Analysis of Increasing Education Quality by Empowering the Community at SMP Islam Annizam Medan

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Abstrak

Penelitian ini bertujuan untuk: 1) Mengetahui Strategi kepala sekolah dalam memberdayakan masyarakat untuk meningkatkan mutu sekolah 2) Mengetahui Peran dan kerjasama kepala sekolah dengan komite dalam meningkatkan mutu pendidikan 3) Mengetahui Pemberdayaan Komite Sekolah dalam meningkatkan mutu pendidikan di SMP Islam Annizam Medan 4) Mengetahui Faktor pendukung dan penghambat dalam meningkatkan mutu pendidikan di SMP Islam Annizam Medan. Metode yang digunakan pada penelitian ini yaitu metode kualitatif. Teknik yang digunakan dalam menganalisa data adalah dengan mencatat data hasil wawancara dan hasil observasi. Temuan penelitian ini sebagai berikut: 1) Supaya pemberdayaan komite sekolah terutama dalam kaitan peningkatan mutu pendidikan sekolah belum berlangsung sebagaimana diharapkan, upaya pemberdayaannya hanya bersifat temporal saja; 2) Hubungan kerjasama kepala sekolah dengan komite berjalan baik, artinya tidak ada permasalahan yang muncul sehingga keduanya memiliki hubungan harmonis dan 3) Faktor pendukung dalam upaya pemberdayaan komite sekolah dalam meningkatkan mutu pendidikan dilakukan kepala sekolah dengan upaya-upaya memaksimalkan fungsi dan tugas komite disekolah.

Kata Kunci: *Mutu Pendidikan, Pemberdayaan Maysarakat, Strategi Pemimpin.*

Abstract

This study aims to: 1) Know the school principal's strategy in empowering the community to improve school quality 2) Know the role and collaboration of school principals and committees in improving the quality of education 3) Know the Empowerment of School Committees in improving the quality of education at SMP Islam Annizam Medan 4) Knowing Supporting and inhibiting factors in improving the quality of education at SMP Islam Annizam Medan. The method used in this study is a qualitative method. The technique used in analyzing the data is to record data from interviews and observations. The findings of this study are as follows: 1) So that the empowerment of school committees, especially in terms of improving the quality of school education, has not taken place as expected, the empowerment efforts are only temporary in nature; 2) The cooperative relationship between the school principal and the committee is going well, meaning that no problems arise so that the two have a harmonious relationship and 3) Supporting factors in efforts to empower school committees in improving the quality of education are carried out by the principal in efforts to maximize the functions and duties of school committees.

Keywords:*Education Quality, Community Empowerment, Leader Strategy.*

Introduction

In order to realize the school's vision and mission in accordance with the new paradigm of education management, it is suggested that the community and school environment be optimally strengthened. This is important because schools need community input to develop appropriate programs and need community support to implement these programs. On the other hand, the community

needs school services to adopt the desired educational program.(Rosyada, 2004)Such connections can develop when customers are active and mutually beneficial relationships develop. In fact, the school already has a special officer who is responsible for public relations, namely the Assistant Principal for Public Relations. Thus what is important is how to optimize the role and function of these officers.

The relationship between the school and the community is very beneficial and means for the benefit of fostering moral and material support and the use of the community as a learning resource. Furthermore, the community can find out various things about schools and the resulting innovations, channel their needs to participate in education, put pressure on and make demands on schools.(Banurea, 2019)Various techniques and media can be used in this context, such as holding meetings or gatherings, correspondence, contact books, school bulletins, and extracurricular activities that are beneficial for students and parents.

The school-community relationship management model is the entire process of school activities that is planned and pursued intentionally and seriously, as well as continuous coaching to gain sympathy from the community in general, especially those with a direct interest in the school. This should make education activities, services and school productivity more efficient and effective. In essence, schools are an inseparable part of society, as are parents who are members of the Education Implementation Support Agency (BP3) and their staff.(Fadhli, 2017)Thus, the results of education in the form of graduates become the hopes and dreams of the community. Therefore, schools should not become elephant towers for society.

The relationship between the school and the community is basically a means of transportation that plays an important role in the motivation and personal development of students at school. In this case, the school as a social system is an integral part of a larger social system, namely society. Schools and communities have a very close relationship in achieving school or educational goals effectively and efficiently. Conversely, schools

must also be supported to achieve goals or meet community needs, especially educational needs. Therefore, schools have a duty to inform about goals, programs, needs and conditions of the community.(Hasanah, 2021)On the other hand, schools must also know exactly what the needs, hopes and demands of society are, especially regarding schools. If the school's relationship with the community is good, then the sense of responsibility and involvement of the community in the further development of the school will also be good and high. get to know the community and about the school concerned. have a clear vision. Strengthening the community and school environment to achieve the goals of school-community relations, namely increasing school activities and realizing a productive, efficient and effective educational process in schools, producing productive and quality graduates(Mulyasa, 2004).

The influence of the community on the school as a social institution feels very strong and also influences the individuals in the school environment. Therefore it needs to be seriously considered, in improving and enhancing the cooperative relationship between schools and the community, namely by involving parents, and the community as well as the issues that arise and how to resolve these issues.(Wahjosumidjo, 2005).

In Indonesia, education is a need for all citizens, so its development must be conceptual, comprehensive, flexible and sustainable. To improve the quality of implementation, including the policy of forming education boards and school committees which have recently become the hottest agenda in the world of education in Indonesia. This new concept tends to be welcomed and appreciated as a breath of fresh air in the process of organizing educational institutions by identifying more with community involvement.

Method

This research was carried out using a qualitative approach, it was based on the intention to describe the informant's behavior, namely the Principal's Strategy in Community Empowerment to Improve School Quality at

SMP Islam Annizam Medan according to the existing social situation.

The purpose of this study was to collect information from school committees, principals, assistant principals and teachers. Searching for information from the school committee begins with basic information using a snowball pattern. Data processing stops when data changes are no longer found or cannot be found or experience saturation. Therefore, the number of informants in this study was not precisely determined as a function of the level of information needs.

In qualitative research methods, the researcher is the main tool, which is followed by two main questions of this research: (1). What is the principal's strategy in empowering the community to improve the quality of schools at Annizam Islamic High School Medan? (2). What is the role and cooperation of the director and committee to improve the quality of education at Anizam Islamic High School? (3). What opportunities does the school committee have to improve the quality of education at Anizam Islamic Middle School? Thus, the four research questions became the focus of field data collection. Data collection has subsequently become decentralized, which is reflected in the four research questions. While the nature of the researcher is used as the main tool in the use of qualitative data collection methods consisting of observation, interviews and documentation studies.(Sugiyono, 2009)

In qualitative research, data is generally divided into three levels; analysis at the initial level, analysis at the data collection level, and analysis after completion of data collection. The essence of data analysis in qualitative research is data reduction, because in qualitative research the data collected must be in-depth and sufficient according to the focus and research objectives. For this reason, the data obtained is then analyzed using data analysis which consists of: (a) data reduction (b) data presentation, (c) conclusions, where the process takes place circularly during the research. In the early stages of data collection, the research focus was still widened and unclear, while the observations were general and clear.(Lexy Moleong, 2014)Once the focus

is clearer, the researcher uses more structured observations to obtain more specific data.

1) Data reduction

Data reduction is a sensitive thinking process that requires high intelligence and broad and deep understanding. When it comes to data reduction, each researcher is guided by achievable goals. The main objective of qualitative research is knowledge. So, when researchers investigate everything that is considered foreign, unknown, and apparently do not have a sample, researchers must pay attention to this by reducing data.(Sugiyono, 2020).

2) Presentation of data

Data is presented after the reduction process. Presentation of data is the process of providing a set of information that has been compiled which allows for drawing conclusions. The process of presenting this data is to reveal the whole of a group of data obtained so that it is easy to read.

3) Conclusion

Conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of a description or description of an object that was previously dim or dark so that when examined it becomes clear, it can be in the form of causal or interactive relationships, hypotheses or theories. To strengthen the validity of the data findings and the authenticity of the research, the research refers to the use of data validity standards suggested by Lincoln and Guba which consist of credibility, transferability, reliability and confirmation.

Results and Discussion

The results of this research analysis are directed at efforts to analyze research exposure to reveal research results in the field that are guided by the focus of this research. Based on the research explanation above, the first finding that can be stated is that efforts to empower school committees, especially in terms of improving the quality of education, have not progressed as expected. Efforts to empower school committees are limited to supervising the field of school financing and finance as well as facilities and infrastructure. Their presence in these two managerial areas

of the school is solely to monitor the implementation and distribution of assistance provided by the government to students and schools through the School Operational Assistance (BOS) program and other assistance. While other fields such as midwifery curriculum and teaching programs,

Based on these findings, it was revealed that the operationalization of school committees had not taken place properly based on their functions and roles and responsibilities, efforts to empower committees were only temporary and this situation occurred given the limited human resource capabilities of school committee members. If one looks at it further, the actual contribution of the school committee to the school, according to Satori, includes the following: (1) Strategic planning for the school, namely a school development strategy for the next 3-4 year perspective. This document discusses the school's vision and mission, position analysis to assess the strengths, weaknesses, opportunities and challenges faced by schools, studies of school strategic issues, preparation of priority programs and school development facilities, program formulation, especially regarding the completeness of school facilities, educational facilities, procurement of education costs for the development of competitive and comparative advantages of schools in accordance with the aspirations of school specholders. Attention to problems that are intended so that schools at least meet the minimum service standards required, (5) Encourage schools to carry out interma monitoring, self-evaluation and report the results for discussion in the school committee forum, (6) Discuss the results of the standards carried out by institutions in an effort to guarantee quality and maintain school conditions in accordance with the standards set out in PPnomor 25 of 2000, UUSPN No. 20 of 2003 and thereafter the PP that accompanies it, and (7) Discusses the school's annual report so as to obtain an accurate picture of the acceptance of the school committee. The school's annual report is material for conducting a school review which is then submitted to the District/City Education Office. School review is an important activity to

find out the excellence of the school accompanied by an analysis of its supporting conditions. Instead to find out the weaknesses of the school accompanied by an analysis of the factors that cause it. Review is also a medium for sharing experiences as well as mutual learning between schools in an effort to improve each other's performance(Utami, 2021).

In improving the quality of education, the role of a school principal or manager is very important to see how far the quality improvement is in schools that involve the participation of the community in making decisions. As quoted in an educational journal, the issue of quality is of course closely related to aspects of management applied by a manager in an organization.(Astini, 2020)Likewise with the quality of education to be obtained from an educational institution.

SBM as a management model that gives greater autonomy to schools and encourages participatory decision-making that directly involves all school members (teachers, students, principals, employees, parents and the community) to improve school quality based on national education policy.(Fadhli, 2017)

With greater autonomy, schools have greater authority in managing their schools, so that schools are more independent. With its independence, schools are more empowered in developing programs which of course are more in line with their needs and potential. In view(Mulyasana, 2011), stated that SBM is a manifestation of educational reform which offers schools to provide better and adequate education for students. Autonomy in management is a potential for schools to improve the performance of staff, offer direct participation of related groups and increase public understanding of education.

The findings of the two studies found that in general the cooperative relationship between the school principal and the committee went well, meaning that no problems arose so that the two of them had a harmonious relationship. The role of the committee appears when the school invites committee members in connection with the assistance received by the school and the facilities to be built at the school. However, the

presence of the committee must be invited by the school principal, while its role in efforts to improve curriculum and education programs, increase school staff, develop students in the context of improving the quality of education really returns.

In empowering the masses, there must be cooperation between the administrators of the pesantren and the commission of the pesantren. The existence of a pondok forms a set of councils that are given the authority to manage teaching and learning activities. The school creates a continuum of mass culture, relatives and the state which is concerned with the future existence of the masses to the extent that the involvement of the masses is an important part of the tutorial sky. Therefore, it is not only the parents and the boarding school who play a role in holding tutorials, the presence of the masses also proves to have a significant role in managing tutorials. Thus, governance based on Islamic boarding schools (MBS) must be pursued so that sky-distance connections by adding complaints to the interests of the masses can be realized.(Rokhmah, 2019)

As quoted in the corresponding journal, School-Based Management (SBM) is like a new mirror of Islamic boarding school governance which aims to offset the Islamic boarding school against the owners or stakeholders, namely the masses. The function of the mass stakeholders in supervising the tutorials in general and the pondok in particular is represented by the School Committee. The School Committee establishes regulations that accommodate mass-participant services in a plan to intensify the quality, equity, and effectiveness of tutorial administration in the governing spheres, namely Regencies and Cities.

The School Committee is the former or cooperative council of parents or central saints and mass brains who are reckoning with the tutorial added by the Principal as a congregation of all the widyaiswara bodies that are available in their respective cottages.

Based on the above analysis, it can be concluded that the School Committee has implemented regulations that accommodate mass involvement which is closely related to the addition of pondoks. This institution was formed following agreements, commitments, and internal thoughts in the design of embracing standardized tutorials, along with the effectiveness of the tutorial government so as to produce a high-level mass audience.

Conclusion

Based on the findings published on the impact of the discussion, the story of this examination can be concluded similarly as follows:

1. Efforts to empower the pesantren commission, especially the part in the quality improvement of the pondok tutorials, have not progressed as expected, the empowerment is only temporary. The involvement of the Islamic Boarding School Commission in Islamic boarding school activities solely in front of the state survey of school expenses and finances together with temporary relief, the other government as state systematics of study programs and teaching schedules, modernization of the value of Islamic boarding school tutorials, modernization of student affairs published on Islamic boarding schools intensifying the quality of tutorials has not yet the servant added and returned to the hut.

2. The cooperative relationship between the administrators of the cottage plus the commission of the servant works, meaning that there are no visible difficulties so that the two of them keep the relationship in line.

3. Part follower factors in terms of empowering the Islamic boarding school commission in intensifying the quality of tutorials at SMP Islam Annizam Medan are cooperation and linkages that are in line with the distance between the pondok and the pondok commission. Efforts to empower the pondok commission by the superiors of the pondok add to the things that take advantage of the interests and commission bureaus at school including: (1) The giver makes use of the internal background of the tutorial and the operation of the goodness of the tutorial,

(2) The thinking and dignity of the part in supervising tutorials, (3) The controller part in the cleaning plan and accountability of supervision and release of tutorials, Mediator is happier and mass, (5) Collaborating with more masses (individuals/organizations/business/industrial sky) and happy to compromise plus standard tutorial supervision, (6) Accommodate and discuss aspirations, ideas, guidance, and various interests put forward by the masses, (7) Providing input, background, and advice on: Tutorial schedule policies, School Education and Expenditure Budget Plans (RAPBS), Criteria for tutorial legion power, Tutorial value criteria, Tutorial ease criteria, and other matters that depend on adding tutorials, (8) Encouraging parents and the masses to take part in benefit tutorials upholding the increase in quality and equity of tutorials, (9) collecting community donations in the formation of educational expenses; and (10) evaluation and monitoring of education policies, programs, implementation, and outcomes. On the other hand, a disturbing factor is the low participation of committee members in all school activities. and advice on: Policy on tutorial schedules, School Education and Expenditure Budget Plans (RAPBS), Criteria for the legion of tutorials, Criteria for the value of tutorials, Criteria for ease of tutorials, and other matters depending on adding tutorials, (8) Encouraging parents and the masses to participate the part in maslahat tutorials upholds the increase in quality and equity of tutorials, (9) collection of community donations in the formation of educational expenses; and (10) evaluation and monitoring of education policies, programs, implementation, and outcomes. On the other hand, a disturbing factor is the low participation of committee members in all school activities. and advice on: Policy on tutorial schedules, School Education and Expenditure Budget Plans (RAPBS), Criteria for the legion of tutorials, Criteria for the value of tutorials, Criteria for ease of tutorials, and other matters depending on adding tutorials, (8) Encouraging parents

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