations and desires of both parents, madrasa heads and the teacher council, so in formulating it must be planned through joint meetings and decisions from the results of the meeting, namely realizing superior humans in IMTAQ, science and technology and environmentally populist."*¹³

The head of the *madrasah* also appreciated that the committee's role is very important, especially in formulating the vision and mission as a starting point for *madrasa* development, namely:

*"The madrasah's vision is our foundation in the education program, namely its vision, excelling in IMTAQ and science and technology, being populist and environmentally friendly. In this vision, it is clear that madrasah have the goal of making all madrasa residents have strong faith and piety and have strong knowledge because the final achievement to be achieved is the attitude of good morals in the midst of people's lives."*¹⁴

From these various active involvements, it is recognized that the role of the *madrasah* committee has influenced the *madrasah*'s educational management capabilities, in terms of planning and making decisions, organizing, leading, and controlling various sources, ranging from human capital to other sources such as finance, facilities, and sources of information as well as utilizing diversity in order to achieve the goals of educational organizations efficiently and effectively.

According to Fatimah Saleh, that in order to empower and enhance the role of the *madrasah* committee, the form of cooperation between MAN 1 Ternate with parents and the community is manifested in the creation of a conducive and pleasant atmosphere for students and all educators and education staff of MAN 1 Ternate. Therefore, the *madrasah* committee bridges the implementation of good cooperation to the maximum so that environmental problems that have a negative impact on education can be minimized.¹⁵

In an effort to optimally apply the role of the *madrasah* committee in its function as a mediator, the head of the *madrasah* committee emphasized that this needs to be done gradually, starting from the level of awareness about the significance of the *madrasah* committee both to the community and to education providers themselves as an opportunity for community participation in education implementation.

The next step, according to the head of the *madrasah* committee, is how to disseminate the concept of public involvement in the *madrasah* committee to the community and education

¹²Labani Ladesi, (Kepala MAN 1 Ternate), *Hasil Wawancara*, Ternate.

¹³H. Imam Muslim (Ketua Komite MAN 1 Ternate), *Wawancara*, di Ternate.

¹⁴Labani Ladesi, (Kepala MAN 1 Ternate), *Hasil Wawancara*, Ternate.

¹⁵Fatimah Saleh, (Tenaga Pendidik MAN 1 Ternate), *Hasil Wawancara*, Ternate.

providers. This effort is realized by involving all community potentials in a synergistic manner to achieve a sense of belonging and realizing that the *madrasah* committee is a forum for solving common problems faced in the implementation of education.¹⁶

In this condition, according to the Head of MAN 1 Ternate, the community participates in deciding and solving problems without any role of opposition. This risk places the need for maturity of the internal conditions of education providers, changes in the order in their thinking patterns, prioritizing democracy, openness, and accountability. Each related party really needs its role in accordance with the authority that has been delegated to him, and the accountability inherent in each of them. It is very important to identify the commitment of education providers as the starting point for the implementation of the *madrasah* committee's function, to gradually make various parties aware of efforts to build good education administration in a regular, continuous, and systematic manner. When there are complaints from the public, they are always used as input for corrections towards improvement.¹⁷

Meanwhile, the initial implementation of the *madrasah* committee function needs to start with a large portion of planning. This strategic step will provide an opportunity for each of the relevant parties to understand the benefits of an improvement change by taking into account the public complaint service mechanism in the future. When the plan is carefully and pleasantly made, there is hope and interest, while community complaints become criticism, correction, evaluation, which are accepted as an effort towards improvement.

If analyzed from the notion of public relations, there are at least two interests in education management. First, the interests of *madrasah*. The interests of *madrasah* can be seen from the provision of information from the school to the community, so that the community forms its own opinion on the school. Another interest is that *madrasah* can understand the various resources that exist in the community that can be utilized for the benefit of teaching and learning and educational efforts in general. Second, the public interest. In terms of the interests of the community, it can be said that the community can benefit and absorb the results of thought and development of knowledge and technology that are useful for the community itself. Understanding, acceptance, and understanding of the community will shape the public's perception of the *madrasah*.

Because of that, Ki Hajar Dewantara has long stated that education takes place in three environments, namely the family environment, *madrasah/school*, and community. This means that education will not succeed if the three components do not work together harmoniously. Kaufman said that education partners do not only consist of educators and students, but also parents/community. So it is clear that an educational institution is not an independent institution in fostering the growth and development of the nation's children, but it is an inseparable part of the wider community, and together with the community build and improve all efforts to advance *madrasah*.

Thus, education providers need to identify the aspirations, ideas, and educational needs of the community, bring together the will of the community in the form of achieving the goals of the level of community satisfaction, and the next implication is to get community commitment in forming a good image for education providers. So that the advantages of the maximum role of the committee can be seen from the successful application of the *madrasah* program as a whole, the success of *madrasah* in gaining support from the community, the establishment of interactive communication between *madrasah*, committees, and other education stakeholders.

Based on the data presented above, it shows that the committee is actively involved in influencing education management and decision making. In addition to the very important role of the committee, in formulating the vision and mission of MAN 1 Ternate, it must be involved through deliberation carried out by the head of the *madrasah* together with the teacher council.

¹⁶H. Imam Muslim (Ketua Komite MAN 1 Ternate), *Wawancara*, di Ternate.

¹⁷Idawati Joba, (Tenaga Pendidik MAN 1 Ternate), *Hasil Wawancara*, Ternate.

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At the same time as a funnel of information to the community for the benefit of the *madrasah* and the interests of the community.

V. CONCLUSSION

Based on the explanation above, it can be concluded that the committee is actively involved in influencing education management and decision making. In addition to the very important role of the committee, in formulating the vision and mission of MAN 1 Ternate, it must be involved through deliberation carried out by the head of the *madrasah* together with the teacher council. At the same time as a funnel of information to the community for the benefit of the *madrasah* and the interests of the community.

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