

The Role of the School's Committee in the Independent Learning Era

Santi¹

¹SMP Negeri 1 Mesuji, Indonesia

Corresponding author e-mail: toufikmuhammad75@gmail.com

Article History: Received on 27 August 2022, Revised on 14 May 2023,
Published on 25 May 2023

Abstract: In the era of independent learning, this study tries to ascertain the function and contribution of school's committee in raising educational standards. SMP Negeri 1 Mesuji served as the site of this study. Interviews, observation, documentation, and literature reviews are all utilized as data collection methods. Analyses of descriptive and qualitative data were used. According to the analysis's findings, school's committees play a crucial role in managing schools in the independent learning era by overseeing Competency Assessments, implementing the Zoning New Student Acceptance Regulations (PPDB), enhancing facilities and infrastructure, forging ties between communities and schools, and encouraging the improvement of educational resources. During the period of independence, the school's committee's function had an impact on initiatives to raise the standard of instruction at SMP Negeri 1 Mesuji.

Keywords: Free Curriculum, Free Learning, School's Committee

A. Introduction

The independent learning program is a government initiative that was developed in response to numerous complaints about the educational system (Widodo, 2021). This initiative calls for a flexible education curriculum that enables teachers and students to adapt new technology to their needs and interests in the classroom (Simarmata, 2020). Due to this, implementing autonomous learning as part of school-organized initiatives to enhance and support the quality of education necessitates community involvement (Sagala, 2013). The inclusion of the Education Board and School's Committee in the third section of Article 56 of Law of the Republic of Indonesia No. 20 of 2003 Concerning the National Education System confirms community engagement (Hariwibowo, 2015).

The school's committee, which is an independent institution, contributes to higher service quality by giving infrastructural consideration, guidance, assistance, and oversight at the level of the educational unit (Yustika, 2022). The school's committee is a separate entity from educational institutions and other governmental organizations. School's committees must still collaborate as partners in order to implement the idea of school-based management, though (Zulkifli, 2015).

The empowerment and growth of community involvement in education as well as the development of education inside educational units have been positively impacted by school's committees in Indonesian schools (Zulkifli, 2015). The school's committee, which represents community involvement in education, has a significant impact on how educational institutions are governed. With school's committees, the community is better equipped to evaluate and oversee the programs run by schools, which can have ramifications for maintaining the survival and viability of educational institutions. So that school programs are more advantageous to the community, the community will also care more about them and support them, including by providing financial resources and aiding in the construction of schools.

The provision and usage of facilities and infrastructure required by schools is one way in which the school's committee's function as a consideration-giver is expressed. The school's committee also offers suggestions for the draft school income and expenditure budget (RAPBS) and considers how the monies collected by the school should be used. Play the position of a controller by monitoring the financial allotments for carrying out educational programs and the involvement of schools in educational activities. In order to be held more accountable, the school's committee also takes part in the framework of transparency in the utilization of education money allocations coming from the center (Larasati, 2009).

Members of the community can participate directly through organizations like school's committees, which are autonomous organizations that play a role in enhancing the quality of educational services by giving thought to, guidance for, and support for personnel, facilities and infrastructure, and educational supervision. Both of these can undoubtedly aid in the development of learning services of a higher caliber and have an effect on raising the attainment of student learning outcomes as a result of instruction in schools. Therefore, it can be said that if supported by the community, educational organizations will be able to operate properly and smoothly in fulfilling educational aims. Because the school's committee can provide feedback and control over how education is implemented in educational institutions, community support through the committee has a significant impact on attempts to improve the quality of education.

B. Methods

An methodology known as the descriptive qualitative method was used by researchers. In this study, interviews, observations, and documentation of the school's committee's contribution to raising the standard of educational services at SMP Negeri 1 Mesuji in the era of independent learning served as the primary data collection methods. Utilizing observation, documentation, interviews, and literature reviews as data collection methods. analysis of data utilizing qualitative analysis. Moleong (2014) says that qualitative data analysis is an attempt to organize data, sort it into manageable pieces, synthesize it, look for and uncover patterns, locate what is essential and what is learned, and find what can be shared to others. Until a result is reached, data analysis is typically done concurrently with the data collection process.

The data can then be condensed or collected and processed through three stages of action simultaneously: data reduction, inference/verification, and conclusion (Miles & Huberman, 2013).

C. Results and Discussion

The Strategy of the School's Committee in Improving the Quality of Education at SMP Negeri 1 Mesuji in the Era of Freedom to Learn

Based on the findings of data collection conducted by researchers, it is possible to conclude that school's committees played a role in the success of the independent learning program in educational institutions during the independence era as advisory agencies, supporters (supporting agency), controllers (controlling agency), and mediators. The School's Committee presents itself as a partner with the principal in discussions about the school's future as a deliberative body for schools. In order to determine the approach or strategy to be taken in the form of formulation of policies, programs, and school activities, the School's Committee, which includes parents and the community, participates in providing input to the school on the development of the vision, mission, objectives, and targets to be achieved by the school. The School's Committee's existence is crucial for educational institutions. Thus, in an effort to raise the standard of education at SMP Negeri 1 Mesuji, the School's Committee might take on the role of the education unit's primary helper.

The school's committee has control over how Competency Assessments are conducted in schools as it relates to the independent learning program. According to the National Education System Law, the competency evaluation is meant to restore school discretion in deciding whether a student is ready to graduate. By using an assessment method that takes into account the needs of the students and the circumstances of the class or school, the school's committee promotes the adoption of independence in teaching. This is regarded as less than ideal as a tool to raise the standard of education in the country because it can lessen the pressure on educators, students, and parents. Competency assessments, which are based on international standards like the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), measure reasoning abilities like literacy and numeracy that are used to solve personal and professional problems. features of character (such as learning character and the character of mutual cooperation) and features of the school climate (such as climate of variety, bullying behavior, and learning quality) are among the aspects of the Pancasila values implementation in schools that are measured by the character survey (Vhalery et al., 2022). Additionally, with a more flexible zoning system, the school's committee also manages the Zoning New Student Admission Regulations (PPDB). The PPDB zoning scheme was divided into three categories in the previous draft regulation: 80% zoning, 15% achievement, and 5% displacement. The most recent proposed regulations, on the other hand, have four pathways: the 0-30% achievement pathway, the 15% affirmation

pathway, the 15% displacement pathway, and the 50% zoning pathway (Vhalery et al., 2022).

Through this role, the school's committee should be engaged prior to any programs being implemented by schools. This is so that the participation of the internal and external school community cannot be isolated from any type of policy that will be developed or will be implemented. The school's committee is involved in every program, starting with the smallest one. When the school submits a draft of rules that will serve as guidelines for the school community, the school's committee is consulted in order to offer suggestions for improving the rules regarding student and school discipline.

The draft school income and expenditure budget (RAPBS), unit performance criteria, education staff criteria, and educational facility criteria are all open for feedback from the school's committee, who serves as the provider of consideration. According to the Chairperson of the SMP Negeri 1 Mesuji Committee, the School's committee's involvement in efforts to raise the standard of education at SMP Negeri 1 Mesuji is extensive, extending to providing input and considerations in the establishment of the RAPBS, providing consideration in the implementation of the education management process in schools, and identifying community-based educational resources that should be taken into account and supported in schools.

The Mesuji 1 Public Middle School's committee's participation in programs for the development of school facilities, both from the government, such as local additions, and those from non-governmental organizations, is a tangible example of its contribution to the success of the independent learning program. by strengthening community support. The school's committee's function as a supporting organization enables it to advocate and raise awareness of the importance of community involvement in education among parents and other stakeholders. Educational institutions (units) and external client communities should always maintain excellent and directed interactions and communication since educational units cannot live without encouragement and support from the community.

In order for the community to learn how to live a directed life, guided by moral values (tata karma), and courtesy and customary values can enter into society through education, the school's committee of SMP Negeri 1 Mesuji opens people's understanding of the importance of the contribution of education to the progress of society. Through meetings, the school's committee aims to inform the public on the importance of education in educating young people for adulthood and for citizenship. As a result, putting education into practice needs the environment of the community to support it, as well as facilities and other things.

The school's committee uses authority over decision-making and educational planning in schools, as well as distributing finances and resources for program execution in schools, to maximize its supervisory role. The success of education in schools, as evidenced by the caliber of educational output, is another area where the school's committee conducts its regulatory duty. The outcomes of school inspections

will be taken into account, which is very important for the implementation of education and for raising the standard of education.

The school's committee plays a governing role in questions of decision-making and the construction of school facilities, as well as in matters of financial oversight. Thus, it can be inferred that the school's committee's supervisory duty is not confined to financial oversight; rather, it also includes oversight of the input and output that the Education Unit will and does create. This is the most crucial oversight.

The school's committee aspires to continue maximizing its function as a bridge to the ambitions of parents and society in its capacity as a liaison or mediator between the school, parents, and the community. Parents' and the community's objectives can be communicated to the school principal directly through the school's committee. The school's committee aims to always be diligent in understanding the interests, needs, and complaints of parents and the community through this function as a mediator. The school uses the aspirations filtered through the school's committee as input for improvements and corrections. In order for the school to be held accountable to the community, the school's committee also plays a role in communicating the many policies and programs that have been established by the institution.

The school's committee's function as a mediator must be to mobilize the resources already available from parents of children for the implementation of education in schools. The school's committee's role as a mediator in its operations is mainly focused on fostering community cooperation, accommodating and examining demands, suggestions, and diverse educational needs put forth by the community. Community involvement must be actively pursued.

Based on the analysis of the data gathered by the researchers, it can be concluded that the school's committee at SMP Negeri 1 Mesuji helped to enhance the school's infrastructure, relationships with the community, and resources in an effort to provide students and the larger community with higher-quality educational services. is an effort to raise educational standards in the era of self-directed learning. The school's committee urged Mesuji 1 Public Middle School to use every resource at its disposal to build out the necessary infrastructure and facilities to support educational activities and raise the caliber of the institution's output. In carrying out its duties, the school's committee is supported by a number of factors, including: (1) the high concern of all committee members for educational issues and matters that support education in schools; and (2) the strong motivation and commitment of each school's committee member. An openness on the part of the school regarding the role of the school's committee in enhancing educational quality; (3) good cooperation that has been established between school and community stakeholders with members of the school's committee; (4) awareness of the student guardians' cohesion in implementing the agreement's provisions and supporting the school program.

Performing roles and duties in enhancing the standard of education not just through monetary means but also by raising community and parental knowledge of their responsibilities and encouraging them to support efforts to advance national education. Because of this, it is crucial that everyone is aware of the significance of

raising educational standards in the midst of society so that communities and schools can collaborate to advance all spheres of life, particularly the field of education, in order to raise a dignified generation.

Parents and society must understand that issues with the educational system are the responsibility of people in positions of power in the age of independent study. With direct involvement in planning, developing, and implementing school (education) programs, parents and the community also influence the continuity of their future and the next generation, yet stakeholder participation is still comparatively low.

The school's committee needs to present itself as a collaborator with the principal, who can be consulted concerning the institution's future. Parents and the community can participate in the development of the school's vision, mission, objectives, and targets through the school's committee, and they can also decide on the approaches or strategies to be used to achieve those goals in the form of developing school policies, programs, and activities. A kind of community oversight is the function played by the school's committee. In addition to allocating funding and resources for program execution in schools, the oversight duty also involves supervision over decision-making and educational planning in schools. The success of education in schools, as evidenced by the caliber of educational output, is another area where the school's committee conducts its regulatory duty. The outcomes of school inspections will be taken into account, which is very important for implementing education and raising the standard of educational services.

Based on the school's committee's functions as an advisory body for formulating and implementing educational policies, a supporting agency for the implementation of education in terms of resources, ideas, and personnel, a controller (controlling agency) for the implementation and output of education, and a liaison between the executive branch of government and the legislative branch of the people's representative council. The school's committee's function and accomplishments in raising the standard of educational services can be fully realized.

The role and function of the school's committee in raising public funds in the context of financing the implementation of education encourages the growth of community attention and commitment to providing quality education, encourages parents and the community to participate in educational practices, particularly to support efforts to improve the quality and equity of education (Darling, 2017). The school's committee can also offer suggestions, considerations, and recommendations (Kohli and Hainlein, 2021) to the education unit, as well as plans for the education budget and school spending, as well as other school tasks scheduled by the school's committee in order to improve school quality.

D. Conclusions

Based on the results of the research and discussion, the following conclusions can be drawn: 1) The role of the school's committee in improving the quality of education services at SMP Negeri 1 Mesuji in the era of independent learning the

school's committee controls the school to carry out the Competency Assessment and implementation of the New Student Acceptance Regulations (PPDB) Zoning of the New Student Acceptance Regulations (PPDB) with three pathways namely the 80% zoning, 15% achievement path, 5% transfer path. Meanwhile, the latest draft regulations are divided into four, namely the 50% zoning pathway, 15% affirmation pathway, 5% transfer pathway, 0-30% achievement path; 2) The school's committee also has a role in making improvements in the field of facilities and infrastructure, establishing relationships between schools and the community, and encouraging to improve the quality of education at SMP Negeri 1 Mesuji with financial support, control over decision making and education planning in schools, mediators between schools, people old and society.

E. Acknowledgement

I thank to the principal and stakeholders of SMP Negeri 1 Mesuji, the respondent in this study and editorial team of PPSDP International Journal of Education.

References

- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European journal of teacher education*, 40(3), 291-309.
- Hariwibowo, H. (2015). Evaluation of the Role of the School's Committee in Improving the Quality of Education. *Jurnal Hasil Pendidikan*, 1(1), 80-95.
- Kohli, A. K., & Haenlein, M. (2021). Factors affecting the study of important marketing issues: Implications and recommendations. *International Journal of Research in Marketing*, 38(1), 1-11.
- Larasati, S. Y. (2009). *The Role of the School's Committee in Improving the Quality of Education at Ronggolawe High School in Semarang City*. Universitas Negeri Semarang.
- Miles and Huberman. (2013). *Qualitative Data Analysis*. (Tjetjeb Rohendi Rohandi (ed.)). Universitas Indonesia.
- Moleong, L. (2014). *Qualitative Research Methodology*. PT Remaja Rosdakarya.
- Sagala, S. (2013). *Strategic Management in Improving the Quality of Education Opening Space for Creativity, Innovation and Empowerment of School Potentials in the School Autonomy System*. Alfabeta.
- Simarmata, J. (2020). *Education in the 4.0 Revolution Era: Demands, Competences & Challenges*. Yayasan Kita Menulis.
- Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Merdeka Learning Campus Merdeka Curriculum: A Literature Study. *Research and Development Journal of Education*, 8(1), 185. <https://doi.org/10.30998/rdje.v8i1.11718>
- Widodo, S. (2021). Implementation of Free Learning in the New Normal Era Online with Learning. *Prosiding Seminar Nasional*, 412-421.
- Yustika, D. (2022). *The Role of the School's Committee as a Controller in Implementation Services at SMK Negeri 2 Makassar*. Fakultas Ilmu Pendidikan Universitas Negeri Makassar.

Zulkifli. (2015). School's Committee Between Ambition and Reality. *POTENSIA: Jurnal Kependidikan Islam*, 14(1), 99–127.