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SCHOOL COMMITTEE INVOLVEMENT IN SCHOOL-BASED MANAGEMENT IMPLEMENTATION IN ISLAMIC JUNIOR HIGH SCHOOLS

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Abstract. Education management functions are
not much different from general management
functions. Islamic School themselves present in
the world of education in Indonesia are motivated
by the desire of the people to apply equally
between the science of religion and general
science. The progress of Islamic junior high
Schools in Indonesia is inseparable from Comitee
involvement in the implementation of School-
Based Management. The School community
itself is from internal islamic School, namely
educators and education staff as well as the
Islamic School community from external, namely
the school committee consisting of parents of
students and also local residents.

Key words: Islamic junior high Schools; School
Based Management.

Introduction

Since the implementation of the School-Based Management program in Indonesia, which was precisely in 2006 along with the changes in the School curriculum, has resulted in a centralized system change by the government to become a centralized system in each Islamic School which ultimately requires many elements to help manage the Islamic School including Schools elements. Have greater autonomy and responsibility in using resources to solve problems and conduct good and effective educational activities, for the development of schools in a short time (Ming Cheung & Cheong Cheng, 1997) the autonomy system needs the involvement of school members in managing the School. The findings of previous research in Indonesia show how delegation of power and authority to school level is credited with creating partnerships in participatory school decision making such as building school missions, annual programs, school textbooks, sharing visions, school budgets, school buildings, school-based curricula, and even student discipline policy (Bandur, 2012). Islamic junior high Schools in the capital city of Indonesia, namely Jakarta, have been considered successful in conducting a school-based Management program. The success was considered from the involvement of the school community, because the school managers and Islamic school residents were more aware of the weaknesses and strengths of the school. Islamic School management tasks are arranged according to the characteristics and needs of the school if it is itself and therefore members of the school (including the school supervisory board, supervisors, principals, teachers, parets and students, etc.). Schools have greater autonomy and responsibility in using resources to solve problems and carry out good and effective educational activities, for the development of schools in a short time (Ming Cheung & Cheong Cheng, 1997). SBM as a way of increasing community participation, SBM as an approach to increase of partnerships in schools, and SBM as areform package that improve teaching-learning environments student achievement (Bandur, 2018)

SBM can be interpreted as a management model that provides autonomy flexibility to schools, directly encourage the participation of school members and the community, improve school quality based on government policies and regulations. (Rohiat, 2009). The high level of involvement and support of parents is a part of the success of School-Based Management because without syuport and parental support it will not work well and effectively, collaborative learning planning is also a very influential aspect because students are more focused on interests and talents, and school autonomy in accordance with existing school conditions and developing aspects of school excellence will create effective School Management (Golarz and Raymond J, 2002). From the number of Islamic junior high Schools both private and public in Jakarta which amounted to 120, as well as from the Ministry of Religion data which explained that Islamic junior high Schools that officially carried out School-Based Management programs in Jakarta were 35 Islamic junior high Schools and 31 of 35 Madrasah Tsanawiyah. The Ministry of Education ranks very well or 'A'. Proclaimed program is not run smoothly and succeed optimally if there are no various supporting factors available. Supporting factors can come from both internal and external (Nurkholis, 2005). One of the factors seen from the success of School Based Management is its impact school-based programs that involve members of the entire school community: principals, teachers, staff, parents, and community members (Bandur, 2012)

SBM can provide indispensable conditions such as autonomy and flexibility in making decisions and using resources and strong commitment of members and active role in facilitating education to face challenges. from the external environment (Cheng & Mok,

2007), external means Islamic junior high Schools citizens who are active and play a role in each Islamic School program, where teachers, principals, parents, and community members collectively serve as decision makers. Authentic site-based management has been cited as a vehicle for creating communities of inquiry where leaders with vision and educational professionals, in partnerships with community people, re-examine and reform their practices and ideas about education (Henkin, Cistone, Dee, & Dee, 2010) that according to him teachers, principals, parents, and community members collectively act as decision makers, because in the School-Based Management system, those who have schools are those who are in the school environment, not just the Principal or the teacher, people The old school or committee has an important role in all policies carried out by the School.

Research Methodology

Thetype of research used in this study is *field research* and Multi site case studies or comparative studies*;* because the things studied is something that is in the field and directly. This field research is qualitative in the form of research whose results produce descriptive data in the form of written or oral words from each of the people and actors observed (Lexy Meleong, 2000)

Multi-studies sitea qualitative research approach that we designed to gain the in-depth knowledge of an organizational phenomenon that has barely been researched: strategic scanning (Bogdan & Biklen, 1998). The definition of a multi-site study design is a qualitative research design involving several sites and research subjects. The subjects of the study are interpreted to have the same characteristics. Multi-site studies are one form of qualitative research that can indeed be used primarily to develop theories that are raised from several similar research backgrounds, so as to produce theories that can be transferred to broader situations and more general coverage The data collection technique in this study used a qualitative method of capturing data from three of the best Madrasah Tsanawiyah in Jakarta, namely Islamic junior high Schools Darunnajah, Islamic junior high Schools Annajah and Islamic junior high Schools Al-Musyarrifah.

The procedure in collecting data in this study uses three data collection techniques, namely observation, intervention and documentation. Event data and daily behavior are examined with interview and observation techniques (direct observation in the field).

The subjects of this study are people who know or become perpetrators of an educational activity. They are expected to be able to provide complete information about Madrasah citizen involvement in School-based management implementation at Islamic junior high School Al-Musyarrofah, Islamic junior high School Annajah and Islamic junior high School Darunnajah Jakarta. After a preliminary study, the parties determined to be the subjects of the study consisted of key informants and ordinary informants.
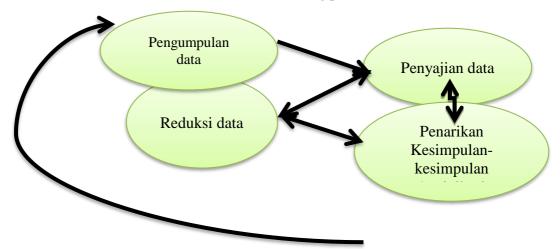
Analysis of the data used in this study is descriptive qualitative analysis, namely by describing and interpreting data from each component indicator from the results of interviews, document review and field observations.

So research data that has been obtained by researchers from the results of observations, study documents and also in-depth interviews of respondents. In the research techniques used and the right data collection tools (appropriate) can help achieve results (problem solving) that are valid and reliable.

Data analysis techniques used with descriptive analysis during data collection and after the data is collected are developing field notes and interviews to be conducted, collecting and categorizing data according to their classification, entering data into the

format of analysis, developing questions to collect further data, collecting and coding chronologically according to the time of collection, reviewing the data and grouping it into one category format and classifying the data according to the code, describing the data that has been analyzed with the focus of each study and the final conclusion drawing

Leatherive descriptive analysis using the qualitative analysis techniques of Miles and Huberman which consists of three stages, namely data collection as well as reduction (data colection and reduction), presenting data (display data), and drawing conclusions (*conclusion drawing / verification*) as in the following picture:

Results and Discussion

Islamic Junior High Schools are social institutions that cannot be shared from the community, or otherwise the community cannot be separated from the school. Site-based management, as well as administrator perceptions of satisfaction among teachers, site partners, and school staff. Such circumstances suggest incremental solution-oriented conflict management strategies where constituent groups are viewed by school administrators as actively involved, generally satisfied in their roles, and supportive of the sitebased management process.

Strategic conflict management choices appear to be related, in general, to involvement and satisfaction factors which may be conditioned, in turn, contextual (community) and operant institutional circumstances at individual school sites (Henkin et al., 2010) according to the involvement of citizens Islamic junior high School in this case, namely the student committee will make the School climate good and far from the conflict condition because communication will be well and harmoniously established. The relationship between Private Islamic junior high School in Jakarta Indonesia from the three samples that I examined illustrates that Islamic junior high School with the community are a form of external communication carried out on the basis of similar responsibilities and goals.

The orientation of the Madrasah head towards the committee and the community is aimed at maintaining the survival of the madrasa, improving the quality of education, facilitating teaching and learning activities and obtaining assistance and support from the Community in the context of developing and implementing school programs. the existence of partnerships that are consistently established between the school and the community and the committees in particular

Conclusion

The involvement of Islamic junior high School residents in implementing School-based management is a part that cannot be separated. The ideas, input and syuport of all Madrasa citizens are very real and unavoidable needs. One of the important residents of Islamic junior high School is one of them is the Islamic junior high School committee which has a strategic role in empowering and managing Islamic junior high School in four roles, namely advisory agency, supporting agency, controlling role about school programs (controlling agency), and the role to bridge Islamic junior high School interests. In addition to the Madrasah Committee, the most important thing is also educators and education as well as foundations because they are the perpetrators who implement school-based management directly.

Residents around Madrasahs and community leaders have an important role in Islamic junior high School activities; therefore they are always involved in Islamic junior high School activities. In the Madrasah work meeting held before the new school year to form annual activities, it always involves community leaders who aim to make the community aware of what programs are in Islamic junior high School and can provide input for Islamic junior high School programs.

From the background of the research that the researchers did at the flagship Society of Islamic Education in Jakarta Indonesia, Islamic junior high School citizens were very involved in all Islamic junior high School programs which affected the effectiveness of all Islamic junior high School programs.

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