

Optimizing the Function of the Committee in Implementing Madrasah-Based Management (MBM) to Reach Achievement and Independent Madrasah

Mufidah

UIN K.H. Abdurrahman Wahid Pekalongan

Email: mufidahazmi1523@gmail.com

Abstract

This study aims to determine the function of the madrasa committee in MBM, participation, supporting and inhibiting factors in achieving independent madrasa achievement. Qualitative research approach, data collection techniques interview, observation and documentation. Data analysis uses qualitative descriptive techniques, data is analyzed and connected between phenomena and reality, then described in narrative. Data were collected from interviews, observations, documentation and information from principal, teachers, students, committee, secondary sources of books, research, relevant journals and articles. The results of study that the implementation of madrasah-based management at MI Rifa'iyah Limpung Batang is good. The function of the committee is optimal by giving consideration to the madrasa program, providing thought, manpower and financial support, improving madrasah facilities and infrastructure and controlling in the principles policies, the mediator between madrasahs and outsiders. Independent and outstanding Madrasahs can be realized by optimizing and collaborating with stakeholders for quality education.

Keywords: independent achievement, committee, and MBM.

A. Introduction

The community has high desires to madrasahs, the community has begun to need a good religious education for their sons and daughters as to preparation with the impact of technological advances that are increasingly accessible. Education with religious matter is the right solution to protect the morals and character of children now. Islamic education according to the opinion of Haidar Putra Daulay¹ In principle, education is aimed at creating a complete Muslim person, developing all human potential, both physically and spiritually. Physically in the life skills and spiritually in the maturity of the soul for worship. Madrasahs are the choice of most people in the hope of being able to realize this desire.

According to the Ministry of Religion's website, currently most of the private madrasahs are established and managed by the community independently. 95.1% of madrasahs are private institutions and the remaining 4.9% are public

¹Haidar Putra Daulay, *Empowerment of Islamic Education in Indonesia* (Jakarta: Rineka Cipta, 2009) page 6.

madrasas.² The contribution of the community in the management of madrasas is very large, the role of the government in private madrasas is to provide facilities and guidance so that madrasas become more qualified, advanced and competitive.

The development of community advanced and complex society provides a strong pressure to madrasas to always be adaptive to the dynamics of society and to be committed to improving the quality of education. Quality improvement must be planned very well and holistically and involve various elements that are interrelated both internally and externally.

Public expectations of the quality of educational institutions will continue to increase along with increased income, global insight, better living standards and people's wellbeing. Therefore madrasas must improve their educational services in all aspects.

The autonomy of madrasah education provides more flexible opportunities and creative to organizing education. Madrasas can create a management system independently in accordance with the culture and capabilities of madrasas to optimize all available resources in efficient and appropriate to improve the quality of education

The principles of implementing education in the SBM concept are 1) Independence, madrasas must be able to solve the problem independently without intervention of the government, for this reason madrasas must be able to maximizing their potential to generate income that can support madrasah needs. 2) Partnership, madrasas are able to make cooperation with other parties in a balanced and mutually beneficial manner. 3) Participation, the active and positive involvement of all stakeholders in the madrasah in making decisions and implementing. 4) Openness, meaning to increase madrasah accountability, this is meaning to build public trust in madrasas because madrasas are born and managed by the community. 5) Accountability, Accountability has the meaning of a condition that a job can be accountabled.³ attempted to increase accountability can be doing by compiling standards for monitoring the performance of educational units, preparing madrasah development plans, give a solutive answers for the questions and public complaints.

With MBM, madrasas are given authority to regulate the implementation of education in each unit independently, to make total of all the potential and human resource to optimize to build good quality education standards in accordance with laws and regulations.

In creating independent and outstanding madrasas, madrasah committees need to create as madrasah partners in the implementation of SBM. The committee functions as a madrasah partner in planning, implementing and supervising madrasas. The committee as a manifestation of the implementation of community participation to take some of the responsibilities of education in accordance with the concept of community-based education.

² <https://emispendis.kemenag.go.id/dashboard/?content=data-statistik> accessed on 15 October 2022

³ <https://ditsmp.kemdikbud.go.id/5-principle-dalam-penerapan-management-berbasis-school/> accessed on 20 October 2022

The madrasah committee as a mediator between the madrasah and the community. Communities can give their aspirations and contributions to the progress and improvement of the quality of madrasas through committees, both the general public and student guardians, the business and the industrial as users of educational graduate.

The concept of *independent and achieving madrasas* as a continuation of the concept of great madrasas includes at least three factors, teaching and learning independence, learning evaluation independence and financial independence.⁴ With the harmonious collaboration between madrasa stakeholders and committees as outsiders to give the community and educational institutions, and maximum support from the government, this goal can be reached.

B. Theoretical Basis

1. Madrasa Committee

The legal standing madrasah committee is a Minister of Religion Regulation (PMA) number 16 of 2020.⁵

2. Purpose, Duties and Functions of the Madrasah Committee

Purpose

- a. Facilitate, give the aspirations and initiatives of the community in bringing educational policies and programs in madrasas
- b. Increase the sense of community responsibility in the delivery of education
- c. To accommodate and increase the participation of education stakeholders to formulate, determine, implement and monitor the implementation of school policies and accountability that focuses on the quality of service to students in a proportional and open manner.
- d. Creating transparency, accountable and democratic in administering and providing quality education services

Main tasks

- a. Advisory agency in determining and implementing policies for administering education in schools.
- b. Supporting agency of financial, thought and man power in the implementation of education in schools.
- c. controlling agency to ensure the realization of transparency and accountability in the implementation and output in schools.
- d. Mediators between the executive (government) with the community and schools.

Madrasa Committee Functions

⁴ <https://kemenag.go.id/read/menprint-madrasah-mandiri-berprestasi-eg6n0> accessed on 20 October 2022

⁵ <https://simpuh.kemenag.go.id/regulation/PMA%2016%20Tahun%202020%20regarding%20Komite%20Madrasah.pdf> accessed on 15 October 2022

- a. Supporting continued growth of attention and commitment from the community to implementation of quality education.
- b. Doing equal cooperation with the community (individuals /organizations /business /industrial) and the government related to the provision of quality education
- c. Accommodate and analyzed aspirations, ideas, demands, and various educational from the community.
- d. Give input, considerations, and recommendations to schools regarding:
 - 1) Education plan policy .
 - 2) Education Budgeting and School Expenditures (RAPBS).
 - 3) Principal performance criteria.
 - 4) Criteria for educators and education.
 - 5) Criteria for facilities, infrastructure and facilities.
 - 6) Other matters relating to the administration of education.
- e. Supporting participation of parents and the community to participate in education to support quality improvement and equity of education.
- f. Collecting money from the community to finance the implementation of education in schools.
- g. Controlling and evaluating of policies, programs, implementation, and output of education in schools.

3. Management

Management is defined all of the entire course of the organization. So management is an activity in action to plan, organize and manage resources in an organization, like planning, implementing, controlling, leading, evaluating and others ⁶. John M Echols and Hasan Shadily ⁷, management from the word *to manage* means to manage, organize, implement, manage and treat. Hadari Nawawi's opinion, management is an activity doing by managers in managing organizations, institutions and companies ⁸. Ramayulis says the same understanding as the nature of management is *at tadbir* (arrangement)⁹

4. Madrasah-Based Management

⁶Onimus Amtu, *Education Management in the Era of Regional Autonomy* (Bandung: Afabeta, 2013), p. 30

⁷John M. Echols and Hasan Shadily, *English- Indonesian Dictionary* , (Jakarta, 1995, p. 372

⁸Hadari Nawawi, *Educational Administration* , (CV. Haji Mas Agung, Surabaya: 1997), p. 78

⁹Ramayulis, *Islamic Education* , (Jakarta, Kalam Mulia 2008) p. 362

The concept of school-based management (SBM) was popularized in 1994 and implemented in 1998¹⁰. The concept of school-based management is issue in implementation of school management, called site-based management, which refers to the need to increase the potential of institutions in organizing and managing schools.¹¹The implications of the implementation of regional autonomy which also includes autonomy in the education provide the opportunity for schools/madrasas to organize and manage institutions independently.

5. The concept of independent and achievement madrasah

Independence is the latest madrasa *tagline* consisting of two words "independent" and "achievement". According to Prof.Dr. Isom, M.Ag. the director of the madrasah KSKK, independent achievements can be measured and quantified. Independence is the ability to be able to recognize and discover the potential that exists in him and then be able to follow up by developing it. Information technology today will make it easier for madrasah students to find and collect information on all matters without assistance from the teacher. This results in the independent nature of students in learning to be patterned by itself along with the development of information technology. So, many students get information faster than the teacher. Students learning faster, and smarter than the teacher.¹² Meanwhile, the word 'achievement' means the result of effort. The results of the process of independence and achievement of a proud performance. Both independence and achievement must become a work ethic or spirit in every madrasah moment. Principal, teachers, education staff and madrasah students must have achievement targets that must be reach, local, national and international levels. Achievements is the most efficient and effective promotional media in increasing the branding and good name of madrasas. Naturally, only madrasas that have achievements and excellence will be of great interest to parents and the choice to study.¹³

¹⁰Hanifah et al. An-Nidzam: *Journal of Islamic Education Management* <http://www.ejournal.iainu-kebumen.ac.id/index.php/An-Nidzam/index>

¹¹Suharsimi Arikunto, *Education Management* (Yogyakarta: Aditya Media, 2012) page 23

¹² <https://kemenag.go.id/read/menprint-madrasah-mandiri-berprestasi-eg6n0> accessed on 15 October 2022

¹³ <https://kemenag.go.id/read/menprint-madrasah-mandiri-berprestasi-eg6n0> accessed on 16 October 2022

C. Method

The research was designed using a qualitative research approach, this research aims to reveal the actual conditions by describing realistic phenomena to reveal the actual reality. The researcher acts as a key instrument because he tries to study and analyze objectively according to existing conditions. The results of this study were analyzed logically, systematically and in a regular manner, originating from interviews, documentation and observation, and the authentication can be accounted for.

The location of this research was conducted at MI Rifa'iyah Limpung, Batang Regency, Central Java Province. There are two sources of data in this study, namely primary data sources in the form of interviews with madrasa heads, teachers, students and madrasah committees as well as direct observations carried out in the field, while secondary sources are obtained from literature relevant to the research object.

Data collection techniques/methods in this study were carried out by conducting interviews directly or indirectly using questionnaires, field observations and viewing documentation.

The technical analysis is carried out by grouping the data according to its type, then summarizing and sorting and reducing the data to focus on the important and main data that are directly related to the research object, then conclusions and verification are made which produce a description that describes the research results in the form of a narrative.

D. Discussion

In the implementation of SBM, the participation of the community is needed to realize programs. To accommodate community participation as part of responsibility and concern for education, the school committee was formed in madrasah.¹⁴

Based on an interview with Sri Susiliwati, S.Pd.I as principal, Drs.H. Nur Rosichin as Chair of the Madrasah Committee, and H. Nur Faizin, S.Ag. as Chairman of the Board of Al Islam Foundation, information was obtained that the Madrasah Committee at MI Rifa'iyah Limpung Batang is an independent institution and has no hierarchical relationship with madrasahs or government agencies. Madrasah Committees and Madrasah Institutions, each as an independent institution but a balanced partner working together in the implementation of madrasah-based management (MBM). Because without good management it is impossible for educational goals to be optimally achieved effectively and efficiently, and to make madrasahs become professional institutions.¹⁵

The committee's function as advisory agency is carried out by providing constructive input on all madrasah plans. The Committee also gives consideration

¹⁴ Ahmad Sayuti, 'The Role of the Committee in Improving the Quality of Education', Mubtadiin, 2022, 45–56 < <https://journal.an-nur.ac.id/index.php/mubtadiin> >.

¹⁵ Budi Waluyo, 'Management of Efforts to Increase Teacher Work Commitment', An-Nur, 8 (2022), 1–9 < <https://journal.an-nur.ac.id/index.php/annur/article/view/166> >.

to plans for the appointment of teachers and education personnel needed. In improving the quality of the committee, it also encourages madrasah to organize extra-curricular activities to create increasing competitiveness and building the interest of applicants, and this has been successfully proven by the continued increase in the number of students in recent years. Improving the quality of learning by increasing the quality and skills of teachers as agents of change by encouraging teachers to take part in training and raising their level of education to a higher level. Give consideration and ratification of the RKAM that will be implemented by the madrasah.

The function of the committee as a supporting agency is find out with various activities such as building construction as an effort to improve madrasah facilities and infrastructure, complete furniture facilities and construct offices and teacher rooms. Mobilize funds from the community for the benefit of madrasah needs and monitor their use.

The function of the committee as a controlling agency is find out by controlling financial accountability and transparency carried out by madrasahs, both funds originating from government assistance and funds originating from donations from student parents and the community. Supervise the decision-making process carried out by madrasahs and conduct assessments of the quality of madrasah policies. Supervise the programs that have been carried out and will be carried out by the madrasah. Also control over the learning outcomes of madrasah students globally.

The function of the committee as a mediator, between the madrasah and community, this function has not been carried out by many committees because there are several technical obstacles that are difficult to solve, for example communication constraints, gaps in perception of the committee, most people perceive the committee as a stamp for legalizing the madrasah program. The various efforts made by madrasahs and committees are in the context of making madrasahs become independent educational institutions with achievements.

In order reach independent madrasah achievement, which is the newest *tagline* of the Ministry of Religion, there are still many obstacles in madrasahs, including, *first* financial independence is difficult to realized because most madrasahs are still very dependent on BOS funds to meet the needs of most madrasah, including those where research is conducted. According to RKAM data for 2021-2022, the composition of funds sourced from BOS funds reaches 70% of the total madrasah budget. *Second*, the salary of honorary teachers in madrasah is still not ideal, so it is not ethical if it is too much of a target for teachers to innovate in carrying out their duties. *Third*, regarding independence in the learning and teaching process is still low, this is partly due to the fact that apart from the main task of teaching, teachers spend a lot of time, energy and thoughts to complete a large number of learning administrations, so that opportunities for innovation are narrow. *Fourth*, teachers are expected to be able to make scientific papers published in reputable journals, this has also not been implemented due to several constraints, besides the constraints as above also due to financial constraints, to be able to publish scientific papers in journals requires a lot of money, while on average the monthly salary received is still not sufficient.

E. Conclusion

For all the madrasa committee is good and cares about education in madrasahs. But still weaknesses in function as a mediator, so that in the future it needs to be improved. In general, the quality of education is good, but there is still a need to add and improve madrasah facilities and infrastructure that are not yet in accordance with the infrastructure standards and the ratio of the number of students. The standards of teaching staff and educational staff are still lacking in terms of quality and quantity. These two findings can be used as a consideration for madrasa managers to initiate improvement steps. In delivering madrasahs according to the tagline, independent madrasahs with high achievements have not yet been realized properly, but some of the pilots project to achieve this have been carried out, by increasing the capacity of principal, increasing teacher competency, increasing motivation and discipline, adding and improving infrastructure, managerial capacity. principal and also increasing the role of the madrasah committee.

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