

School Associations and School Committees: Improving the Quality of Education at MTs Hidayatul Mubtadi'in South Lampung

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ABSTRACT

In order for education goals to be achieved effectively, the community and stakeholders must be actively involved in education management. Parents of students, as an integral part of society and users of educational services, play an important role in improving the quality of education provided by schools. This collaboration fosters mutually beneficial relationships and is very important for improving educational standards in educational institutions. Therefore, the formation of a school committee must be a collaborative partner in implementing school programs. This research aims to explore the nature of the management partnership between MTs Hidayatul Mubtadi'in and its school committee. This research uses a qualitative descriptive methodology, utilizing data collection techniques such as interviews, observation and documentation. Research findings show that there is strong collaboration between schools and school committees in improving the quality of education, with ongoing coordination in planning academic and non-academic activities, as well as social and community initiatives. The committee acts as a school partner, providing guidance, support and supervision of school activities, while acting as a liaison between the school and parents. Through well-defined roles and a strong partnership with the MTs Hidayatul Mubtadi'in committee, various programs aimed at improving the quality of education can be implemented effectively, thereby realizing the school's vision and mission and ensuring the satisfaction of parents. However, this success really depends on the active role of both parties, especially in terms of communication, program planning and resource management. More synergistic efforts are needed between schools, school committees and the community in creating a better and more sustainable educational environment

Keywords: *Association; School; School Committee; Quality of Education*

INTRODUCTION

Quality of education has become an issue of concern over the past few decades. This challenge is further exacerbated by inefficiencies in education management, which lacks the principles of democracy, justice and a participatory approach. This deficiency arises from the lack of full realization of autonomy in education management and the role of professionals both at the regional government level and in educational institutions (Mariani et al., 2024). An effort to improve the quality of education in

Indonesia never stops and is complete. Various new concepts and insights will continue to develop along with the development of science and technology.

Schools are complex institutions and consist of many components. Schools will not be able to meet the needs of the community, who are the main stakeholders in the education sector, without the support and involvement of the community itself (Lubis et al., 2024). Various stakeholders, including individuals, groups, families, entrepreneurs, professional associations, and community-based organizations, can contribute to and facilitate the implementation of community education (Atoillah & Hakim, 2024). Educational outcomes can be produced, implemented and utilized by society. Community involvement can take the form of utilizing services offered by educational institutions to involvement in decision-making processes at various levels, including active participation of parents in the implementation of education in schools. (Ningsih et al., 2021).

To be able to answer the demands of society, which is the main stakeholder in education, schools need community support and care. According to (Astuti, 2017) Educational programs are influenced by individuals, groups, and organizations, each of which contributes to its various social roles. The community plays an important role in providing, implementing and benefiting from educational outcomes. Participation ranges from basic involvement, such as utilizing school services, to more involved roles, including participation in decision-making processes at various levels. This spectrum of involvement highlights how the community, including student guardians, actively contributes to the successful implementation of educational initiatives in schools.

Education is a shared property, so it is the duty of the family, state and society to help children become adults through the educational process (Nur Hakim & Atoillah, 2024). According to Ki Hajar Dewantara, who is considered the "Father of Indonesian Education", there are three education implementers called the "tri education centers" who work together in implementing children's education in the school, family and community where they live. (Riyatno & Kusumaningsih, 2024). To manage education effectively, a tricentral framework of reciprocal education. The goal of school associations is to encourage greater community ownership, involvement, concern, and support, especially financial and moral assistance (Helmi, 2018). The pattern of relationships between schools and society must always be encouraged and improved. Education is an important element in human resource development in Indonesia. As time goes by, the quality of education has become the main focus which must continue to be improved to face global challenges. At the Madrasah Tsanawiyah (MTs) level, improving the quality of education really requires solid cooperation between various parties, including schools and school committees. MTs Hidayatul Mubtadi'in in South Lampung as an educational institution strives to create a quality learning environment through implementing various programs and policies. However, even though various efforts have been made, the struggle to achieve optimal improvement in the quality of education still continues. One important factor that can

play a major role in the success of improving the quality of education is the active involvement of School Associations and School Committees.

The School Association plays a role in strengthening networks between schools to share experiences and resources, while the School Committee functions as a school partner in determining policy direction and assisting in providing facilities that support teaching and learning activities. This second entity has a strategic role in improving the quality of education, both through support in curriculum preparation, improving facilities, budget management, and training for teaching staff. (Gunawan & Adab, n.d.). However, the problem faced at MTs Hidayatul Muhtadi'in is the lack of optimal synergy between the school, the school committee and the surrounding community. Some of the obstacles that often arise include a lack of shared understanding regarding the importance of collaboration between schools and school committees, limited resources to implement programs to improve the quality of education, and low active participation from school committees in making strategic decisions for school progress.

Research by (Bisri, 2020) shows that school committees have a very important role in improving the quality of education in schools, especially in terms of: Resource Management: School committees function to support education policies, both in terms of managing funds and providing facilities. Increased Community Participation: The school committee also participates in increasing the involvement of parents and the community in educational activities, which in turn will influence the quality of education that students receive. Relevance to MTs Hidayatul Muhtadi'in: This research shows the important role of school committees in supporting education policies and improving the quality of education. This finding is very relevant to the context of MTs Hidayatul Muhtadi'in which is trying to strengthen the school committee to improve the quality of education. In a study conducted by (Nurafni et al., 2022) regarding the influence of school collaboration and school committees on the quality of education, it was found that: Good Coordination between Schools and Committees: Increases the success of education programs through more effective management. Synergy in Facilities and Learning Management: Collaboration between the school and the school committee in terms of facilities and learning programs can increase the comfort and effectiveness of learning at school. Relevance to MTs Hidayatul Muhtadi'in: This research underlines the importance of coordination and synergy between schools and school committees in supporting the quality of education. These results are very relevant for MTs Hidayatul Muhtadi'in in optimizing collaboration with committees to achieve improved educational quality. Research by (Mar'ati, 2022) regarding the role of school associations in improving the quality of education explains that: Establishment of Networks and Collaboration: School associations play an important role in forming networks between schools that enable the exchange of knowledge and experience. Assistance and Supervision of Educational Programs: The Association also functions as a platform for schools to obtain assistance in terms of curriculum, evaluation and implementation of educational policies. Relevance to MTs Hidayatul Muhtadi'in: These findings are relevant for MTs Hidayatul Muhtadi'in, which can

utilize school associations to expand networks and improve the quality of education through joint learning and sharing experiences with other schools.

Therefore, it is important to study further the role of School Associations and School Committees in improving the quality of education at MTs Hidayatul Mubtadi'in. By involving various parties in this discussion, it is hoped that solutions can be found to improve the quality of education through closer collaboration between schools, school committees and the community.

METHOD

The research method used by the author is qualitative phenomenology, according to (Sugiyono, 2019) The qualitative research method is a research method that is based on the philosophy of postpositivism, and uses research on natural object conditions in which the researcher is a key part, sampling data sources taken based on objectives and collection techniques with a combination of qualitative data analysis and more stressful research results. meaning rather than generalization (Hardani & et.al, 2020). The qualitative approach is included in naturalistic research, which requires humans as instruments because research is full of naturalistic content, as stated that "Naturalistic inquiry is always carried out, logically, in a natural setting, because the context has great implications for the meaning of the instrument", the research is the human itself, This means that researchers first fully understand and can adapt to the social situations faced in their research (Narbuko, 2016).

His research is built on his experience using methods appropriate to his research by means of interviews, observation, participant observation, document and literature analysis, historical approach techniques and other techniques. For social scientists and humanities, statistics is considered as part of research techniques (not part of research itself), so it is not the only research technique (Sujarweni, 2014). The research instrument in this research is data collection techniques by means of interviews, observation and documentation. Respondents interviewed in this research were the principal, deputy principal, teachers and school committee at MTs Hidayatul Mubtadi'in.

Data collection techniques were carried out using interviews, data analysis was inductive, and qualitative research results emphasized meaning rather than generalizations (Moleong, 2019). Data analysis in this research was carried out qualitatively using the interactive analysis model from Miles and Huberman which consists of three main steps:

1. Data Reduction: This process involves sorting, selecting, and simplifying data obtained from various data collection techniques. Irrelevant or redundant data will be eliminated, while relevant data will be classified based on certain themes such as the role of school committees, challenges faced, and the impact of Islamic religious education programs.
2. Data Presentation: The reduced data is then presented in narrative, table or matrix form. The aim of presenting this data is to facilitate understanding and

interpretation of the data, making it easier for researchers to identify certain patterns, relationships or trends related to the role of school committees.

3. **Drawing Conclusions and Verification:** This stage is the process of drawing temporary conclusions which are then processed with the data that has been collected. This process involves checking the findings again to ensure the consistency and validity of the data that has been obtained.

FINDINGS AND DISCUSSION

The existence of a school committee is very important as an element that can support improving the quality of education (Alfian et al., 2024). A concrete manifestation of the various roles and functions of the School Committee, as well as a reflection of a democratic education system, is the organization of student parents in the School Committee to establish relationships with MTs Hidayatul Mubtadi'in stakeholders both in the academic and non-academic fields, as well as in the socio-cultural field. and religious. In this way, the progress, success and excellence of MTs Hidayatul Mubtadi'in, both in the learning process and educational training, can be known and felt by the students' parents as beneficiaries of the quality of educational services provided by MTs Hidayatul Mubtadi'in. This makes them as users or customers of educational services feel satisfied with the services provided by MTs Hidayatul Mubtadi'in. The aim and function of forming the School Committee at MTs Hidayatul Mubtadi'in is to act as a school partner in providing education. This committee provides input, support, supervision and acts as a mediator between the surrounding community and the parents of students who are customers of educational services provided by MTs Hidayatul Mubtadi'in. If a school faces summary, failure or deficiencies, the School Committee and its stakeholders will immediately work to find a solution together, with the committee offering full support in terms of ideas and financial resources to improve the quality of education for their children.

Based on the results of interviews with the principal, deputy principal, teachers and committee on 10-16 September 2024 which is supported by school documents which show that there is coordination and association between the principal and the MTs Hidayatul Mubtadi'in school committee in every activity, both academic and non-academic. academically, with the hope that the school's vision and mission can be achieved and the school's motto is Sajuta Mantap, Polite, Honest, Responsible, Independent, Taqwa and achievement is achieved.

1. School Associations and School Committees as Advisory Bodies

The School Association at MTs Hidayatul Mubtadi'in acts as a forum for strengthening collaboration between schools in various matters. The research results show that the School Association at MTs functions as a communication network between schools in the area. Through this association, schools can share information related to curriculum, teaching methods, and strategies to improve the quality of education. However, coordination between association members is still limited and has not been fully maximized in achieving the goal of improving the

quality of education. The association between the principal and the school committee in improving academic standards at MTs Hidayatul Mubtadi'in has proven to be effective and harmonious. Collaboration between parents and teachers is facilitated through the establishment of a cooperative framework within the parent-student association, sponsored by the school committee. This collaborative relationship between schools and parents is important to ensure that students reach their full potential. Both parents and teachers play an important role in the success of the entire educational process at school.

Collaboration between the principal and the school committee in improving the quality of education in the academic field at MTs Hidayatul Mubtadi'in has gone well and harmoniously. This collaboration is a form of cooperation between parents and teachers, which builds communication within an organized framework. The main aim of collaboration between schools and parents is to ensure that students can develop according to their potential. Parents and teachers are two important components in supporting educational success at school.

The results of the interview with the Head of MTs Hidayatul Mubtadi'in revealed that not a single school activity was carried out without the knowledge and cooperation of the school committee. All academic programs must be known and approved by the committee, and documents related to curriculum or operational procedures, as well as educational programs, are discussed and decided jointly by the principal, teachers and committee members, who are representatives of the students' parents and have the right to provide input to school stakeholders.

The results of the interview are as follows: "At the end of every school year, the principal and all teaching staff hold a meeting to discuss the programs that will be implemented at the start of the new school year, which are then communicated to the school committee. This ensures that all school activities receive input, suggestions, supervision and support from the committee."

2. School Associations with and Committees as Supporting Bodies

The School Committee at MTs Hidayatul Mubtadi'in has an important role in supporting education policies at the school. The committee functions to bridge communication between the school, parents and the community. Based on the research results, the school committee has contributed to providing facilities, raising funds, and providing educational facilities that support the teaching and learning process. However, the level of active participation of school committee members in strategic decision making still needs to be improved. Some committee members are still less involved in evaluating and planning educational programs

The teacher association and school committee at MTs Hidayatul Mubtadi'in have established close cooperation. In every academic competition in which students participate, the guidance and support provided by teachers and school committees, who act as class coordinators at each level, play an important role. They help teachers and provide both moral and material support. Apart from

that, the committee or students' parents also often help arrange transportation to the place where the competition or activity is taking place.

In the context of contextual education, an example can be seen in the direct practice of Strengthening the Pancasila Student Profile (P5) in the independent curriculum. In this initiative, 209 class VII students were involved in batik making activities at school and took part in a visit to Batik Siger Lampung. This program was attended by class VII teachers and the school committee, who facilitated transportation and food for students and accompanying teachers. An interview with the P5 project supervising teacher revealed the following: "We, class VII teachers, have planned activities; however, we still lack funds. Fortunately, the committee has provided moral and financial support, meaning they are actively helping us, so that the program can be implemented so that students can achieve the competencies expected by their parents." This support is not only provided to class VII students but also to all activities involving students and education staff, so the school committee ensures that this initiative is supported. These efforts are aimed at fostering a sense of security and trust among parents in school management, so that students as the focus of education receive proper attention and are expected to benefit from quality education services, which ultimately achieves the goals of quality education and learning.

3. School Associations and School Committees as Supervisory Controlling Bodies

School Associations and School Committees have great potential to complement each other in efforts to improve the quality of education. School Associations can be a platform for sharing the best information and experiences in education, while School Committees play a role in providing practical support in the form of financial assistance, facilities and parent participation. However, the findings show that coordination and cooperation between the two is still less than optimal. One of the reasons is the lack of intense communication between School Association administrators and School Committee members, which is often hampered by the busy schedules of each party. The school committee acts as a school partner in all forms of academic learning activities, including curriculum programs. The committee provides input, corrections, considerations and approval of the programs organized by the school for students. In daily activities, the committee can monitor school progress through feedback and suggestions from parents. This allows the school committee to supervise the school activity program effectively. If there are things that need to be communicated to the school management, the committee will convey them to improve learning and provide solutions if the school is part of the School Association, which acts as a mediator.

The school committee plays an important role as a liaison between the school and parents, handling academic and non-academic issues that cannot be separated to improve the quality of educational services. This function is closely related to coordination and collaboration with school committee management. Key areas of focus include improving facilities, such as improving the place of worship

at the school mosque, as well as support for extracurricular activities and student organizations, which receive material support from the committee. Important activities carried out in partnership with the committee include arts and literature performances, market days, motivational and parenting events, social initiatives for orphans and underprivileged people, disaster relief efforts in Lampung, and a teacher appreciation event on Teachers' Day. In terms of religious involvement, the committee organizes monthly religious studies for parents at the school mosque. Furthermore, the committee helps disseminate information about school activities that have been planned and programmed.

The School Committee has a very important role in supporting education policy, but research findings show that the school committee at MTs Hidayatul Mubtadi'in has not been fully active in educational planning. Strengthening the role of school committees, by increasing training and outreach regarding the importance of involvement in strategic decision making, can increase the committee's effectiveness in helping to create a better educational environment.

One of the weaknesses found was the lack of structured program evaluation and planning. More intense collaboration between schools and school committees needs to be focused on creating more systematic and sustainable programs. A clear action plan, including a transparent budget, can be the key to realizing the desired improvement in educational quality. To improve the quality of education, one of the things that needs to be considered is increasing teacher competency through training and workshops. MTs Hidayatul Mubtadi'in needs to prioritize training for teaching staff in terms of mastering educational technology, more innovative teaching methods, and improving more effective classroom management. By increasing teacher capacity, the quality of education can be maintained and improved. Adequate facilities are an important factor in creating a conducive learning environment. Even though MTs Hidayatul Mubtadi'in already has several facilities, there needs to be improvements in the provision of facilities such as complete laboratory space, libraries and sports facilities. The School Committee can play a more active role in raising funds for these facilities, while the school needs to be more creative in managing the budget for providing facilities that support the learning process.

CONCLUSION

Research findings show that there is strong collaboration between schools and school committees in improving the quality of education, with ongoing coordination in planning academic and non-academic activities, as well as social and community initiatives. The committee acts as a school partner, providing guidance, support and supervision of school activities, while acting as a liaison between the school and parents. Through well-defined roles and a strong partnership with the MTs Hidayatul Mubtadi'in committee, various programs aimed at improving the quality of education can be implemented effectively, thereby realizing the school's vision and mission and ensuring the satisfaction of parents. However, this success really depends on the active

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