

The Principal's Role in Improving School Committee Empowerment at Al-Khairat Junior High School, Dolik Village, West Gane, North Maluku

Rati Rajak,¹ Rubini²
STAI Terpadu Yogyakarta^{1,2},
ratihrajakratihrajak@gmail.com,¹ rubinihr80@gmail.com²

Abstract: *This study aims to determine the role of school principals in empowering school committees. Principals have the greatest responsibility for their institutions and influence the success of the organization. However, there are still some problems in empowering school committees, such as the lack of optimization of the principal's role, the committee formation process that has not met expectations, and the lack of application of the principles of democracy, transparency, and accountability. Qualitative research descriptive approach, research subjects principal, chairman of the committee teachers and staff. Data collection techniques were observation, interview, and documentation. The results showed that the principal played a key role in empowering the school committee through managerial, administrative, innovative and motivational functions. The school committee plays an active role in supporting school programs and overseeing the use of resources. Good cooperation between the principal and the school committee enables effective coordination. The main supporting factor is the cooperation and harmonious relationship between the committee and the school. However, it is still necessary to overcome some obstacles such as the absence of committee members, lack of understanding and weak communication to achieve optimal program implementation.*

Keywords: *Principal's Role, School Committee Empowerment, Al-Khairat Dolik Junior High School*

Introduction

Education is a shared responsibility between parents, communities and the government. At present, the role of each party is not fully ideal, especially the role of the community, which is still not maximized. Fundamentally, therefore, education is part of an integral effort to build human quality through education that aims to improve the overall welfare of individuals.

One of the main objectives of education is to improve the standard of living of human beings. The government shows its awareness of the importance of improving the quality of human resources through various initiatives in the development of better education, such as curriculum development and improvement, evaluation systems, educational facilities,

provision of learning materials, and training for teachers and other education personnel.¹

Every institution is managed by a principal who is authorized to act as the main leader in the educational process. In the context of school education, leaders are people who use their skills and abilities to motivate others and pay attention to the results of their work in order to achieve certain goals. Leadership principles include being consistent and firm in one's actions, being rational, and being fair and honest.²

School committees are independent organizations that play a role in efforts to improve the quality of student education. In terms of being formed to strengthen the guidance and supervision of education, school committees are established with the aim of supporting the development of better education by stakeholders at the school level. As a party that provides input in the implementation of policies in the field of education, as well as supporters and supervisors.³

The relationship between the school and the school committee is close because the school functions as a social institution and strongly supports the community. This is influenced by the activities of the school committee, students and the general public, as well as the close cooperation between the school committee and its stakeholders. All these individuals share a common desire to achieve academic success in the school.⁴

Under these conditions, the school has established effective cooperation between the principal, school committee, and student guardians to create a harmonious relationship. Along with the implementation of the concept of school-based quality improvement management, the school committee as a partner organization has a very important role in efforts to develop education in schools.

Based on the results of observations, there are still some things that appear to be problems that need attention. The role of the principal in empowering the school committee is still not running optimally. The process and mechanism of establishing school committees have not fully met the expectations of both the government and the community. The School Committee should not only function as a "formal institution" that merely approves towards the principal. They should not be the ones who only carry out orders and are feared by the principal. The principal should take a more

¹Normas sandra, "Manajemen Kepala Sekolah Dalam Kemitraan Dengan Komite Sekolah Di SLB-B Yayasan Asuhan Tuna (YAAT) Surakarta" (Universitas Negeri Surakarta, 2017). 22

²Kadarisman. M, *Manajemen Pengembangan Sumber Daya Manusia* (Jakarta: Raja Grafindo Pustaka, 2014). 13

³Nurlainan Fajri, "Peran Kepala Sekolah Dalam Pemberdayaan Komite Sekolah Di Sma Negeri 2 Samalanga Bireuen," *Tesis*, 2020, 1-127. 3

⁴Fajri.

significant role in ensuring that the school committee becomes a well-managed organization that is able to express opinions in the decision-making process and policy formulation. Thus, school committees can contribute to the creation of a transparent and accountable atmosphere in the organization and delivery of quality education services in schools.

The principles of democracy, transparency and accountability have not been fully implemented. It is not uncommon for school committees to be formed in a hurry, just to fulfill the requirements for block grants or competitive grants, without careful consideration. Based on these problems, it is necessary to conduct research with the title of the role of the principal in empowering the committee at Al-Khairat Dolik Junior High School, West Gane, North Maluku.

Method

The approach of this research is qualitative to examine the phenomena experienced by the research subject by presenting an in-depth, real and structured description of an event or situation regarding the role of the principal in improving the empowerment of the school committee at Al Khairat Dolik-Gane Barat Junior High School. While the approach is descriptive, namely explaining the phenomenon through or using words and language in a special context.⁵

This research was conducted at Al-Khairat Junior High School which is located in Dolik Village, North West Gane Sub-district, South Halmahera Regency, North Maluku Province, Postal Code 97782. And carried out for four months, starting from January to April 2025, by following the stages of research. as the research time line table below:

Research subjects refer to informants or individuals who provide information related to the situation and conditions at the research site. can also be interpreted as the subject observed and the object of research, as according to Moeleong quoted by Rubini.⁶ Where the person will convey information or through the data needed in this study to answer the questions posed in the formulation of the research problem. The research subjects in this thesis are the Principal, Committee Chairperson, Teacher Staff, at the School to obtain information or data in terms of the role of the school principal in improving the empowerment of the school committee at Al-Khairat Junior High School, Dolik Village, North West Gane Sub-District, even the supporting and inhibiting factors.

⁵ Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika* 21, no. 1 (2021): 33–54, <https://doi.org/10.21831/hum.v21i1.38075>.

⁶ Rubini, *Menyusun Proposal Skripsi Kualitatif Dengan Mudah* (Yogyakarta: Semesta Aksara, 2022). 33

Data were collected through observation, interview, and documentation methods, as well as a combination of the three (triangulation). Observation is a method to analyze and record in a structured manner about behavior, by directly observing individuals or groups.⁷ Then through an interview is a certain type of conversation conducted by two parties, namely the interviewer (interviewer) who asks questions to the interviewee (interviewee) and the interviewee provides a response.⁸ Interviews were arranged in advance with several resource persons. In this case, researchers conducted interviews with the Head of School, Head of Committee, Teacher Staff, and School Treasurer.

Finally, using documentation is one of the qualitative data collection methods by looking at or analyzing documents made by the subject himself or by others by the subject. Documentation is one way for researchers to get a picture from the subject's point of view through a written media and other documents written or made directly by the subject concerned.⁹ The documents include: school profile, history of establishment, organizational structure, data on teachers, employees and students, and school infrastructure, as well as photographs during the research.

The researchers used these three data collection techniques to obtain data on the role of the school principal in improving the empowerment of the school committee at AI-Khairat Junior High School, Dolik Village, North West Gane Sub-district, as well as the supporting and inhibiting factors.

The data validity technique used is triangulation, which is one of the data validity checking techniques which utilizes something else outside of the data as a comparison and can be used for checking purposes. In short, triangulation uses other data to check the validity of the data obtained by: (1) comparing observation data with interview data; (2) comparing interview data with related document data; (3) comparing document data with observation data; (4) comparing interview data from one source with other sources.¹⁰ The data compared in this study are data on the role of the principal

⁷ Ardiansyah, Risnita, and M. Syahran Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif," *Jurnal IHSAN: Jurnal Pendidikan Islam* 1, no. 2 (2023): 1-9, <https://doi.org/10.61104/ihsan.v1i2.57>.

⁸ Novi Rudiyantri et al., "Pengaruh Strategi Pemasaran Terhadap Penambahan Segmen Pasar Baru Di Restoran Kopi Express," *JISOSEPOL: Jurnal Ilmu Sosial Ekonomi Dan Politik* 3, no. 1 (2025): 132-38, <https://doi.org/10.61787/zk322946>.

⁹ Fadli, "Memahami Desain Metode Penelitian Kualitatif."

¹⁰ Putri Alfia Wardatun and M. Jadid Khadavi, "Penguatan Nilai Religiusitas Terhadap Pengembangan Diri Siswa Di Man 2 Probolinggo," *TA'LIM: Jurnal Studi Pendidikan Islam* 8, no. 1 (2025): 107-21, <https://doi.org/10.52166/talim.v8i1.8019>.

in improving the empowerment of the school committee at AI-Khairat Junior High School, Dolik Village, North West Gane Sub-district, and the supporting and inhibiting factors.

The data analysis method is a set of procedures used by researchers to examine the data that has been obtained by applying predetermined data collection techniques. In this study, researchers applied data analysis techniques according to Miles and Huberman. The steps of the data analysis method are:¹¹

Data reduction is the process of summarizing, selecting key information, and focusing on important aspects. Researchers manage the data that has been reduced by describing it in more detail, so as to facilitate the data collection process and help gain clarity on the issues that have been discussed in the study. The results of observation, documentation, and interviews.

Data presentation is the process of developing a structured description of information to draw conclusions and take further steps. The purpose of presenting this data is to organize the data that has been reduced systematically so that the presentation is easier to understand. Presentation of data includes information obtained by researchers from the original data (reduced) and drawing conclusions through simplified processing of interview data.

Drawing conclusions is the final step in qualitative data analysis carried out on the object of research. At this stage, researchers draw conclusions from the data that has been reduced and presented in an organized and systematic manner, by comparing, eliminating, and selecting relevant data for problem solving or achieving solutions. This aims to achieve the desired results of the research.

The data reduced, presented and conclusions referred to in this study are about the role of the principal in improving the empowerment of the school committee at AI-Khairat Junior High School, Dolik Village, North West Gane District, along with the supporting and inhibiting factors.

Result and discussion

The role of the school principal

Principals have various roles in the school institutions they lead, namely as Educator, Manager, Administrator, Innovator, Motivator, Supervisor and Leader.

Educator, this is a very noble thing, there are four things that must be instilled by the principal in his role as an educator: Mental is various things related to the inner attitude and character of humans, Moral is akhlaq, character and morality, things related to the teachings of good and bad,

¹¹ Yayat Suharyat dkk, *Metodologi Penelitian (Kuantitatif Dan Kualitatif)* (Jawa Barat: CV. Media Sains Indonesia, 2023). 159

actions, attitudes and obligations. Physical are matters relating to physical condition, health and appearance, and Artistic are matters relating to human sensitivity to art and beauty.¹²

The principal as a leader in the school is a very important role in achieving a successful learning at school, especially in directing, coordinating and accommodating all available educational resources. The school committee is a refinement and expansion of the partnership and communication between the school and the community. The school committee has the task of encouraging parents and the community to participate in education, as well as raising funds or exploring the potential of the community in the birth of operational policies and education programs in the education unit.

The success of an institution cannot be separated from the role of a leader who is able to empower his subordinates to achieve predetermined goals. The role of the principal in empowering the school committee is as a manager, administrator, innovator and motivator.

Manager, The principal provides good educational services in accordance with what is expected by the community. The role as a manager, plays a role in managing resources to achieve goals effectively and efficiently and is able to have initiative ideas that support school development. The role of the principal in organizing the program is by creating a school organizational structure, such as the involvement of parents through the school committee, the division of teacher duties, selecting committee chairmen in several events and others. The principal's role as a manager in directing staff and teachers such as being willing to assist teachers in resolving teachers' lack of understanding of a task".

Administrator, administration in empowering the school committee, the principal involves the school committee in terms of administrators such as involving the school committee in planning school activities, coaching and evaluating the school so that the school runs well. Peran kepala sekolah sebagai innovator dalam pemberdayaan komite sekolah adalah kepala sekolah bersama-sama dengan komite sekolah untuk menciptakan peningkatan dengan komite sekolah seperti peningkatan profesionalisme guru dan membuat terobosan baru untuk kemajuan sekolah.

Motivator, The principal always positions the committee as citizens who play an important role in advancing the school and the role of the school committee should not be ignored. The role of the principal at AI-Khairat Junior High School in Dolik Village, North West Gane District is that the principal has carried out planning, organizing, implementing and supervising the school committee. Among them are planning management

¹² Eliana Sari et al., "Meningkatkan Komitmen Guru Melalui Optimalisasi Kepemimpinan Kepala Sekolah," *Jurnal Jendela Pendidikan* 1, no. 04 (2021): 250-64, <https://doi.org/10.57008/jjp.v1i04.32>.

by deliberating at the beginning and end of the year with the school committee and teachers. In carrying out its role as a consideration giver, the school committee can be said to have carried out its role well. This can be seen from the principal and the school committee always coordinate and cooperate in terms of providing considerations related to the determination and implementation of educational policies such as in terms of facilities and infrastructure that support academic and non-academic activities.

Facilitator, The principal pays great attention to the competence of the teachers. In addition, principals will continue to facilitate and encourage teachers to continuously improve their abilities, so that the teaching and learning process can take place optimally and efficiently.

The school committee in carrying out its role as a supporter can be said to be maximized and well executed. This can be seen from the school committee that fully supports both in terms of funding and input to the program and facilities and infrastructure at school.

This committee functions as a bridge between students, students, teachers, and related parties to improve the quality of education management, the school committee provides consideration, direction, and support in terms of energy, facilities, infrastructure, and supervision of education at the education unit level.

According to Law No. 20 paragraph 56 of 2003 Sisdiknas states that education councils and school committees function in several ways. First, increasing the amount of education provision through the Education Council and School/Madrasa Committee, which includes education programs, evaluation and supervision.

Second, as an independent organization, the committee is tasked with improving the level of educational support. Providing consideration, direction, and support in terms of personnel, facilities, infrastructure and supervision of education at the national, provincial and district/city levels without having a hierarchical relationship with government agencies. Finally, the committee as an independent organization is tasked with helping to improve the quality of services by providing energy, direction, support, facilities, infrastructure and providing educational support at the highest level of education.¹³

The school committee aims to increase the attention and commitment of the community to quality education, build collaboration with the community, accommodate and analyze aspirations, provide recommendations, and encourage parental and community involvement in education.

¹³ Faridah Faridah, "Peran Komite Sekolah Di Era Merdeka Belajar," *Jurnal Bintang Pendidikan Indonesia* 1, no. 1 (2023): 66-75, <https://doi.org/10.55606/jbpi.v1i1.936>.

According to the Ministry of Education No. 044/U/2002 and Law No. 25 of 2000-2004, the purpose of school committees is to organize a school-based and community-based education management system as one of the main pillars of primary and secondary education programs.¹⁴

The first purpose of the establishment of school committees in community organizations in schools is that educational institutions have a strategic role in bridging the expectations and creativity of the community with the process of formulating policies and implementing educational programs. By accommodating aspirations that develop in the community, educational institutions are not only policy implementers, but also active actors in designing operational policies that are contextual and relevant.

This community participation can be realized through communication forums, joint deliberations, and participatory evaluation mechanisms that allow innovative ideas from the community to be accommodated constructively. Thus, the educational programs designed will be more responsive, applicable, and reflect the real needs of the surrounding community.

Second, increasing the sense of responsibility and community participation in the implementation of education in educational institutions is an important step towards creating an inclusive and sustainable education ecosystem. When the community feels responsible for the education process, they tend to be more actively involved in various activities, such as supervision, moral and material support, and programming that suits local needs.

This participation not only strengthens the relationship between the educational institution and the community, but also fosters a sense of shared ownership of the success of education. Thus, the implementation of education becomes more effective because it is supported by the synergy between schools, parents and the surrounding environment.

Third, creating a transparent, accountable and democratic atmosphere in the administration and service of education is an important foundation for realizing quality education in educational institutions. Transparency ensures that every policy and decision made can be accessed and understood by all relevant parties, while accountability demands clear accountability for every action and use of resources.

Meanwhile, the democratic principle ensures that there is room for participation for all elements, including educators, students, parents and the community, in the decision-making process. These three principles will

¹⁴ Kepemendiknas Nomor 044/4/U/2002, "Tentang Dewan Pendidikan Dan Komite Sekolah Panduan Umum Dewan Pendidikan Dan Komite Sekolah." (2002).

encourage the creation of an educational environment that is healthy, fair and oriented towards continuous quality improvement.

The role of the school committee as a controller is still not good enough. This can be seen from the lack of involvement of the school committee in controlling all programs in the school. There are many reasons why the school committee has not had a high involvement in terms of control, such as the lack of time owned by the school committee.

The role of the school committee as a liaison/mediator is good. This can be seen from the activeness of the school committee in conveying to the guardians of students related to school programs. So far, the school committee has also been a good liaison between the school and the parents of students.

The Committee also plays a role in raising funds from the community and evaluating the implementation of education. For example, in the social phenomenon that often occurs is when a brawl between students takes place, parents tend to blame the teacher. Therefore, parents who want their children's progress need to play an active role and have ideas that can be channeled through the School Committee.¹⁵

Factors Influencing School Committee Empowerment

Supporting Factors

In the success of the programs that have been planned by the school with the school committee, the school itself has factors to improve the quality of education management. With these supporting factors, it will be easier to implement programs related to school progress efforts. In addition, it also facilitates its implementation to serve as motivation in the process of the program.

There needs to be encouragement and support from both the government and the school itself to the school committee through some of the principles below, so that the empowerment of the school committee can run in synergy and appropriately. First, the formation of the school committee was conducted transparently, meaning that the process could be monitored by the community from the preparation to the delivery of results. This transparency includes the stages of committee formation, announcement, selection process and assessment. Second, the formation of the school committee must fulfill the principle of accountability, meaning that the implementer can be accountable for the formation process to the

¹⁵ Soni Gunawan Somali, Slamet Parsono, and Dudi Yudhakusuma, "Peranan Komite Sekolah Dalam Mendukung Proses Kegiatan Belajar Mengajar Di Sekolah," *Jurnal Pengabdian Tri Bhakti* 3, no. 2 (2021): 143–48, <https://doi.org/10.36555/tribhakti.v3i2.1856>.

community. Third, Democratic means that the formation process involves the school community through deliberation or voting.¹⁶

The Inhibiting Factor

School committee institutions should exist and be established in every school institution. The inhibiting factor is a gap between something that is expected in order to realize the expected results. Some of these inhibiting factors are: The inhibiting factors in the implementation of the school committee's duties are the lack of understanding of the school, committee administrators, and the community towards the existence of the school committee, the low socio-economic condition of the community due to the not so optimal role of the school committee and the location of the school which is far from the reach of the business world and industry.¹⁷

Indicators Of Success Of School Committee Empowerment

School committee empowerment can be said to be successful if it meets the following indicators: The school committee is implemented through transparent, accountable and democratic processes and mechanisms in accordance with the AD / ART, Being an independent community institution, its existence will always be recognized by stakeholders or stakeholders, Can establish relationships and cooperative partnerships with relevant agencies in carrying out its role and function optimally. School committees that are successfully formed are Education Councils and school committees that have a spirit of partnership with local governments and school education units or madrasah, If there is a dispute, it can be resolved independently, School committee members are at least five people and at most 15 people in accordance with Permendikbud No. 75 of 2016 concerning school committees and school committees can immediately carry out their roles and functions optimally to improve the quality of education services in the region and school education units or madrasah respectively.¹⁸

¹⁶Rizki Yudha Bramantyo, "Peran Sosial Komite Sekolah Dalam Penanaman Nilai-Nilai Demokrasi Di Sekolah," *Cendekia* 14, no. 2 (2020): 2407-8557, <https://doi.org/10.30957/Cendekia.v14i2.628>.Peran.

¹⁷ Makhdar Alfian, Mhd Amin Hasibuan, and Ratonggi Ratonggi, "Peranan Komite Sekolah Dalam Meningkatkan Pendidikan Agama Islam Di SMP Negeri 3 Sipirok, Kecamatan Sipirok, Kabupaten Tapanuli Selatan," *Wathan: Jurnal Ilmu Sosial Dan Humaniora* 1, no. 3 (2024): 219-36, <https://doi.org/10.71153/wathan.v1i3.116>.

¹⁸Kepemendiknas Nomor 044/4/U/2002, Tentang Dewan Pendidikan dan Komite Sekolah Panduan Umum Dewan Pendidikan dan Komite Sekolah.

The establishment of an effective school committee requires the active role of the school principal in empowering the committee. Principals are leaders who have the greatest responsibility for their institutions. Leaders are one of the important factors that influence the failure or success of an organizational institution.¹⁹ Principals can improve the quality of the committee by building good cooperation and coordination. The school committee acts as a supporter of the school by contributing financially, thoughtfully and energetically to improve the quality of education.

The Principal's Role in Strengthening the School Committee Function: A Review of Al-Khairat Junior High School in North West Gane Rural Area, North Maluku

Principal's role

The principal as a leader at school is a person who plays a very important role in achieving a successful learning at school, especially in directing, coordinating and accommodating all available educational resources. Principals play a very important role in guiding and fostering teachers towards their abilities. Principals have a tremendous influence in achieving a school institution by showing good performance in providing services for teachers, students and the community.²⁰

The leadership of educational institutions requires major attention, because through good leadership it is expected that quality human resources will be born in various fields. For this purpose, the principal must be able to mobilize school resources, in relation to school program planning and evaluation, curriculum development, learning, management of personnel, learning facilities and resources, finance, student services, school relations with the community and the creation of a school climate. The results of this study were obtained from interviews, observations and documentation.

Based on data collected through interviews with school principals, the role of the principal is as a leader in formal educational institutions, which cannot be separated from his role as an educator, as a manager, as an administrator, as a supervisor, as a leader and as a creator of a work climate. Thus, the principal must be able to mobilize school resources, in relation to school program planning and evaluation, curriculum development, learning,

¹⁹Yusri M Daud, "Peran Kepala Sekolah Dalam Pengelolaan Manajerial Sekolah," *Intelektualita* 12, no. 1 (2023): 41–60, <https://doi.org/10.22373/ji.v12i1.19255>.

²⁰ Badrudin, Muftiyyatul Ummah, and Ikbal Ropik, "The Leadership Role of The School Principal in Improving Management Innovation Learning," *Proceeding of International Conference on Education, Society and Humanity* 2, no. 4 (2024): 886. <https://ejournal.unuja.ac.id/index.php/icesh/article/view/7871>

management of personnel, learning facilities and resources, finance, student services, school relations with the community and the creation of a school climate.

The role of the principal as a manager is very important in realizing quality education services in accordance with community expectations. As a manager, the principal not only manages resources effectively and efficiently, but is also required to be creative, have initiative, and be able to influence and empower all human resources in the school.²¹ In carrying out its functions, the principal prepares and organizes the program through the establishment of a clear organizational structure, involving various parties such as the school committee and teachers, as well as providing direction and assistance to staff in carrying out their duties.

A flexible and democratic leadership style makes the principal a role model, which encourages the growth of teacher creativity in designing effective learning. In addition, principals also play a role in empowering education personnel through cooperation, training and active involvement in various school activities to support the achievement of educational goals.

One of the teachers gave an opinion regarding the role of the principal as an administrator stating that the role of the principal as an administrator includes the implementation of various educational administration functions, such as planning, preparing school organizations, directing, and managing staffing. Although principals have shown a good ability to exercise their authority, such as assisting teachers in teaching planning, there are still obstacles in managing the administration of facilities and infrastructure, especially in the aspects of needs analysis, procurement planning, and utilization. Therefore, the role of administrator demands a comprehensive increase in managerial capacity so that school management can run more optimally and support the expected quality of education.

The role of the principal as an innovator in the development of education in schools is still not optimal. This can be seen from the lack of freedom given to teachers to explore and implement new learning models, which is exacerbated by the limited facilities and infrastructure that hamper the quality learning process. In addition, principals have not been able to fully appreciate or reward new ideas that have been successfully implemented, as they tend to emphasize the suitability of ideas with their personal preferences. Although in general the implementation of the principal's duties is quite good, in the aspect of innovation and renewal of educational programs, the

²¹ Cherry Joy C. Aquino, Bonimar T. Afalla, and Fitzgerald L. Fabelico, "Managing Educational Institutions: School Heads' Leadership Practices and Teachers' Performance," *International Journal of Evaluation and Research in Education* 10, no. 4 (2021): 1325–38, <https://doi.org/10.11591/IJERE.V10I4.21518>.

role of the principal is still relatively low and needs to be improved in order to encourage overall school progress.

This was conveyed by one of the teachers through an interview. The principal also stated that the role of the principal as a motivator has an important meaning in encouraging the improvement of the performance of teaching staff to be more responsible, qualified, and able to help students achieve achievements and develop knowledge well. In general, this role has been carried out quite well by the school principal, although the implementation is still faced with various obstacles in each component of school management. Therefore, there needs to be a continuous effort to overcome these obstacles so that the motivation provided by the principal can have a maximum impact on all elements of education in the school.

School Committee Empowerment

The school committee is to accommodate the participation of stakeholders to participate in school management operations in accordance with their roles and functions, with regard to planning, implementing and evaluating school programs and proportionally, so that school committees can improve transparent and accountable education management.²²

Empowerment of school committees at each level of the education unit can help in the process of organizing education. The school committee is a working partner of the principal in improving the quality of education, especially fundraising, business and industry cooperation. Schools in determining policies cannot stand alone, especially in the education budget, but must cooperate with the school committee.

The formation of the school committee begins with inviting parents to hold a meeting to form the school committee, then the election of the chairman and administrators involving all elements is held. After that, it is submitted to the Principal to be ratified by making a decree on the formation of the school committee.

The chairperson of the committee stated that the formation of the school committee began with inviting parents to a special meeting to form the committee. In the process, the election of the chairperson and management involved various related elements. Once formed, the management structure is submitted to the school principal to be ratified through an official decree. Efforts to empower school committees are carried out through meetings, but the implementation has not been scheduled regularly, so there is no fixed meeting agenda either monthly or quarterly.

²² Lukman Hakim, "Implementing the Role of School Committee in Enhancing of Educational Quality (Study Case in Islamic Primary School at Mataram Nusa Tenggara Barat, Indonesia)," 2021, <https://doi.org/10.4108/eai.20-9-2019.2292126>.

Regarding committee management, the researcher conducted an interview with the Chairperson of the Committee. He said that the school committee's efforts to empower itself were through attendance, participation in school committee intent meetings. The school committee maximizes the role of the school committee, namely as a consideration giver, as a supporter, as a controller, and as a mediator between the government and the community. The role of the school committee is not only limited to mobilizing donations, and overseeing the implementation of education. The essence of school committee participation is to improve the quality of decision-making and school planning that can change the mindset, skills, and distribution of authority over individuals and communities that can expand human capacity to improve living standards in the school empowerment management system.

The Role of the School Committee as an Advisory Body

The school committee has a role as a body that provides consideration in the management of education, including in the implementation of programs, curriculum, and the provision and management of infrastructure, as well as in the preparation of the School Budget Plan (RAPBS). However, in practice, not all of these functions are carried out optimally. School committees tend to be more active in providing input related to school programs and the management of facilities and infrastructure, while other roles have not been fully implemented.

The performance of the school committee as a consideration giver has been quite active in providing various inputs to the school, especially those related to the program and the provision of school facilities and infrastructure. Although the school committee is not always present at school, its role is still visible, it is just that in other aspects as a consideration giver such as the preparation of RAPBS, it is still lacking.

The Role of the School Committee as a Supporting Body

The role of the school committee in supporting the implementation of education is very large. If in the implementation of education in schools there is no support from parents of students, then the education process in schools will not run well. The implementation of education can be said to be good if there is a contribution and support from the parents of students not only the school.

The role of the school committee in providing support has been carried out quite well. However, the school committee is expected to play a more optimal role in carrying out its role as a supporter, such as seeing the condition of the teaching staff or education staff.

The Role of the School Committee as a Controlling Body

The role of the school committee as a controller cannot be ignored. Because, all programs and activities that have been created and planned must be controlled regularly in the context of transparency and accountability in the implementation of education. The role of the school committee as a controller is in the form of controlling the implementation of existing programs, controlling the allocation of funds for program implementation and carrying out an assessment of the results of educational outputs.

The role of the school committee as a controller is still not optimal, it can be seen that there are still several controlling roles that have not been carried out by the school committee, such as controlling the assessment of educational output in the form of controlling the results of grade promotion and national exam results. In addition, the school committee has not implemented scheduled control.

The role of the School Committee as Mediator/Connector

The role of the school committee as a mediator has gone well, as seen from its ability to receive input and bridge communication between the school and parents. However, there are still roles as mediators that have not been carried out optimally, namely in establishing relationships with the education council.

School committee empowerment can be said to be successful based on several indicators of success, such as the formation of an independent institution, the application of democratic, transparent and accountable management principles, and recognition from various related parties. In addition, the school committee has also established partnerships with other agencies to support the implementation of its roles and functions optimally.

The Principal's Role in School Committee Empowerment

The principal as a leader at school is a person who plays a very important role in achieving a successful learning at school, especially in directing, coordinating and accommodating all available educational resources. The school committee is a refinement and expansion of the partnership and communication between the school and the community. The school committee has the task of encouraging parents and the community to participate in education, as well as raising funds or exploring the potential of the community in the birth of operational policies and education programs in the education unit.

The success of an institution cannot be separated from the role of a leader who is able to empower his subordinates to achieve the goals that have

been set. The role of the principal in empowering the school committee is the role of the principal as manager, administrator, innovator and motivator.²³

The role of the principal as a manager, the principal provides educational services well in accordance with what the community expects. The role of a manager is to manage resources to achieve goals effectively and efficiently and to have initiative ideas that support the development of the school. The role of the principal in organizing the program is by creating a school organizational structure, such as the involvement of parents through the school committee, the division of teacher duties, selecting committee chairmen in several events and others. The principal's role as a manager in directing staff and teachers such as being willing to assist teachers in resolving teachers' incomprehension of a task.

The role of the principal as an administrator in empowering the school committee, the principal involves the school committee in terms of administrators such as the involvement of the school committee in planning school activities, coaching and evaluating schools so that the school runs well. The role of the principal as an innovator in empowering the school committee is the principal together with the school committee to create improvements with the school committee such as improving teacher professionalism and making new breakthroughs for school progress.

The role of the principal as a motivator, the principal always positions the committee as a citizen who plays an important role in advancing the school and the role of the school committee should not be ignored. What the principal does is that the principal has carried out planning, organizing, implementing and supervising the school committee. Among them are planning management by deliberating at the beginning and end of the year with the school committee and teachers.

In carrying out its role as a consideration giver, the school committee can be said to have carried out its role well. This can be seen from the principal and school committee always coordinating and working together in terms of providing considerations related to the determination and implementation of educational policies such as in terms of facilities and infrastructure that support academic and non-academic activities.

The school committee in carrying out its role as a supporter can be said to be maximized and well executed. This can be seen from the school committees that fully support both in terms of funding and input into school programs and facilities and infrastructure.

The role of the school committee as a controller is still not good enough. This can be seen from the lack of involvement of the school committee in controlling all programs in the school. There are many reasons why the school

²³ M Hafiz Artasya et al., "The Leadership Role Of An Effective School Principal," *Journal on Education* 06, no. 02 (2024): 14634. <http://jonedu.org/index.php/joe>

committee has not had a high involvement in terms of control, such as the lack of time owned by the school committee.

The role of the school committee as a liaison/ mediator is good. This can be seen from the activeness of the school committee in conveying to the guardians of students related to school programs. So far, the school committee has also been a good liaison between the school and the parents of students.

Supporting And Inhibiting Factors

Supporting Factors

In the success of the programs that have been planned by the school with the school committee, the school itself has factors to improve the quality of education management. With these supporting factors, it will be easier, besides that, it also makes it easier to implement it to be used as motivation in the process of carrying out the program to carry out programs related to school progress efforts. besides that, it also makes it easier to implement it to be used as motivation in the process of carrying out the program.

The chairman of the school committee said that support is a factor that can encourage the running of a committee's duties and functions. The cooperative relationship between the school and the committee and the ease of building cooperation between the committee board, the community, so that the programs that want to be run get a positive response and support from parents or the community.

There are several factors that influence school progress. As for some supporting factors, namely the high level of cooperation²⁴ and the relationship between the school committee and the school is very good in carrying out the development of the school so that in conveying something or coordinating it can run well. The formation of the school committee is carried out in a transparent, accountable and democratic manner by involving the entire community starting from the preparation stage, the formation of the committee, the announcement of the selection process to the delivery of the assessment results to the community.

Inhibiting Factors

The inhibiting factor of school committee empowerment is everything that causes a failure in achieving the implementation of school education. So that the obstacles that occur in empowering school committees will result in a lack of effectiveness or a comfortable atmosphere at school.

The implementation of the duties of the school committee, namely there are several factors inhibiting the role of the school committee is in an effort to empower the school committee, namely the incomplete attendance of the school committee in the implementation of meetings, not understanding the

²⁴ Rizaldy E. Garcia, "Factors That Influence Students' Learning Progress in the Science Spiral Progression Curriculum," *Journal of Curriculum Studies Research* 3, no. 2 (2021): 79-99, <https://doi.org/10.46303/jcsr.2020.5>.

position of the school committee²⁵, The role and function of school committees, the limited time school committees have to monitor school programs. The implementation and functions of school committees do not always meet expectations and socioeconomic problems.

Conclusion

The principal's role in empowering the school committee includes functions as a manager, administrator, innovator, and motivator. The principal has carried out his duties through the process of planning, organizing, implementing, and supervising school committee activities.

The school committee itself shows active involvement in various programs, such as providing input in the preparation and approval of the RKAS, organizing RKAS meetings, and giving consideration to necessary changes. As a consideration body, the committee also provides advice on school programs and the procurement and management of infrastructure and facilities. In its supporting role, the committee assists in funding teaching and learning activities and procuring school facilities. As a controller, the committee oversees the use of funds, infrastructure and ensures that there are no levies from teachers to students. Meanwhile, in its role as mediator, the school committee has functioned as an effective liaison between the school and parents.

The main supporting factor in this empowerment is the high level of cooperation and harmonious relationship between the committee and the school, which allows for good coordination. However, there are still some obstacles such as the absence of some committee members in meetings, a lack of understanding of the position and function of the committee, and weak communication between the school and the committee, which causes the implementation of the committee program to not be fully optimal.

Bibliography

- Alfian, Makhdar, Mhd Amin Hasibuan, and Ratonggi Ratonggi. "Peranan Komite Sekolah Dalam Meningkatkan Pendidikan Agama Islam Di SMP Negeri 3 Sipirok, Kecamatan Sipirok, Kabupaten Tapanuli Selatan." *Wathan: Jurnal Ilmu Sosial Dan Humaniora* 1, no. 3 (2024): 219–36. <https://doi.org/10.71153/wathan.v1i3.116>.
- Aquino, Cherry Joy C., Bonimar T. Afalla, and Fitzgerald L. Fabelico. "Managing Educational Institutions: School Heads' Leadership Practices and Teachers' Performance." *International Journal of Evaluation and Research in Education* 10, no. 4 (2021): 1325–38. <https://doi.org/10.11591/IJERE.V10I4.21518>.

²⁵ Makmun Makmun, "The Role of School Committees in Improving the Quality of Education (Study Case at SMK Negeri 2 Metro)," *Syntax Idea* 5, no. 3 (2023): 252–61, <https://doi.org/10.46799/syntax-idea.v5i3.2142>.

- Ardiansyah, Risnita, and M. Syahrani Jailani. "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif." *Jurnal IHSAN : Jurnal Pendidikan Islam* 1, no. 2 (2023): 1-9. <https://doi.org/10.61104/ihsan.v1i2.57>.
- Badrudin, Muftiyyatul Ummah, and Ikbal Ropik. "The Leadership Role of The School Principal in Improving Management Innovation Learning." *Proceeding of International Conference on Education, Society and Humanity* 2, no. 4 (2024): 886. <https://ejournal.unuja.ac.id/index.php/icesh/article/view/7871>
- Fadli, Muhammad Rijal. "Memahami Desain Metode Penelitian Kualitatif." *Humanika* 21, no. 1 (2021): 33-54. <https://doi.org/10.21831/hum.v21i1.38075>.
- Fajri, Nurlainan. "Peran Kepala Sekolah Dalam Pemberdayaan Komite Sekolah Di Sma Negeri 2 Samalanga Bireuen." *Tesis*, 2020, 1-127.
- Faridah Faridah. "Peran Komite Sekolah Di Era Merdeka Belajar." *Jurnal Bintang Pendidikan Indonesia* 1, no. 1 (2023): 66-75. <https://doi.org/10.55606/jbpi.v1i1.936>.
- Garcia, Rizaldy E. "Factors That Influence Students' Learning Progress in the Science Spiral Progression Curriculum." *Journal of Curriculum Studies Research* 3, no. 2 (2021): 79-99. <https://doi.org/10.46303/jcsr.2020.5>.
- Hafiz Artasya, M, Bahtiar Siregar, Rizky Novianti, Tengku Robi Awaludin Sani, and Naimah. "The Leadership Role Of An Effective School Principal." *Journal on Education* 06, no. 02 (2024): 14634. <http://jonedu.org/index.php/joe>
- Hakim, Lukman. "Implementing the Role of School Committee in Enhancing of Educational Quality (Study Case in Islamic Primary School at Mataram Nusa Tenggara Barat, Indonesia)," 2021. <https://doi.org/10.4108/eai.20-9-2019.2292126>.
- Kadarisman. M. *Manajemen Pengembangan Sumber Daya Manusia*. Jakarta: Raja Grafindo Pustaka, 2014.
- Kepemendiknas Nomor 044/4/U/2002. Tentang Dewan Pendidikan dan Komite Sekolah Panduan Umum Dewan Pendidikan dan Komite Sekolah. (2002).
- M Daud, Yusri. "Peran Kepala Sekolah Dalam Pengelolaan Manajerial Sekolah." *Intelektualita* 12, no. 1 (2023): 41-60. <https://doi.org/10.22373/ji.v12i1.19255>.
- Makmun, Makmun. "The Role of School Committees in Improving the Quality of Education (Study Case at SMK Negeri 2 Metro)." *Syntax Idea* 5, no. 3 (2023): 252-61. <https://doi.org/10.46799/syntax-idea.v5i3.2142>.
- Normas sandra. "Manajemen Kepala Sekolah Dalam Kemitraan Dengan Komite Sekolah Di SLB-B Yayasan Asuhan Tuna (YAAT) Surakarta." Universitas Negeri Surakarta, 2017.
- Novi Rudiyaniti, Mela Aprillia, Fanesha Rahma Fitri, and Pupung Purnamasari. "Pengaruh Strategi Pemasaran Terhadap Penambahan

- Segmen Pasar Baru Di Restoran Kopi Express." *JISOSEPOL: Jurnal Ilmu Sosial Ekonomi Dan Politik* 3, no. 1 (2025): 132-38. <https://doi.org/10.61787/zk322946>.
- Rubini. *Menyusun Proposal Skripsi Kualitatif Dengan Mudah*. Yogyakarta: Semesta Aksara, 2022.
- Sari, Eliana, Romario Sihalohe, Sugiarto Sutomo, and Wahyu Sri Ambar Arum. "Meningkatkan Komitmen Guru Melalui Optimalisasi Kepemimpinan Kepala Sekolah." *Jurnal Jendela Pendidikan* 1, no. 04 (2021): 250-64. <https://doi.org/10.57008/jjp.v1i04.32>.
- Somali, Soni Gunawan, Slamet Parsono, and Dudi Yudhakusuma. "Peranan Komite Sekolah Dalam Mendukung Proses Kegiatan Belajar Mengajar Di Sekolah." *Jurnal Pengabdian Tri Bhakti* 3, no. 2 (2021): 143-48. <https://doi.org/10.36555/tribhakti.v3i2.1856>.
- Wardatun, Putri Alfia, and M Jadid Khadavi. "Penguatan Nilai Religiusitas Terhadap Pengembangan Diri Siswa Di Man 2 Probolinggo." *TA'LIM: Jurnal Studi Pendidikan Islam* 8, no. 1 (2025): 107-21. <https://doi.org/10.52166/talim.v8i1.8019>.
- Yayat Suharyat dkk. *Metodologi Penelitian (Kuantitatif Dan Kualitatif)*. Jawa Barat: CV. Media Sains Indonesia, 2023.
- Yudha Bramantyo, Rizki. "Peran Sosial Komite Sekolah Dalam Penanaman Nilai-Nilai Demokrasi Di Sekolah." *Cendekia* 14, no. 2 (2020): 2407-8557. <https://doi.org/10.30957/Cendekia.v14i2.628.Peran>.