The Contribution of the School Committee in Improving the Quality of Islamic Religious Education

Abstract: This study aims to describe the contribution of the School Committee in improving the quality of Islamic religious education at MTsN Solok City. The School Committee, which should carry out its duties and functions properly is still faced with many problems so that the quality of education in general and the quality of Islamic Religious Education (PAI), especially in the madrasa, has not shown the expected results. This research is field research (field research). The approach used is a qualitative approach. Sources of data for this research include School Committees, Principals, Deputy Principals of Madrasahs, and teachers of religious subjects. Collecting data using observation techniques, questionnaires, and documentation studies. Analysis data using the inductive method. The research credibility test uses observation persistence, source triangulation, and interview triangulation results with observations. The results of this study indicate that the contribution as a supporting body such as holding regular meetings with parents/guardians of students, providing support for infrastructure, and also funds to support PAI activities. Contributions as a controlling body such as supervising the planning and implementation of PAI activities, being involved in the ratification of the PAI program, supervising the progress of students' attitudes and skills after participating in PAI activities, monitoring students who excel in PAI activities, controlling the income and expenses of PAI activities. Contributions as a liaison body such as fostering collaboration with stakeholders, disseminating PAI policies and programs, and facilitating various program policy inputs.

The presence of the School Committee is intended to accommodate the aspirations, expectations, and needs of school stakeholders. This is because the existence of school committees has changed the paradigm of education which has so far tended to be centralized to decentralized. The management of the education system which is carried out in a centralized and bureaucratic manner is one of the causes of the low quality and quality of education (Irawan et al., 2021).

The school/madrasah committee is an institution that was created to accommodate and channel community participation in the implementation of education at the education unit level. The school committee also is an institution that functions as an official forum to accommodate and discuss matters concerning the institutional interests of the school (Sari et al., 2020).

The School Committee is an independent institution, not having a hierarchical relationship with schools or other educational institutions. School Committees and schools have their own independence, but are still partners who must work together in line with the concept of school-based management (Nurafni et al., 2022). School-based management is the involvement of all members of the school community (students, teachers, staff, school committees and school principals) in various fields for quality improvement efforts (Abdullah, 2019).

Through the implementation of educational autonomy as it is today, the implementation of education in schools/madrasas requires the principles of openness, democracy, achievement of useful and efficient results, responsiveness to community conditions, forward-looking, law enforcement, accountability, fairness, and professionalism (Surjana, 2017).

Law number 20 of 2003 concerning the National Education System states that one of the missions of education is to empower community participation in the implementation of education based on the principle of regional autonomy in the context of the Unitary State of the Republic of Indonesia (NKRI). In addition, it is also stated that the School Committee is an independent body that accommodates community participation in order to improve the quality, equity, and efficiency of education management in education units, both in preschool education, school education pathway, and out-of-school education pathways.

Quality is an important topic in discussions about education today. Quality creates an environment for educators, parents, government officials, community representatives, and business leaders to work together to provide students with the resources needed to meet present and future societal, business and academic challenges. According to Jarome S. Arcaro in (Nurhasanah et al., 2021) Quality is a structured process to improve the output produced. The quality of education referred to here is the ability of educational institutions.

**Keywords:** Contribution, School Committee, Quality of Islamic religious education

**INTRODUCTION**

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to utilize educational resources to improve learning abilities as optimally as possible. In the Dictionary of Education, education is: (a) the process by which a person develops the ability of attitudes and other forms of behavior in the society in which he lives, (b) the social process by which people are exposed to selected and controlled environmental influences (especially those coming from school), so that they can obtain and experience the optimum development of social abilities and individual abilities.

Quality education is education that is able to produce graduates (output) who have academic abilities or competencies as well as vocational competencies, which are based on personal and social competencies, which as a whole are referred to as life skills (Zahroh Aminatul, 2014).

The role of the community and parents in improving the quality of education in schools is accommodated through an institution called the school committee (Ardianti & Ahmad, 2018). School Committee also contributes to utilizing the existing educational potential, so that all of that potential can be fully developed according to their respective capabilities.

The synergy between the school committee and the school creates a shared responsibility between the school and the community as partners in education development. From here the community will be able to channel various ideas and participate in advancing education in the region. The school must be able to convince parents, the local government, the business world, and society in general that the school can be trusted. Therefore, schools at the technical level need to develop the ability to analyze school fees which have a significant correlation with the quality of education they receive.

In general, the orientation of school quality management is to improve the quality of education services, improve educational productivity and efficiency through improving school performance, as well as improving the quality of performance in an effort to produce satisfactory educational graduates or meet the needs of stakeholders (Sani Ridwan Abdullah, 2016).

The school committee that is built must be a collective development of the community's philosophical wealth, meaning that the school committee develops a user-oriented concept (client model), various powers (power sharing and advocacy model) and partnerships (partnership model) that focus on improving the quality of education in the regions (Ardianti & Ahmad, 2018).

School Committee contributions can be made in various fields, namely thinking, leadership, professionalism, and finance. According to Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 75 of 2016 concerning School Committees Article 3 paragraph (1), there are four roles of the School Committee, namely: as an advisory agency in determining and implementing education policies in education units, supporting agencies in the form of financial, thought, and personnel in the completion of the education in the education unit, the controlling agency in the context of transparency and accountability in the implementation and output of education in the education unit as well as a mediator between the government (executive) and the community in the education unit (Sari et al., 2023), (Dedi, 2019) (Febrina, 2020).

School Committee also has an important role in improving the quality of Islamic Religious Education (hereinafter abbreviated as PAI) in madrasah. Islamic religious learning which is only in the form of advice, orders, prohibitions and memorization cannot shape the morals of students, but examples and direct training are needed so that good character can blend with students. Islamic holidays and Islamic holidays are a good opportunity to educate students' religious feelings. Learning can be interpreted as an activity designed to help someone learn a new ability and or value (Nurafni et al., 2022).

This is relevant to one of the aspects to be achieved in the goal of national education is to make human beings of noble character. Character is essentially a picture of a person's
inner condition which is the soul and the true nature of a person (Hawassy Ahmad, 2018).

However, a common phenomenon in schools or madrasas is that the School Committee has not fully implemented its roles and functions as a school partner. The committee only acts as a “display” or “stamp” of the school. The School Committee is also only seen during events that involve students and is impressed only as invited guests who attend an event held by the education unit. The function of School Committees often only as a means of collecting funds to finance school physical development programs. Farah’s findings (2010) show that the participation of the School Committee at SDN Cimangkok, SDN Manglid, and SDN Cimanggu I, Sukalarang District, Sukabumi Regency is still in the form of physical assistance.

Factually the school committee as an element in the management and empowerment of schools has not played an optimal role. The impression is that the school committee is only a complement to the school organizational structure without contributing to school management (Suparyanto dan Rosad, 2015, 2020).

A similar phenomenon can also be found at MTsN Solok. The implementation of PAI that has not been optimal requires the involvement of the School Committee in totality in carrying out its functions and roles for improving the quality of PAI in the madrasa. Meanwhile, the function of the School Committee so far is also more to provide assistance in the form of physical and thought.

The purpose of writing this article is to provide an overview of the contribution of the Madrasah Committee in order to improve the quality of Islamic religious education (PAI) in madrasah institutions especially MTsN Solok. That way, the output of the madrasah is expected to be religious individuals.

METHOD
This research is field research. The approach used is a qualitative approach. The method used is case study, namely a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity, both at the level of an individual, group of people, institution or organization to gain indepth knowledge about the event.

Sources of data for this research include School Committees, Principals, Deputy Principals of Madrasahs, and teachers of religious subjects. The data sources are people who are directly involved with the cases under study.

Research data were collected using observation techniques, questionnaires, and documentation studies. The measurement of this research variable uses a Likert Scale (Likert Scale). The stages of data processing include editing, calculating, and tabulating.

The research credibility test uses observation persistence, source triangulation, and interview triangulation results with observations. The stages of the research include the pre-field stage, the stage of carrying out research, the stage of data analysis, the stage of formulating findings, and the stage of making research reports.

Analysis of research data using the inductive method. According to (Rohmadi and Nasucha, 2015) inductive data analysis is data analysis whose process goes from facts to theory. The purpose of using analysis in an inductive way is to avoid manipulating research data, so that it starts based on new data adapted to theory.

RESULTS AND DISCUSSION
This point of the results study, presented several forms of the contribution of madrasah committee to improve the quality of PAI. The contribution is taken from the role of the committee as an institutional partner. The role consists of: 1) advisory agency; 2) supporting agencies; 3) controlling agency; and 4) liaison agency.

1. Contribution of the School Committee as an Advisory Agency to Improving the Quality of PAI
The Forms of Madrasah Committee contribution as a body of consideration
include: providing input in improving the quality of PAI, providing input on new types of PAI activities, proposing the infrastructure needed in PAI activities, suggesting to the Principal to be appropriate in placing PAI teachers according to their expertise and informing potential owned by the surrounding area to be applied in PAI activities. The contribution of the School Committee in providing input for improving the quality of PAI at MTsN Solok can be illustrated in the following diagram:

![Diagram showing contribution of School Committee]

The diagram above shows that of the 8 school committee administrators, 4 people said it was always, 3 people answered often and 1 person answered sometimes. This means that in general the School Committee always provides input to the education unit through the Head of Madrasah to improve the quality of PAI at MTsN Solok. This information shows that the contribution of the School Committee in this aspect is considered very good.

The contribution of the School Committee in providing input regarding the new types of PAI activities can be seen in the following diagram:

![Diagram showing contribution of School Committee]

The diagram above shows that of the 8 school committee administrators, 2 people answered often, 5 people answered sometimes and 1 person answered never. This means that the School Committee only occasionally provides input to the madrasah regarding new

The diagram above shows that of the 8 types of PAI activities so that it is considered sufficient. The contribution of the School Committee in proposing the infrastructure needed for PAI activities at MTsN Solok can be seen in the following diagram:

![Diagram showing contribution of School Committee]

This is different from the results of Hati et al's research (2020) which shows the role of school committee administrators, 4 people at SDN Sukamanah 01 Bogor is not going well. Among the contributing factors is that the committee administrators only number 1 person, the committee administrators are not always at school so they tend to always approve reports submitted by the school principal.
The diagram above shows that of 8 school committee administrators, 2 people stated always, 3 people said often, 2 people said sometimes and 1 person said never. This means that the School Committee at MTsN Solok often informs the potential of the surrounding area so that it can be applied in PAI activities so that the School Committee's contribution to this aspect is considered good.

It can be understood that the contribution of the School Committee as a consideration body in improving the quality of PAI at MTsN Solok has been good.

2. Contribution of the School Committee as a Supporting Agency in Improving the Quality of PAI

The indicators for the contribution of the School Committee as a supporting body include: looking for additional staff (honorary teachers) that are suitable for organizing PAI activities, inviting parents who want to voluntarily become support staff in PAI activities, holding regular meetings with parents/guardians of students, provide infrastructure support for madrasah related to PAI activities, ask parents or the community who have unused infrastructure facilities to be used in PAI activities in madrasas, provide financial support for PAI progress, approach parents who can afford to be resource persons in PAI activities, seeking financial assistance from business and industry for PAI activities, and withdrawing money from students' parents in support of PAI activities.

The contribution of the School Committee to finding additional teachers (teachers) for the implementation of PAI at MTsN Solok City can be seen in the following diagram:

The diagram above shows, that out of 8 school committee administrators, 1 person stated always, 2 people stated sometimes, 5 people said never and no one said often. This shows that in general, the School Committee has never looked for additional teachers (honorary teachers) for the implementation of PAI activities at MTsN Solok so the School Committee's contribution to this aspect is considered lacking.

The contribution of the School Committee in inviting parents to voluntarily become supporting staff in PAI activities can be seen in the following diagram:

The diagram above shows that the school committee administrators, 2 of them said often, 5 said sometimes, 1 said never and 0 said always. This shows that the School Committee only occasionally invites parents who want to voluntarily become
support staff in PAI activities. Therefore, the contribution of the School Committee in this regard is considered sufficient.

The contribution of the School Committee in holding regular meetings with parents/guardians at MTsN Solok can be seen in the following diagram:

![Diagram showing meeting frequency]

The diagram above shows that of the 8 school committee administrators, 1 person stated always, 4 people said often, 3 people said sometimes and no one said they never held a meeting. It is understood that the School Committee often holds regular meetings with parents/guardians of students so that the School Committee's contribution to this indicator is considered good.

The contribution of the School Committee in providing infrastructure support to madrasas related to PAI activities can be seen in the following diagram:

![Diagram showing infrastructure support]

The diagram above shows that out of 8 school committee administrators, 1 person stated always, 5 said sometimes and 2 people said never. This means that the School Committee sometimes seeks financial assistance from the business world and industry for PAI activities so that the School Committee's contribution to this indicator is considered sufficient.

The contribution of the School Committee at MTsN Solok in terms of withdrawing money from parents of students in order to support PAI activities can be seen in the following diagram:

![Diagram showing withdrawal frequency]

The diagram above shows that out of 8 school committee administrators 2 people stated often, 5 people said sometimes and 1 person said never. This means that the School Committee sometimes withdraws money from the parents of students in support of PAI activities so that the School Committee's contribution to this indicator is considered sufficient.
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3. **Contribution of the School Committee as a Controlling Agency in Improving the Quality of PAI**

The contribution of the School Committee in overseeing the planning of PAI activities in madrasas can be illustrated in the following diagram:

![Diagram 1](image1.png)

The diagram above shows that of 8 school committee administrators, 2 people stated always, 4 people said often, 1 person said sometimes and 1 person said never. This means that the School Committee often supervises the planning of PAI activities so that the Committee's contribution to this aspect is considered good.

The contribution of the School Committee at MTsN Solok in terms of involvement in making decisions on PAI activities can be seen in the following diagram:

![Diagram 2](image2.png)

The diagram above shows that of 8 school committee administrators, 2 people stated always, 2 people said often, 3 people said sometimes and 1 person said never. This information shows that the Committee is sometimes involved in making decisions on PAI activities so that it is considered sufficient.

The contribution of the School Committee at MTsN Solok in terms of its involvement in ratifying the PAI activity program can be seen in the following diagram:

![Diagram 3](image3.png)

The diagram above shows that of the 8 people, 5 people said it was always, 1 person said often, 2 people said sometimes and no one said never. This means that the School Committee is always involved in ratifying the PAI activity program.
program at MTsN Solok so the School Committee's contribution to this aspect is considered very good.

The Committee's contribution in carrying out the task of supervising PAI activities can be seen in the following diagram:

![Diagram showing committee's contribution in supervising PAI activities](image)

The diagram above shows that of the 8 school committee administrators, 2 people stated always, 4 people said often, 2 people said sometimes and none said never. This means that the School Committee often supervises the implementation of PAI activities so that the School Committee's contribution to this aspect is considered good.

The contribution of the School Committee in monitoring the progress of students' attitudes and skills after participating in PAI activities can be seen in the following diagram:

![Diagram showing committee's contribution in monitoring students' progress](image)

The diagram above shows that of the 8 school committee administrators, 1 person stated always, 4 stated often, 3 stated sometimes and none said never. This means that the School Committee often monitors the progress of students' attitudes and skills after participating in PAI activities so that the School Committee's contribution based on this indicator is considered good.

The contribution of the School Committee in monitoring students who excel in the field of PAI at MTsN Solok can be seen in the following diagram:

![Diagram showing committee's contribution in monitoring students excelling in PAI](image)

The diagram above shows that of the 8 school committee administrators, 2 people stated always, 4 people said often, 1 person said sometimes and 1 person also said never. This means that the School Committee often monitors students who excel in PAI activities so that the School Committee's contribution to this aspect is considered good.

![Diagram showing committee's contribution in monitoring students excelling in PAI](image)

The diagram above shows that of the 8 school committee administrators, 2 people stated always, 4 people said often, 1 person said sometimes and 1 person also said never. This means that the School Committee often monitors students who excel in PAI activities so that the School Committee's contribution to this aspect is considered good.
The contribution of the School Committee in controlling the income and expenditure used in PAI activities can be seen at MTsN Solok in the following diagram:

![Diagram showing the contribution of the School Committee in controlling income and expenditure.]

The contribution of the School Committee at MTsN Kota Solok in supervising the proper scheduling of PAI activities can be seen in the following diagram:

![Diagram showing the contribution of the School Committee in supervising scheduling.]

The contribution of the School Committee at MTsN Solok in monitoring people involved in PAI activities other than students and teachers can be seen in the following diagram:

![Diagram showing the contribution of the School Committee in monitoring activities.]

Overall, it can be concluded that the contribution of the School Committee as a controlling body in improving the quality of PAI at MTsN Solok is good.
4. Contribution of the School Committee as a Liaison Agency in Improving the Quality of PAI

The contribution of the School Committee in fostering relationships and collaboration with education stakeholders can be seen in the following diagram:

The diagram above shows that of 8 school committee administrators, 5 of them stated always, 2 said often, none said sometimes and 1 said never. This means that the School Committee always fosters relationships and cooperation with education stakeholders at MTsN Solok so the Committee's contribution to this aspect is considered very good.

The contribution of the School Committee in conducting assessments with other institutions for the progress of PAI activities can be seen in the following diagram:

The diagram above shows that of the 8 school committee administrators, 2 people stated always, 2 people said often, and 4 people said sometimes. It is understandable that the Committee only occasionally conducts assessments of other institutions for the progress of PAI at MTsN Solok so the advancement of PAI policies and programs to the surrounding community can be seen in the following diagram:

The diagram above shows that of the 8 School Committee often disseminates PAI school committee administrators, 2 people policies and programs at MTsN Solok to the stated always, 5 people said often, and 1 surrounding community so that the School person said sometimes. This means that the
Committee's contribution to this aspect is considered good.

The contribution of the School Committee in facilitating various program policy inputs in the field of Islamic Education in Madrasahs can be seen in the following diagram:

The diagram above shows that of the 8 school committee administrators, 3 people said it was always, and 5 people said it was often. It can be concluded that the School Committee often facilitates various program policy inputs in the field of Islamic Education in madrasas. For this reason, the Committee's contribution to this aspect is considered good.

The contribution of the School Committee in accommodating complaints and complaints against the policies and programs of PAI activities can be seen in the following diagram:

The diagram above shows that of 8 school committee administrators, 1 person stated often, 5 stated sometimes and 2 people said never. This means that the School Committee often accommodates complaints and complaints about PAI policies and programs at MTsN Kota Solok so that the Committee's contribution to this aspect is considered sufficient.

The contribution of the School Committee in submitting a written report on the results of observations of PAI activities carried out in madrasas can be seen in the following diagram:

The diagram above shows that of the 8 school committee administrators, 1 person stated always, 2 stated sometimes and 5 people said never. Based on most choices, the School Committee has never submitted a written report to MTsN Solok on the results.
Among the factors causing the weak contribution of the School Committee at MTsN Solok is the issue of time and opportunity for the committee members themselves. This is because most committee members are busy with their respective professions. This is also in line with the results of research elsewhere which explain that time constraints are in accordance with the results of the research above which are an inhibiting factor for committee members in carrying out their roles because dominant administrators have jobs or other interests outside of school so they do not participate in the decision-making process in a meeting or organization of activities at school. Parents generally have reasons for not being actively involved in school, especially as members of the school committee for various reasons which are generally due to the lack of participation of administrators and the community. Apart from that, another obstacle faced by the management of the committee is the problem of funds. That free education should not be an excuse for inactivity, because the role of a committee is not just about collecting funds, free education should be able to encourage committees to take advantage of other potentials that exist in society to collect funds. This condition requires that the school committee must take various methods, especially by considering aspects of the budget or available funds for the procurement or construction of school facilities (Ardianti & Ahmad, 2018).

Besides that, it also includes inhibiting factors or obstacles faced, namely the lack of public awareness about the importance of the decision-making process in schools. It can be said that the participation of the community as parents of students still does not consider their presence in committee meetings held at schools to have no effect on their attendance or absence. It is another case if the school committee really participates in carrying out its role in the school and the school committee is directly involved in the school, it is clear that there will be a big difference between the school committee which plays an active role and the committee which does not play an active role. If the school committee plays an active role, there will be an increase in the quality of education in schools because schools will be continuously monitored or supervised by the school committee. If the school committee and the community as parents of students always interact and cooperate with each other and are really active in carrying out their respective roles, then the quality of the school will increase in a better direction and what is the goal of the school can be realized properly. (Ardianti & Ahmad, 2018).

If related to the Structural Functionalism theory put forward by Robert K. Merton, the results of this study are closely related to the concept of function and function or latent function and manifest function. The manifest function is the basic function that is expected from an institution, while the latent function is the function that is not expected in the institution. So in this problem it can be said that in the committee management at MTsN Solok there is a manifest function and a latent function in it. Its manifest function is that committee officials carry out their duties according to their role as a liaison, controlling, supporting, advising body. Meanwhile, the latent function is the existence of obstacles faced by the school committee in carrying out its role (Ardianti & Ahmad, 2018).

Overall, it can be concluded that the contribution of the School Committee as a liaison body in improving the quality of PAI at MTsN Solok is good. Even though there was dysfunction in the functioning of the school committee's role, the achievement of the standard quality of the educational process at MTsN Solok was quite good. This is because the function of the school committee has no impact on the learning stage of assessment and supervision, due to other factors outside the school committee itself. So that is in accordance with some of the findings of previous studies.
which stated that the existence of dysfunction in the role of school committees did not cause a decrease in the quality of PAI in each educational unit.

CONCLUSION
As a body of consideration, the contribution of the School Committee in improving the quality of PAI at MTsN Solok can be seen through several aspects such as providing input in improving the quality of PAI, proposing the infrastructure needed in PAI activities, providing advice to the principal so that it is appropriate to place PAI teachers in accordance with the field of expertise, as well as informing the surrounding potential so that it can be applied in PAI activities. As a supporting body, the contribution of the School Committee in improving the quality of PAI at MTsN Solok City can be seen through several aspects such as holding regular meetings with parents/guardians of students, providing support for infrastructure, and also funds to support the implementation of PAI activities at MTsN Solok.

As a controlling body, the contribution to improving the quality of PAI at MTsN Solok City can be seen through aspects such as supervising the planning and implementation of PAI, being involved in the ratification of PAI programs, monitoring the progress of students’ attitudes and skills after participating in PAI activities, monitoring students who excel in PAI activities, controlling the income and expenses of PAI activities. As a liaison body, the contribution of the School Committee in improving the quality of PAI at MTsN Solok can be seen through several aspects such as fostering relationships and collaboration with stakeholders, disseminating PAI policies and programs, and facilitating various program policy inputs.

REFERENCES


