



## Maximizing The Impact of School Committees on Education Quality

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### Abstract

*This research is motivated by the importance of the madrasah committee's role as a strategic partner in improving educational quality. A preliminary study at MA Babulkhair Bongkudai indicates that the madrasah committee has not optimally performed its role, tends to be considered merely administrative complement, and faces various operational constraints. This study aims to analyze the implementation of the madrasah committee's roles as an advisory, supporting, controlling, and mediating body, as well as to identify factors affecting the effectiveness of these roles. The research employs a descriptive qualitative approach with data collection through observation, in-depth interviews, and documentation. Research informants include the principal, committee chairman, and purposively selected teachers. Data analysis utilizes an interactive model with source and technique triangulation to ensure data validity. The findings reveal that the madrasah committee's roles vary in their effectiveness. The advisory and supporting roles have functioned adequately, however, the controlling role remains suboptimal and the mediator function is limited to internal communication. Supporting factors include harmonious communication and transparency from the madrasah management, while inhibiting factors include limited human resources, time constraints, and weak coordination among committee members. The research concludes that there is a need for paradigm transformation and capacity building of the madrasah committee through the development of technology-based management systems, enhancement of member competencies, and strengthening of cooperation networks to optimize the committee's role in improving educational quality.*

## 1. Introduction

The dynamics of education in Indonesia are facing increasingly complex challenges, particularly in the context of rapid globalization. One of the main issues affecting educational quality is the disparity in the distribution of access to and quality of education. Misbahuddin et al. (2023) highlight that the quality of education in Indonesia still requires serious attention, with the primary issues being disparities in educational quality and accessibility across regions. This is further supported by findings from Aprian Jailani et al. (2024) and Nurfatimah et al. (2022), which demonstrate significant gaps between urban and rural areas in terms of educational infrastructure and teacher competence. These disparities directly impact the unequal learning opportunities for students in various regions, which, in turn, affects the overall quality of education.

The challenge of improving educational quality is further exacerbated by the impact of the COVID-19 pandemic, which resulted in learning loss at many levels of education. Andriani et al. (2021) and Jojor & Sihotang (2022) note that the pandemic has worsened student learning outcomes, affecting not only academic achievement but also students' social and emotional development. Maisarah et al. (2020) emphasize the importance of a collaborative approach involving schools, families, and communities to recover the learning process that was disrupted due to the pandemic. Therefore, the role of the educational community, including active participation from school committees, has become an increasingly crucial factor in addressing these challenges.

Education, as a conscious and planned effort to develop the potential of students (Abnisa, 2017; Junaedi, 2019; Saragih, 2021; Sayuti et al., 2022), depends not only on the quality of classroom teaching but also on external factors that involve community participation. In this context, the role of school committees becomes vital. Research by Ningsih et al. (2020), Prasetyaningrum & Haryati (2024), and Raberi et al. (2020) indicates that active community involvement, particularly through school committees, can significantly contribute to improving educational quality. School committees, as bodies that connect schools with the community, play a strategic role in designing policies aimed at improving the quality of education in various aspects, both academic and non-academic.

Several previous studies have confirmed a positive correlation between the activity of school committees and the improvement of educational quality. Alfian et al. (2024), Sakdiah & Zamzami (2018), and Supriyanto (1970) found that the active involvement of school committees in Indonesia can influence overall school performance, both in terms of academic achievement and the development of students' character. This is consistent with the findings of Persada et al. (2018), who revealed that schools with active committees show better development in both academic and non-academic aspects. Therefore, the existence of an effective school committee is one of the key factors in creating a quality educational ecosystem.

From a theological perspective, education in Islam also emphasizes the importance of educational quality and the involvement of all parties in continuous improvement efforts. In the Qur'an, specifically in QS Ar-Ra'du verse 11, there is a principle that teaches that change and improvement will occur if all parties are involved in the effort. Dinda (2021) interprets this verse as a conceptual foundation for Islamic educational quality management, emphasizing continuous improvement and active participation from all education stakeholders. In line with this, Sholihat (2017) found that the implementation of quality management based on community participation, including the involvement of madrasa committees, contributes positively to the effectiveness of madrasa programs.

Legally, the establishment of school committees has been regulated through various laws, including Permendikbud No. 75 of 2016 on School Committees. However, despite these regulations, many school committees still fail to optimally perform their roles. Bisri (2020) shows that many school committees do not function as effective strategic partners for educational units. This finding is consistent with research by Solong et al. (2022), which identifies a gap between the expectations outlined in regulations and their actual implementation on the ground. Therefore, there is a need for further research to identify the factors that influence the effectiveness of school committees.

A similar phenomenon can be observed at MA Babulkhair in Bongkudai Village. Preliminary observations show that the madrasa committee there has not been able to optimally fulfill its role. The madrasa committee is often seen merely as an administrative body, with little substantive involvement in decision-making related to educational quality. Moreover, the busy schedules of committee members outside their administrative duties have also become a factor

hindering the success of the committee's role, as revealed in the study by Sefrina & Suwitri (2019) on madrasa committees in rural areas.

Given the complexity of these issues, this study aims to conduct an in-depth analysis of the role of madrasa committees in improving educational quality at MA Babulkhair. Specifically, this research will identify the implementation of the madrasa committee's role as an advisory body, supporter, controller, and mediator, and analyze the factors that affect the effectiveness of these roles. As a novelty, this study integrates an integrated quality management approach with the principles of contemporary Islamic education, offering a new perspective on developing an effective madrasa committee empowerment model. This research is expected to make a significant contribution to the development of madrasa committee models that can be adapted to various regions, particularly in rural contexts, to improve educational quality in a sustainable manner.

## **2. Methods**

This research employs a descriptive qualitative approach (Anugerah Ayu Sendari, 2019; Rusandi & Muhammad Rusli, 2021; Thabroni, 2022) aimed at gaining an in-depth understanding of the role of madrasa committees in improving educational quality. As explained by Malahati et al. (2023), qualitative research is descriptive in nature and typically utilizes inductive analysis, focusing on the research process and utilizing theoretical foundations to ensure that the research focus aligns with real-world facts.

The study was conducted at Madrasah Aliyah Babulkhair, located in Bongkudai Village, Modayag Barat Sub-district, East Bolaang Mongondow District, North Sulawesi. Data collection took place over three months, from July to September 2022. The selection of this location was based on the consideration that MA Babulkhair is one of the Islamic educational institutions that actively involves the madrasa committee in efforts to improve educational quality.

The data sources for this study consisted of primary and secondary data. Primary data was obtained directly from key informants, including the Head of the Madrasa, the Chair of the Committee, and several teachers selected purposively based on their involvement in madrasa committee activities. Secondary data was sourced from documents, books, journals, and literature relevant to the research focus, as well as important documents from MA Babulkhair.

The data collection techniques used three main methods as recommended by Sugiyono (2010), namely observation, in-depth interviews, and documentation. Observation was conducted to directly observe the processes and dynamics of the madrasa committee's role in improving educational quality. In-depth interviews were held with key informants to comprehensively gather information about the implementation of the madrasa committee's role. Meanwhile, documentation was used to collect and analyze important documents related to the madrasa committee's programs and activities.

Data analysis was carried out using an interactive model that includes data reduction, data presentation, and drawing conclusions. The analysis process was conducted simultaneously during data collection, where the researcher performed an initial analysis of each piece of data to ensure the credibility of the information. To ensure the validity of the data, the researcher employed two types of triangulation as outlined by Alfansyur & Mariyani (2020), namely source triangulation and technique triangulation. Source triangulation was carried out by comparing data from various informants, while technique triangulation was conducted by comparing data obtained through various data collection methods.

The entire research process is designed to provide a deep understanding of the role of the madrasa committee in improving educational quality at MA Babulkhair, with consideration for the local context and social dynamics within the madrasa environment.

### 3. Results and Discussion

Based on the research conducted at MA Babulkhair in Bongkudai Village, several findings were identified regarding the role of the madrasa committee in improving educational quality.

First, in its role as an advisory agency (Syam et al., 2017), the madrasa committee at MA Babulkhair demonstrated significant involvement. This is evident from the committee's active engagement in providing input and ideas to the head of the madrasa regarding madrasa programs. As stated by the head of MA Babulkhair, the madrasa committee is actively involved in advising on the budgeting of programs and the development of infrastructure. However, it was found that the committee's involvement in the discussions for determining madrasa programs is still limited. The committee tends to focus more on budgeting aspects, where they play an essential role in determining the feasibility of programs based on the benefits and costs that will be borne by the students' parents.

Second, in its function as a supporting agency (Qohar, 2018), the madrasa committee has shown positive performance. According to interviews with the committee chairperson, several flagship programs have been initiated and fully supported by the committee, such as tutoring programs and weekly Friday Kultum (Islamic lectures) and Shalawat sessions. These programs are specifically designed to support the improvement of educational quality, both academically and in terms of the Islamic character of the students.

Third, in its role as a controlling agency (Suteng Sulasmono & Murjini, 2017), several significant weaknesses were identified. The head of the madrasa revealed that the oversight conducted by the madrasa committee tends to be routine and lacks proper scheduling. The committee chairperson acknowledged that time constraints due to the committee members' outside responsibilities hinder the optimization of their supervisory function. The control activities carried out were mainly focused on final exams and tutoring programs, while other aspects of madrasa programs received less attention.

Fourth, in its role as a mediator (Mar'ati, 2022; Misbah, 2015), the madrasa committee showed varied performance. On one hand, the committee successfully established good communication with the parents of students in conveying information about madrasa programs. As stated by Fitri Ekawati, a teacher at MA Babulkhair, the madrasa committee has become an effective link between the madrasa and the parents. This communication effort is further strengthened by the committee's initiative to form a WhatsApp group as a digital communication tool. On the other hand, the madrasa committee was found to be less effective in promoting the madrasa to the wider community, particularly to junior high school (SMP) and Islamic junior high school (MTs) students in the East Bolaang Mongondow District. This is reflected in the low number of new student enrollments since 2012.

In the implementation of these roles, several significant supporting factors were found. Based on interviews with the head of the madrasa and the committee chairperson, these factors include: (1) the establishment of harmonious communication and coordination between the madrasa and the committee, (2) the openness between the madrasa committee and the madrasa administration, which prevents the perception of rigid supervision, and (3) the unity of the parents in supporting the madrasa's programs.

On the other hand, several hindering factors were also identified that require serious attention. Interview results revealed three main challenges: (1) the limited human resources within the committee's administration, (2) the lack of time that committee members can devote, considering that committee duties are not their primary jobs, and (3) weak coordination among committee members due to their other primary work commitments.

These findings suggest that although the madrasa committee at MA Babulkhair has shown

positive roles in several aspects, there is still considerable room for optimizing its functions, particularly in the areas of supervision and madrasa promotion. The limitations in time and human resources present major challenges that need to be addressed through more effective organizational management strategies.

### ***Implementation of the Madrasa Committee's Role in Improving Educational Quality***

An analysis of the implementation of the madrasa committee's role at MA Babulkhair reveals significant variations in the effectiveness of its core functions. As emphasized by Fadhli (2017) and Khamalah (2017), education is an effort to cultivate character in line with societal values, requiring comprehensive support from all stakeholders. In this context, the madrasa committee plays a strategic role as a representation of community participation in the management of education.

In its role as an advisory agency, the committee at MA Babulkhair has tended to focus on operational technical aspects, particularly regarding budgeting and infrastructure. This finding aligns with the perspective of Putra (2023), who stresses that education, as a conscious and planned effort, requires strategic planning from all stakeholders. However, interviews with the madrasa head revealed that the committee's involvement in strategic planning remains minimal, primarily limited to providing technical and financial advice.

The supporting agency dimension shows more positive outcomes, as reflected in the committee's success in initiating tutoring programs and religious activities. This aligns with the concept of educational quality presented by Affriani (2024), who asserts that school achievement should not only be measured by academic aspects but also by non-academic dimensions, including religious atmosphere and discipline. The programs initiated by the committee reflect an understanding of this comprehensive concept of quality, although various technical challenges still hinder their full implementation.

The controlling function carried out by the MA Babulkhair committee appears suboptimal, as indicated by a routine and unstructured oversight system. Interview results revealed that oversight activities were largely formal and lacked proper scheduling. This condition contradicts the mandate of Permendikbud No. 75 of 2016 on School Committees, which emphasizes the importance of systematic and planned supervision.

In its role as a mediator, the MA Babulkhair committee demonstrated varied performance. On one hand, as noted by Fitri Ekawati, a teacher at MA Babulkhair, the committee has successfully built effective communication with parents, including the initiative to use a digital platform via WhatsApp groups. On the other hand, the committee's external promotional role remains weak, as reflected in the low number of new student enrollments since 2012. Yaqien (2021) emphasizes that in the context of Islamic education quality management, effective communication with all stakeholders is a key element for the success of quality improvement programs.

These findings indicate a gap between the ideal roles of the committee as mandated by regulations and the reality of implementation in the field. Time limitations, resource constraints, and a lack of understanding of the essence of the committee's roles are the main factors influencing the effectiveness of these functions. The transformation of the committee's role from merely an administrative supplement to a strategic partner in improving educational quality requires a paradigm shift and sustained capacity building.

### ***Analysis of Supporting and Hindering Factors and Optimization Strategies***

A comprehensive analysis of the supporting and hindering factors regarding the madrasa

committee's role at MA Babulkhair reveals a complex dynamic that affects the effectiveness of quality improvement programs. Based on interviews with the madrasa head, several main supporting factors were identified, including harmonious communication and coordination between the madrasa and the committee, openness between the committee and the madrasa administration, and parental support in the implementation of programs. These factors reflect strong social capital within the madrasa community.

On the other hand, hindering factors identified in interviews with the committee chairperson highlighted three main challenges: limited human resources in the committee administration, lack of time available from committee members, and weak coordination among committee members due to their personal work commitments. As explained in the interview results, these challenges require a more adaptive and efficient organizational management approach. The use of information technology for coordination and program monitoring emerges as a potential solution to address time and distance limitations.

Based on the analysis of these factors, several optimization strategies can be formulated. First, strengthening organizational capacity through the development of a more efficient structure, enhancing members' competencies through targeted training, and optimizing the use of technology in coordination and communication. Second, developing more structured and measurable programs, accompanied by strengthening monitoring aspects and public communication strategies. Third, strengthening networking through building collaborative partnerships with external stakeholders and developing strategic partnership programs.

The implications of these findings encompass two main dimensions: theoretical and practical. Theoretically, there is a need to reformulate the concept of the committee's role in a way that is more contextual with local realities, to develop a participatory management model that takes into account resource limitations, and to strengthen the theoretical basis on the effectiveness of madrasa committees in the context of Islamic education. Practically, it is necessary to develop operational guidelines for implementing the committee's role, more effective monitoring and evaluation systems, and strengthening the committee members' capacity in management and communication.

To optimize the committee's role moving forward, focus should be given to three strategic areas. First, strengthening internal management systems through the development of clear SOPs, proportional task allocation, and an effective monitoring system. Second, developing priority-based programs that consider resource limitations but remain focused on quality improvement. Third, strengthening communication and coordination systems through the use of information technology and the development of effective feedback mechanisms.

This entire discussion suggests that the optimization of the madrasa committee's role requires a comprehensive and systematic approach. As reflected in the research findings, the success of committee programs largely depends on the harmonization of various factors, ranging from personal commitment to systemic support. Existing limitations should not be seen as permanent obstacles if managed with the right strategies and supported by the commitment of all stakeholders.

### ***Interpretation and Contribution of Findings to Madrasa Education Quality Development***

The findings of this study on the role of the madrasa committee at MA Babulkhair provide a new perspective on the dynamics of community participation in improving the quality of Islamic education. The finding that the madrasa committee's role has not been fully optimized aligns with research by Hasanah (2020), which reveals that many madrasa committees in Indonesia remain focused on ceremonial activities and have yet to play a significant role in

improving educational quality. This condition underscores the urgency of a paradigm shift in madrasa committee management, moving from a formalistic approach to a performance-based approach.

The committee's communication pattern, which is more internally oriented than externally, as found in MA Babulkhair, confirms Hidayat's (2019) findings about madrasa committees tending to be more comfortable with conventional roles. Putranto et al. (2022), in their study, propose an integrative communication model that aligns internal and external dimensions through the use of digital marketing in Islamic education.

The resource and time limitations that the MA Babulkhair committee faces reflect a common problem in the management of non-profit educational organizations. However, recent studies by Palettei et al. (2021) show that the implementation of technology-based management systems can improve committee work efficiency while maintaining program quality.

Interestingly, the challenges faced by the MA Babulkhair committee open opportunities for innovation in participatory management in Islamic education. Ambulani (2024) and Permana (2022) in their research found that madrasas facing similar limitations successfully developed a hybrid management model that combines physical and virtual meetings, optimizes social media for promotion, and develops community-based fundraising programs. This model has proven to increase the effectiveness of the committee's role while expanding the impact of madrasa programs.

These findings provide a strong foundation for the development of a more adaptive and contextual madrasa committee management model. As argued by Ariyanti et al. (2018) and Sunardi (2018), the transformation of the committee's role from a "passive supervisor" to a "strategic partner" requires a systemic approach that considers local characteristics, resource capacity, and the demands of the times. The integration of technology, strengthening capacity based on competencies, and the development of collaborative networks are the three main pillars that need to be prioritized in efforts to optimize the madrasa committee's role in the digital age..

#### **4. Conclusion and Suggestions**

##### **Conclusion**

Based on the findings and discussion of the role of the madrasa committee in improving educational quality at MA Babulkhair in Bongkudai Village, several conclusions can be drawn as follows: (1) The implementation of the madrasa committee's role shows variations in its level of effectiveness. The role as an advisory body has been adequately performed, particularly in providing input related to madrasa programs and budgeting. The supporting role has been well executed through the initiation of tutoring programs and religious activities. However, the controlling role has not been optimal due to its routine nature and lack of structure. Meanwhile, the mediator role has been successful in internal communication with parents but weak in promoting the madrasa externally; (2) Several factors influence the committee's performance. Supporting factors include harmonious communication and coordination between the madrasa and the committee, openness from the madrasa administration, and support from parents for madrasa programs. On the other hand, hindering factors include limited human resources in the committee administration, a lack of time that committee members can dedicate due to their external responsibilities, and weak coordination among committee members, which impacts the optimal implementation of planned programs.

##### **Suggestions**

To enhance the effectiveness of the madrasa committee in supporting educational quality,

it is important to develop strategies focused on strengthening organizational capacity. This can be achieved through training for committee members, utilizing information technology for better coordination, and developing structured and measurable programs. Additionally, the role of the committee as a mediator should be optimized not only for internal communication but also for promoting the madrasa to the wider community.

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