The Role of Madrasah Committee in Improving The Quality of Islamic Education at MTs Negeri 2 Pasaman in 2018-2020

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Abstrak
The quality of education in every educational institution cannot be separated from the committee, therefore, this study aims to describe the role of the committee at MTs Negeri 2 Pasaman in improving the quality of Islamic education. This study was carried out with a qualitative approach through ex-post-facto because the data analyzed were events in the past, namely in 2018-2020. Based on the results, the madrasa committee has a role in providing ideas for additional sources of funds, supporting the fulfillment of infrastructure, as well as being a facilitator and mediator to various external parties, so that the fulfillment of madrasa needs can be realized. The role of the committee can help the principal so that the quality of education can be improved.

Kata kunci: Role, Madrasah Committee, Quality of Islamic Education

INTRODUCTION
The dynamics of the government which was originally centralized and then switched to decentralization succeeded in providing opportunities for all levels of society in improving education (Subijanto, 2010). One of the community participation in building and improving the quality of education is the formation of committees and education boards (Parji & Prasetya, 2020; Halik et al., 2019). Law No. 20 of 2003 mandated that the school or madrasa committee participates in supporting the implementation of education and the realization of quality of education.

Law No. 20 of 2003 on the National Education System can actually be used as a basis for educational institutions, both madrasas and schools to provide opportunities for the community to participate in education (Normina, 2016; Astawa, 2017). Community involvement in the implementation of education will be able to improve the quality of education through a collaborative system because the principal will not be able to achieve the quality of education...
according to national standards without cooperating with various parties (Suparman et al., 2020; Kartini et al., 2020; Nnebedum et al., 2018; Ige, 2019). Cooperation of various parties is needed and very important in building quality of education which is not only interpreted internally (Sahnan & Ritonga, 2019), but also builds cooperation with external parties such as the community and parents of students.

Several practitioners and academics stated that school or madrasa committees have an important role in the success of education. Febriana stated that the madrasa committee has proven its role in various aspects of education including financial aspects (Febriana et al., 2019). Hasan found that the school committee has a role in the successful realization of the planned school program (Hasmiana Hasan, 2014). The various findings above are inseparable from public awareness that the responsibility for education is not only borne by the government and educational institutions but also the responsibility of all parties including parents and the wider community (Nelliraharti, 2018).

The committee is targeted by the madrasa to provide support in many ways, especially in improving the quality of education in madrasas. In addition, madrasas also have the right to ask the committee to carry out their functions as controllers. Furthermore, madrasa committees can also play a special role as a mediator between the government and the community. So that the aspirations of the community, especially the improvement of the quality of education, can be accommodated by the regional government. The quality improvement specifically regulates the financing of madrasas that come from the community.

Madrasa committees can also provide suggestions in terms of budget used in each academic year. From the information about the rules of the school committee above, the author conducted ann observations on the role of the madrasa committee at MTsN 2 Pasaman.

Regarding the quality of Islamic education, it cannot be equated with the quality of education in general, but must be comprehensive until the skills to implement knowledge are obtained, as well as changes in behavior for the better
(Kuntoro, 2019; Rubini, 2017; Basyit, 2018). In line with these views, the quality of education referred to in this study is not only focused on the readiness of infrastructure, financial adequacy but how the quality of Islamic education can be increased in terms of the role of the committee at MTs Negeri 2 Pasaman.

Based on the explanation above, the basic difference between this study and several studies is in the aspect of quality content. If the quality of education was analyzed by previous researchers related to the quality of finance and infrastructure, then the quality of education analyzed in this study more specifically contains the output quality of Islamic education. In line with the gap described above, this study is expected to provide information for practitioners and observers of Islamic education related to improving the quality of each educational institution.

**METHOD**

This study was carried out in various stages in accordance with the Standard Operating Procedures for writing the final assignment in the Muhammadiyah University of West Sumatra Postgraduate Program, which started with submitting a title to an academic advisor, then if approved, submitted to the Head of Study Program. After being approved by the Head of Program, it was then submitted to the Director of the Postgraduate Program to obtain a Supervisor's Decree, after that, researchers first followed supervision in accordance with the direction of the two supervisors determined through the Director's Decree.

Through supervision, researchers then improved the proposal according to the direction, and after the two supervisors approved, the researchers then submitted proposals seminars. After getting input, criticism, and direction from the proposal testing team, researchers then refined the proposal, and if all the testing teams approved, the researchers then submitted the proposal to the Academic Department to obtain a study permit to be submitted to the institution overseeing the object of study, namely Pasaman Regency Religious Affairs Office, the decree
was also submitted to the madrasa where the study was conducted in line with the decree issued by the Pasaman Regency Religious Affairs Office.

Based on the decree obtained from several parties, researchers carried out a study by upholding academic ethics. The approach used in the study was a qualitative approach through ex-post-facto, researchers wanted to uncover the meaning behind the data that had occurred. The data sources were principal, vice-principal, as well as several teachers selected by snowball sampling. This technique was chosen to provide an opportunity for everyone in the madrasa to be an informant and adapted to data needs.

Data were collected through interviews, observations, and documentation studies. Researchers conducted an interview with informants related to the role of the committee in 2018-2020 in improving the quality of Islamic education at MTs Negeri 2 Pasaman. Meanwhile, observations were made on the performance of the committee in 2018-2020 at MTs Negeri 2 Pasaman. Document analysis at MTs Negeri 2 Pasaman was conducted related to policies involving the committee on improving the quality of Islamic education.

RESULT AND DISCUSSION

Based on the results, the madrasa committee supports learning in order to improve the quality of education at MTsN 2 Pasaman. Madrasa committees carry out management as a form of way to manage an organization. Among these managements are planning work programs, organizing, implementing work programs, and evaluating each work program through optimal involvement of human resources or management.

This is to optimize the role and function of the madrasa committee. In addition, to achieve the goal of establishing a madrasa committee effectively and efficiently. Researchers found several things related to these general findings, namely the work plan of the madrasa committee (planning, organizing the madrasa committee (organizing), implementing the madrasa committee program (actuating), and evaluating the madrasa committee program (evaluation)).
In the implementation of the program committee, there are supporting factors and inhibiting factors in improving the quality of Islamic education at MTs Negeri 2 Pasaman; there is a common vision between the madrasa and the madrasa committee, there is smooth and integrated communication and coordination between the madrasa and the madrasa committee, prioritizing transparency or openness between the madrasa committee and the madrasa, teamwork is manifested in familial cooperation between the madrasa, the community, and the madrasa committee creating solidarity between parents on the implementation of the madrasa program, the madrasa committee which is domiciled in the area around the madrasa provides convenience in terms of access to meeting activities, discussions, and other important agendas, lacking personnel or limited human resources, limited time in implementing the madrasa committee program and principles, communication and coordination should be more routine and planned in each agenda (planning, implementation, reporting, and evaluation).

In addition, there are specific findings in the interview about the role of the committee in providing consideration (advisor agency), the role of the committee in providing support (supporting agency), the role of the committee in providing supervision (control agency), the role of the committee in mediating (mediator agency), and the role of madrasa committee in improving quality of Islamic education.

Based on these results, further discussion was carried out regarding the madrasa committee related to the management process in managing the organization. The management method is intended for human resources or funding resources as a form to achieve common goals. This has resulted in improving the quality of education through the madrasa committee. This can be performed by optimizing the four roles of the madrasa committee and implementing the role of the madrasa committee at MTs Negeri 2 Pasaman, namely the madrasa committee acting as an advisory agency or giving consideration in determining and implementing education policies, the madrasa committee acting as a supporting agency (Herawati et al., 2021), both in the form of ideas, energy, and funding, the madrasa committee acts as a controlling agency.
as a form of transparency and accountability in the implementation and output of education, the madrasa committee acts as a mediator agency between the community and the government, between the community and education units, and the role of madrasa committee in improving quality of education.

The improvement of the quality of Islamic education is clearly seen in the implementation of the learning program. In terms of learning, it can also be improved through the support of the madrasa committee at MTs Negeri 2 Pasaman. In realizing a harmonious relationship between elements of the madrasa, good communication is needed, as the goal of achieving the realization of the vision and mission of MTs Negeri 2 Pasaman. In essence, madrasas seek to prepare the younger generation with intellectual insight and religious character. As a manifestation, it can be performed with the activities listed on the lesson schedule at MTs Negeri 2 Pasaman. The schedule has been submitted to students, then socialized to parents, and has also been reported to the madrasa committee. After going through this process, it turned out to have a positive impact on the madrasa. For example, parents and alumni register their children or younger siblings as new students.

In order to understand the role of the madrasa committee in improving the quality of education at MTs Negeri 2 Pasaman, researchers conducted an analysis study on the role of the madrasa committee in supporting learning activities. In order to obtain data about the role of the madrasa committee in improving learning outcomes at MTs Negeri 2 Pasaman, researchers distributed questionnaires to students as respondents in this study. The indicators used to obtain data about the role of the madrasa committee in improving learning outcomes at MTs Negeri 2 Pasaman include students studying well and according to madrasa rules, 100% attendance, and students passed, students participating in religious activities, students being Islamic, teachers and employees be active in Islamic learning activities appropriately, recite the Quran 15 minutes before the first lesson, pray in Arabic at the beginning and end of the lesson, perform the Zuhur prayer in congregation (teachers and students), wear a headscarf for girls and trousers for boys, get used to greetings, reciting Ayat Kursi and Asmaul
Husna every morning before studying, celebrating Islamic Holidays with lectures, competitions, and social activities, holding Ramadhan pesantren, reciting the Quran and performing tarawih, carrying out discussions before exams.

Students are called smart, not only when they exceed the passing grade, but when they obey the madrasa rules with full responsibility, students follow lessons well and seriously, students socialize well with friends, teachers, and the environment, students take extracurricular activities seriously, students carry out and participate in religious activities (reciting the Quran, greetings, praying before studying and before going home, praying zuhur in a congregation, participating in Islamic holidays and so on sincerely and happily, students pass the national exam with good grades). Based on interviews, MTs Negeri 2 Pasaman needs serious support and needs to develop systems and religious insights by implementing discipline in madrasas, making guidelines for worship and religious activities, routine daily worship activities, character education (commendable morals), facilitating reading and writing hijaiyah letters, and routine muhadarah.

The data were processed and analyzed to find out the opinion of the respondents about the role of the madrasa committee to improve learning outcomes at MTs Negeri 2 Pasaman. Students study well and according to the rules of the madrasa, students attend 100%, and students passed, students participate in religious activities, students are Islamic, employees and teachers are Islamic, students are kind to their friends, students recite before the first lesson, and students pray, recite Ayat Kursi, and Asmaul Husna before learning activities.

The orientation of the madrasa committee is not solely because of the material (money) but also the activities held together at a certain time. The program can be in the form of establishing an active learning system, playing an active role in problem-solving efforts according to their respective main tasks and functions, and other activities that can be carried out together without incurring materials or costs. Therefore, the madrasa committee was formed not with the aim of helping to finance madrasas, but the more important thing is if an area is classified as a lower-middle economy. Thus, the economic factor of an area is not a factor inhibiting the madrasa committee. This proves that efforts to improve the
quality of Islamic education can be carried out through various ways or activities and do not only expect to use money in its implementation. The madrasa committee has a positive contribution to the madrasa regarding the institution through meetings that have been scheduled in a planned manner. The agenda aims to accommodate and conduct in-depth studies regarding various needs, problems, opinions or aspirations, and creative ideas submitted by members of the madrasa committee. Then, the madrasa committee also contributed to the contribution of ideas about all the efforts made to make madrasas more developed and more advanced without exception in terms of completeness of facilities in madrasas, educational facilities, procurement of education financing, and reporting of madrasas every year.

The school committee becomes an independent body and does not have a hierarchy with madrasas or government agencies. Therefore, the Madrasah Committee has the aim of being a forum and channel for all opinions and initiating the community in creating educational programs and operational policies in educational units, being a driver in improving the spirit of responsibility and community activity in providing educational services, being the initiator in an effort to realize conditions and accountable, democratic, and transparent atmosphere in the implementation and services in the field of quality education in education units. In addition, the madrasa committee also plays an integrated and sustainable role at MTs Negeri 2 Pasaman in an effort to improve the quality of Islamic education. In this discussion, it has been proven that there has been an impact from the madrasa committee in improving the quality of Islamic education at MTs Negeri 2 Pasaman, namely structurally, where in general every madrasa already has a madrasa committee. The presence of this madrasa committee as part of the community in realizing education programs in madrasas for empowerment as madrasa partners, in this case, principals and teachers in planning and realizing every madrasa program. The program includes physical and non-physical development.

Madrasa committee found the impact in the development of Islamic education in the form of positive and negative impacts. In terms of positive
impacts, the development of Islamic education begins with students who have stronger faith, trained discipline, this can be seen from the students' habit of praying, reciting Asmaul Husna and the Al-Quran on an ongoing basis every day. It is the same for teachers, namely increasing discipline in terms of mentoring students in carrying out activities. The teachers are also used to creating varied learning innovations for the sake of creating effective and fun active learning. On the other hand, the negative impacts faced include limited funds in facilitating the need for facilities and infrastructure for the smooth running of activities, learning, and others related to the implementation of Islamic education development programs.

CONCLUSION

Based on the analysis on the role of the madrasa committee on quality of education at MTs Negeri 2 Pasaman in 2018-2020, it can be concluded that 1) the madrasa committee as a policy advisory body has a sustainable function and is interrelated in making decisions and identifying various public opinions about education as a form of efforts to improve the quality of education madrasas at MTs Negeri 2 Pasaman. This includes the management of resources in education, namely the management of facilities and infrastructure, budget allocation, and human resources. 2) The role of the madrasa committee as a supporter at MTs Negeri 2 Pasaman. The form of support in this role is in the form of support for material or funding, for example in support for building construction, donations, or contributions to personnel aimed at improving the quality of education. 3) Madrasa committee has a role as a controller related to efforts to improve educational performance. The role of the controller in this case is seen to what extent it can be implemented or carried out optimally in the implementation of education. In improving the quality of education in madrasas, the functions of the madrasa committee are correlated with their role as a controlling role in education planning, namely carrying out supervision of the decision-making process in the education unit, controlling the quality of decisions, controlling the education planning.
planning process at the education unit, and control the quality of educational programs as well as on implementing organizations.

The next role of madrasa committee is as a mediator or liaison between the community and the government to improve the quality of education in an agency. This role contains the obligation to be a liaison between the interests of the madrasa and the government. As a manifestation of its activities, it has carried out cooperation between schools and the community, establishing close and harmonious interactions with all stakeholders. Then, the role of the madrasa committee as a mediator can also be realized through efforts to accommodate and analyze every aspiration, idea, and various needs of the community around the madrasa that are submitted to MTs Negeri 2 Pasaman. The role of the madrasa committee mentioned above, turned out to be in accordance with the planning regarding the role of the madrasa committee in improving quality of Islamic education at MTs Negeri 2 Pasaman especially during 2018-2020.

REFERENCES


