

## ROLE OF THE SCHOOL COMMITTEE IN IMPROVING THE QUALITY OF STUDENT RELIGIOSITY AT SMP NEGERI ARUN

Elvi Marfinda, Almuhajir, Syarifah Rahmah

Institutu Agama Islam Negeri Lhokseumawe

Jl. Medan B. Aceh, Alue Awe, Kec. Muara Dua, Kota Lhokseumawe, Aceh 24352  
vindamarfinda@yahoo.co.id

**Abstract:** *This study aims to explain the role of the school committee in improving the quality of student religiosity at SMP Negeri Arun. This research is a qualitative research using a descriptive approach. Data sources consist of primary data and secondary data. To obtain accurate data, researchers conducted three data collection techniques, namely observation, interviews, and documentation, while data analysis techniques consisted of data collection, data condensation, data presentation and drawing conclusions. The results showed that the role of the school committee in improving the quality of student religiosity at SMP Negeri Arun is as an advisory agency in determining and implementing educational policies in the field of student religiosity, as a supporting agency namely raising funds to support the implementation of student religiosity development activities, as a controlling agency for student religiosity self-development activities, and as a mediator agency for schools with student guardians and government related to student religiosity issues.*

**Keywords:** *School Committee, Improving Quality, Student Religiosity*

### Introductions

The existence of school committees in Indonesia has historically been influenced by the experience of developed countries such as the United States with its School Boards. The participation of parents and communities in education in Indonesia has been around for a long time. Before 1974, parents and the community were incorporated in a forum for the union of parents of students and teachers (POMG), then with the Instruction of the Minister of Education and Culture and the Minister of Home Affairs No. 17/0/1974, and No. 29/0/1974 changed its name to the Education Assistance Agency (BP3) which acts as a nonstructural organisation in schools and is more consultative in nature.

Parents and communities are increasingly concerned about the quality of education so that along with the development and demands of the community for the quality of education and the implementation of regional autonomy as well as the mandate of law number 20 of 2003 concerning the National Education

System, the Education Development and Development Fee (BP3) is replaced by the School or Madrasah Committee. The quality of education is not only seen from the splendour of educational facilities owned, but the extent to which the output (graduates) of an education can build a full human being as the stage of education.<sup>1</sup>

Cooperation and partnership between the principal and school committee based on the interest of education quality will realise a school that is far from material and political interests. This is because there is a common vision and mission in achieving common goals. The sense of kinship, familiarity and friendship that exists between the two will give birth to sincerity in working to develop teacher competence, student competence, facilities and infrastructure as an effort to improve the quality of education in their schools.<sup>2</sup>

The role of the principal with policies supported by the school community and the committee will have an impact on the quality of student religiosity which can be measured by indicators of religiosity will have an impact on the pious and pious personalities of students, have high moral integrity, and have good morals. It needs a joint commitment of all school members and school committees in strengthening the character of religiosity and exemplary religiosity.<sup>3</sup>

In relation to improving the quality of religiosity, it is known that 85% of the quality problems lie in improper management. This shows that school principals must have effective and efficient management skills. In the world of education, the main component in improving the quality of religiosity is to create goals constantly. This relates to the school's strategic plan to focus on the customer/student. A well-planned and strong strategic vision is one of the indicators of success for any educational institution.<sup>4</sup>

---

<sup>1</sup> Magdalena dan Sri Sendayu Purba, Penjaminan Mutu Pendidikan Islam Di Sekolah Tinggi Ilmu Tarbiyah (STIT) Muhammadiyah Sibolga Tapanuli Tengah, *Al-Fatih: Jurnal Pendidikan dan Keislaman*, Vol. 3, No. 1, 2020, 20-38.

<sup>2</sup> Nur Hasanah, Peningkatan Kualitas Pendidikan (Studi Kasus Di Madrasah Aliyah Se-Kecamatan Wedarijaksa Tahun Pelajaran 2014 /2015 ), *Tesis*, Sekolah Tinggi Agama Islam Negeri Kudus, 2016, h. 33.

<sup>3</sup> Nur Afni and Widi Arimbi, *Budaya Sekolah Pada Pembentukan Karakter Religiusitas Pada Siswa Sekolah Dasar*, *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, Vol. 6, No. 6, 2022, 9-16

<sup>4</sup> Sutarto, *Manajemen Mutu Terpadu (MMT-TQM)* (Yogyakarta: UNY Press, 2015). h. 11.

Students who have a good level of knowledge, appreciation and belief in the values of religious teachings are believed to have good religious ritual practices as well. There is a connection between ritual worship (such as prayer, fasting, and others) and social religious practices (such as respecting teachers, parents, friends, and avoiding negative behaviour). Ritual worship illustrates students' obedient relationship with God, which should encourage students to behave socially well and avoid negative behaviour. Students feel that God is present in their daily lives.

SMP Negeri Arun<sup>5</sup> is a school that organises education in accordance with the demands of the times and in favour of students. This can be seen from the idea to facilitate students' potential through self-development activities. In mid-2013, the principal communicated with the school committee to discuss a platform for students' talents and interests and the self-development programme was born, which continues to be implemented until now.

The self-development programme aims to foster the development of talents and interests as well as strengthening the character of SMP Negeri Arun students. Through this programme, 243 students of SMP Negeri Arun are given the widest possible opportunity to determine and develop their talents and interests while upholding the character and culture of the school. The self-development programme starts at 14.00-16.30 WIB with different development materials. For Monday and Wednesday, the self-development material is related to academic material and the unique thing is that students are given the freedom to choose the subjects they like to follow. Tuesdays are devoted to religious materials such as tahfizh, calligraphy, tahsin, and tilawah.

The vision and mission that have been developed together will not succeed without the contribution of all parties including the school committee of SMP Negeri Arun. In realising the vision and mission of the school, the school builds a

---

<sup>5</sup> SMP Negeri Arun was formerly called Taman Dewasa (Junior High School) which was managed by Perguruan Taman Siswa based in Yogyakarta, a school that made many achievements at the city, provincial and even national levels. The existence as an outstanding school was maintained by this school until the transition to Arun Private Junior High School in 2001 which was managed by PT Arun through the Arun Education Foundation (Yapena). Furthermore, in 2011 there was a transfer of assets from PT Arun to the Aceh government under the name SMP Negeri Arun.

partnership with the school committee which was formed in June 2013 until now. Currently, the committee of SMP Negeri Arun is chaired by Mr Gatot Suprianto who works as a manager of PT Pupuk Iskandar Muda (PIM) and has a high concern for the quality of education at SMP Negeri Arun, especially in supporting the implementation of religious quality education.

Departing from the phenomenon and literature review above, the researcher is interested in examining the role and efforts made by the school committee to realise the improvement of the quality of student religiosity at SMP Negeri Arun in the context of an advisory agency, supporting agency, controlling agency, and mediator agency.

## Theory Review

### 1. Komite Sekolah

The school committee is an independent body that accommodates community participation in order to improve the quality, equity and efficiency of education management in education units, both in pre-school education, school education pathways and out-of-school education pathways.<sup>6</sup> The school committee is a forum that can bridge the school with the community so that the weaknesses and obstacles faced by the school will be more easily overcome through the form of community participation.<sup>7</sup> The role of the school committee is to provide judgement, support, control and liaison.<sup>8</sup>

School committees have at least some basic responsibilities such as building partnerships with various parties both with the industrial world, the business world, as well as with the government, have a responsibility in accommodating the aspirations and demands submitted by the community, especially regarding the quality of education, responsible for being at the forefront of supporting education quality improvement programmes carried out by

---

<sup>6</sup> Fathurrahman, Optimalisasi Kinerja Komite Sekolah Dalam Pengolahan Satuan Unit Pendidikan, *Jurnal Reforma: Jurnal Pendidikan dan Pembelajaran*, Vol. 9, No. 1, 2020, 40-50.

<sup>7</sup> Ristu Nursanti, Yari Dwikurnaningsih, dan Mawardi Mawardi, Evaluasi Kinerja Komite Sekolah Di Sekolah Dasar Negeri, *Kelola: Jurnal Manajemen Pendidikan*, Vol. 7, No. 1, 2020, 73–85.

<sup>8</sup> Nela Seriyanti, Syarwani Ahmad, dan Destiniar, Pengaruh Kepemimpinan Kepala Sekolah Dan Peran Komite Sekolah Terhadap Keberhasilan Manajemen Berbasis Sekolah, *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, Vol. 6, No. 1, 2020, 21–28.

principals and other school members, being a pioneer of fundraising for the implementation of school activities and responsible for evaluating and supervising the course of the learning process and school development programmes.<sup>9</sup>

Based on the Decree of the Minister of National Education No. 044/U/2002 on education councils and school committees, there are four roles that are the responsibility of the school committee, namely: Advisory Agency, Supporting Agency, Supervisory Agency and Mediating Agency. All of these roles are interrelated and related to each other.<sup>10</sup>

In carrying out its role, the school committee certainly finds supporting and inhibiting factors in its work. These factors can come from internal factors and external factors. Internal factors can be in the form of weak elements of norms and values of togetherness built on the basic principles of trust and external factors can be in the form of school components that form their own social structure so that they do not depend on school committees, school confidence in the ability of school committees is still low, and facilities are inadequate.<sup>11</sup>

The principal, school community and school committee need to establish and uphold a working relationship that is partnership and synergistic in order to realise educational goals. This implies that in carrying out their roles, school principals and school committees do not dominate each other, do not violate each other's authority but work together based on predetermined rules.<sup>12</sup> In other words, the principle of partnership is mutual need, mutual trust, mutual benefit and based on the spirit of achieving common interests. In addition to the principles of cooperation and partnership, organisational climate also affects the performance of school committees.<sup>13</sup>

---

<sup>9</sup> Faridah, Peran Komite Sekolah Di Era Merdeka Belajar, *Jurnal Bintang Pendidikan Indonesia*, Vol. 1, No. 1, 2023, 66-75.

<sup>10</sup> Firman, Halima, dan Arfin, Peran Komite Sekolah Dalam Meningkatkan Mutu Sekolah, *Jurnal Pendidikan Dan Pengajaran (JPP)*, Vol. 3, No. 2, 2022, 88-100.

<sup>11</sup> Tri Suminar and Mintarsih Arbarini, "Model Pemberdayaan Komite Sekolah Dalam Implementasi Manajemen Berbasis Sekolah Dengan Membangun jaringan Kapital Sosial," Fakultas Ilmu Pendidikan Universitas Negeri Semarang, 2016, h. 4-5.

<sup>12</sup> Wiyonoroto, Pengaruh Komite, Pengawas Dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Di SMAN 7 Purworejo, *Tesis*, Universitas Muhammadiyah Surakarta, 2006, h. 12-15.

<sup>13</sup> E. Kosmajadi, Peran Kepemimpinan, Iklim Organisasi Dan Pemberdayaan Dalam Meningkatkan Kinerja Komite Sekolah, *Jurnal Dialogika Manajemen Dan Administrasi*, Vol. 1, No. 1, 2019, 1-10.

The school committee also accommodates and analyses aspirations, ideas, demands and various educational needs submitted by the community either in the form of distributing questionnaires to obtain input, suggestions and creative ideas from education stakeholders around the school or submitting reports to the community in writing about the results of their observations of the development of education in the area around their school.<sup>14</sup>

The role of the principal with policies supported by the school community and the committee will have an impact on the quality of student religiosity which can be measured by indicators of religiosity will have an impact on the pious and pious personalities of students, have high moral integrity, and have good morals. It needs a joint commitment of all school members and school committees in strengthening the character of religiosity and exemplary religiosity.<sup>15</sup>

## 2. Quality of Student Religiosity

In the complete Indonesian dictionary, quality is a value or state of good or bad of an object. While other notions of quality are put forward by experts based on different perspectives Deming describes quality as conformance to market needs, Juran explains quality as fitness for use and Crosby defines quality as conformance to requirements.<sup>16</sup> Quality of education is not a stand-alone concept but is linked to the demands and needs of society.<sup>17</sup> Quality is determined by consumers and customers, which in the context of the educational environment is determined by learners, parents, and the community.<sup>18</sup>

The relationship between quality and education can be seen from two aspects, namely aspects that refer to the educational process and aspects that refer

---

<sup>14</sup> Jani Erola, Sanni Jalonen, and Hannu Lehti, Parental Education, Class And Income Over Early Life Course And Children's Achievement, *Journal Research in Social Stratification and Mobility*, Vol. 44, 2016, 33–43.

<sup>15</sup> Nur Afni and Widi Arimbi, *Budaya Sekolah Pada Pembentukan Karakter Religiusitas Pada Siswa Sekolah Dasar*, *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, Vol. 6, No. 6, 2022, 9-16

<sup>16</sup> Sutarto, *Manajemen Mutu Terpadu... ..*h. 12.

<sup>17</sup> Erawadi dan Rosna Leli Harahap, Pelaksanaan Program Pengebangan Mutu Guru Dan Tenaga Kependidikan Islam Di Madrasah Tsanawiyah Swasta Islamiyah Padanggarugur, *Al-Fatih: Jurnal Pendidikan dan Keislaman*, Vol. 3. No. 2, 2020, 215-229.

<sup>18</sup> Mesiono, Candra Wijaya, dan Ismail Ahmad Siregar, Manajemen Peningkatan Mutu Kreativitas Santri Pondok Pesantren Mawaridussalam Kabupaten Deli Serdang, *Al-Fatih: Jurnal Pendidikan dan Keislaman*, Vol. 2, No. 2, 2019, 279-299.

to educational outcomes. In terms of the process aspect, education is said to be of quality if all components of education are involved in the educational process. Meanwhile, in the context of educational outcomes, it refers to the achievements made by the school in each period of time.

Religiosity is one of the efforts in instilling the character of adherence to religious teachings and is a character that is needed in the face of changing times and moral degradation today. Religiosity is a character value that shows attitudes and compliance in adhering to the teachings of the religion that is adhered to, has high tolerance for the beliefs of others and is able to show a harmonious attitude and coexist with adherents of other religions. The quality of student religiosity can be clearly defined as the level or degree of student piety in devoting themselves to the religion they believe in.<sup>19</sup>

The level of student religiosity is a measure that describes how much knowledge students have in understanding the teachings of Islam, believing, and living these teachings so that they are implemented in the behaviour of ritual worship and social worship. This definition refers to the dimensions of religiosity from Stark & Glock in Iyoh Mastiyah, namely knowledge, appreciation, belief, religious ritual practice and social behaviour.<sup>20</sup>

Religiosity at the level of religious feeling is the level of feelings, perceptions and religious sensations that a person experiences. Religiosity at the level of practice is the stage of one's behaviour that is motivated by religious teachings in social life and religiosity at the level of knowledge is the expectation that religious people have basic knowledge about religion, religious rituals, scriptures and religious traditions.<sup>21</sup>

## Method

This research is a qualitative research in obtaining the data. Qualitative research is a research procedure that is able to produce descriptive data in the

---

<sup>19</sup> Salamiah Sari Dewi and Hairul Anwar Dalimunthe, Efikasi Guru Dalam Mengembangkan Religiusitas Siswa Madrasah Ibtidaiyah Negeri Kelas Awal, *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, No. 4, 2022, 3488–3502,

<sup>20</sup> Iyoh Mastiyah, Religiusitas Siswa Madrasah Aliyah Dan Sekolah Menengah Atas, *Edukasi: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, Vol. 16, No. 3, 2018, 232–246.

<sup>21</sup> Rizky Setiawati, Dinamika Religiusitas Siswa Muslim Di Sekolah Non Islam (Studi Kasus Siswa Muslim SMA Santo Thomas Yogyakarta ), *Jurnal Pendidikan Agama Islam*, Vol. 11, No. 1, 2014, 95–118.

form of speech, writing, and behaviour of the people observed.<sup>22</sup> This type of qualitative research was chosen by the researcher by considering that this type of qualitative research can develop sensitive concepts on the problem at hand, explain the reality related to the research search and develop an understanding of one or more of the observed phenomena. The descriptive approach was chosen by the researcher because this approach is a comprehensive description of the actual situation related to the role of the school committee in improving the quality of student religiosity at SMP Negeri Arun. The data sources in this research consist of primary data and secondary data.<sup>23</sup>

o obtain accurate data in this study, researchers conducted three data collection techniques, namely observation by directly observing school committee activities and student religiosity activities, then interviews with school committees, principals, and students consisting of class leaders and secretaries who are representatives of each class VII, VIII, and IX, while documentation consists of School Committee programme documents, school committee work reports, student religiosity activity programmes, and student achievement documents in the field of religiosity. Data from observations, interviews, and documentation, in the context of the role of the school committee in improving the quality of student religiosity at SMP Negeri Arun, then the data analysis technique the author uses the Miles and Huberman model, which consists of data collection, data condensation, data presentation and drawing conclusions.

## Result and Discussions

Mintzberg in Suhadi Winoto defines role as an accumulation of structured behaviour based on one's position in the organisation. Robbins in Suhadi Winoto states that role is a pattern of behaviour of a person in acting in accordance with his position in the organisation. Owens in Suhadi Winoto explains that a role is a person's behaviour that arises because of interactions with other organisations.<sup>24</sup>

---

<sup>22</sup> Farida Nugrahani, *Metodologi Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa*, (Solo: Cakra Books, 2014), h. 305.

<sup>23</sup> Sandu Siyoto, *Dasar Metodologi Penelitian*, (Yogyakarta: Literasi Media Publishing, 2015), h. 88-100.

<sup>24</sup> Suhadi Winoto, *Komite Sekolah/Madrasah dan Manajemen Mutu Pendidikan*, (Yogyakarta: Bildung, 2021), h. 59-60.

Based on the opinions of the experts above, it can be concluded that the role is a description or expectation of a person's behaviour that is adjusted to their position in an organisation and achieves organisational goals. The role and position of the school committee has been juridically regulated in the Decree of the Minister of Education and Culture No. 75 of 2016 concerning education councils or school committees. Looking at the findings at SMP Negeri Arun on the role of the school committee's role in improving the quality of student religiosity can be explained as follows:

**a. Advisory agency**

Based on the research results, the role of the school committee as a consideration giver can be seen from several activities carried out. The activities of the SMP Negeri Arun school committee include the role in giving consideration related to school policies and programmes, preparation and ratification of the School Budget Activity Plan (RKAS), school performance, facilities and infrastructure, and cooperation with external parties.

The school committee is active and often consolidates with the school, especially in discussions related to efforts to improve the quality of education in schools. The School Committee of SMP Negeri Arun showed several roles as an Advisory Agency, for example, giving considerations related to school policies and programmes such as the religious self-development programme. In this case, the school committee gives consideration related to the objectives and targets to be achieved from the school programme.

The school committee was involved in the RKAS discussion and endorsed the RKAS document. The school committee also gave consideration regarding the performance of the school, both the performance of the principal, teachers and employees of SMP Negeri Arun. The school committee gives consideration related to teachers. The school committee gives consideration related to school facilities that need to be prioritised so that the quality of education services can be optimal.

**Table. 1**  
**Role of The SMP Negeri Arun School Committee as Advisor Agency**

No	Role	Activities	Indicators of success
1	School policies and programmes	Establish communication and coordination with the school regarding the religiosity programme: Tahsin, Tahfizh, Kaligrafi, and Tilawah.	Establishment and implementation of religiosity programme.
2	RKAS	Participate in drafting and authorisation meetings RKAS.	There is an RKAS document containing the religiosity development programme and endorsement by the school committee.
3	School Performance Criteria	Provide feedback on the performance of the principal, teachers and staff. Provide feedback on student discipline, teachers/trainers of religiosity programmes.	There is a division of labour. There is a school order book.
4	Facilities and infrastructure criteria	Mapping of school physical assets. Procurement and maintenance of school infrastructure.	There is an inventory of school facilities and infrastructure. There is a proposal for the procurement/maintenance of tools and materials to support the religiosity development programme.
5	Criteria for co-operation with external parties	Build partnerships with student guardians, the community and the business and industry worlds.	There are Memorandum of Understanding (MoU) and Memorandum of Agreement (MoA)

The role played by the school committee of SMP Negeri Arun is in line with that stated by Gorton in Suhadi Winoto, that the school committee has a role to give consideration and assist schools in proposing solutions to problems faced by schools, giving consideration related to decision-making and school policies.<sup>25</sup>

---

<sup>25</sup> *Ibid*, h. 59-60

The School Committee as an advisory body plays an important role in providing consideration in the implementation of the education management process in schools, including the learning process.<sup>26</sup> The school committee functions in terms of providing input, consideration, and recommendations to the education unit regarding education policies and programmes, education and school budget plans, education unit performance criteria, education personnel criteria, education facility criteria, and matters related to education.<sup>27</sup>

### **b. Supporting Agency**

Based on the results of the study, the role of the school committee as a supporter can be seen from the activities carried out by collecting educational funds and educational resources from student guardians/community to support school programmes. The education funds are then allocated in the management of human resources, management of facilities and infrastructure and management through the budget.

The role of the school committee in human resource management is carried out by providing support in the form of motivation and finance for teachers, trainers and outstanding students. The committee supports teachers and education personnel to conduct self-development to improve competence and the school committee supports the procurement of competent teachers to fill teacher vacancies at SMP Negeri Arun.

The role of the school committee in managing facilities and infrastructure is carried out by providing and maintaining mandatory facilities and infrastructure and supporting facilities to support quality learning. The school committee requests reports on the condition of facilities and infrastructure and supports their gradual provision based on the procurement priority scale. The role of the school committee in supporting the management of education funds is by juxtaposing education funds with school funds so that the school budgets that have been prepared do not overlap.

---

<sup>26</sup> M. Misbah, Peran dan Fungsi Komite Sekolah dalam Meningkatkan Mutu Pendidikan, *Insania: Jurnal Pemikiran Alternatif Kependidikan*, Vol. 14, No. 1, 2009, 68-91.

<sup>27</sup> Naziardi dan Nilawati, *Komite Sekolah dan Mutu Pendidikan*, LENTERA (Jurnal Ilmu-Ilmu Sejarah, Budaya, dan Sosial), Vol.5, No.14, 2014, 70-76.

The management of the three aspects above can be done because of the good partnership relationship between the school committee, the school and the parents. The SMP Negeri Arun committee succeeded in building effective communication through creative and innovative efforts with various parties so that student guardians supported the school by contributing education funds of Rp 1,350,000 per year.

Table. 2

## Self-development Programme Implementation Schedule

No	Days	Times	Programme Types	Programme Subject Matters	Programme Objective
1	Monday & Wednesday	14.00-16.30	Academic Development	Science, Social Studies, English and Maths	Preparing students in mastering academic material and achieving at the national level.
2	Tuesday	14.00-16.30	Religiosity Development	Tahsin Tahfizh, Tilawah and Calligraphy	Preparing students to excel in mastery of religious fields, play a role in society, and have noble character
3	Thursday	14.00-16.30	Extracurricular development	Arts and Sports	Preparing students to excel, be cultured and have a sportive spirit
4	Friday	07.30-08.30	Positive Culture	Recitation and clean Friday	Strengthening student character through positive school culture

The table above illustrates that the self-development programme is carried out every day at 14.00 -16.30 with different types and objectives of the programme. The selection of days, times, types of programmes, materials, and programme objectives is based on the learning needs of students and the requests of student guardians which are decided by deliberation at the beginning of the school year.

In the religiosity programme, there are 4 superior classes, namely tahsin, tahfizh, calligraphy and recitation classes. These four classes are expected to foster the dimensions of student religiosity. The tahsin class aims to achieve the dimensions of knowledge (religious knowledge) and practice (religious effect). Tahfizh class aims to achieve the dimension of religious practice. Calligraphy class aims to achieve the dimension of knowledge (religious knowledge), and tilawah class to achieve the dimension of religious feeling.

The school committee has carried out its role as a supporting agency optimally as evidenced by the activities of the school committee in managing the human resources involved, managing supporting facilities and infrastructure, and managing the budget for the religiosity programme. The school committee not only supports in terms of financing but also supports in terms of motivation and appreciation to teachers, coaches and outstanding students through welcoming events.

### **c. Controlling Agency**

Based on the results of the research, the role of the school committee as a controlling body has carried out several roles such as overseeing school programmes through various policies/decisions taken by school schools, overseeing the implementation of school programmes and overseeing the quality/achievement of schools, overseeing school services to education service users in accordance with statutory regulations.

School committee supervision of school programmes is carried out by being involved in the preparation of school programmes and overseeing the implementation of school programmes in accordance with the plans that have been prepared, supervising the use of funds both sourced from School Operational Cost (BOS) funds and education funds from student guardians/community, supervising the development and addition of school facilities, confirming with the school regarding student learning outcomes, monitoring alumni achievements through alumni tracking and empowerment.

The results of the supervision conducted by the school committee of SMP Negeri Arun are used as reflective feedback in determining the improvement or

enhancement of the school programme, especially the student religiosity programme. The results of the supervision carried out by the school committee of SMP Negeri Arun on school performance become feedback for the school committee in determining the improvement and enhancement of the religiosity programme in the future. Indicators of the success of the school programme are determined by the achievements of students, both academic and non-academic achievements. The most important thing about the programme is the improvement of the quality of student religiosity in the form of changes in student behaviour to be positive and able to play a role in society.

The role of the school committee as a controlling body is carried out by direct supervision to the field on a temporary basis or through reports provided by the school. School committee supervision is also carried out by interviewing students regarding the implementation of school programmes, how the competence of teachers/trainers, how the impact felt by students through school programmes and so on. The supervision process in the management function plays a role in keeping things on track. Supervision plays an active role in maintaining the important points of what is planned, and what has been implemented.<sup>28</sup> Supervision can be defined as the process of monitoring activities, the purpose of which is to determine expectations that are immediately achieved and to make corrections to deviations that occur.

The school committee has carried out its role as a controlling agency optimally through monitoring the planning and implementation of the religiosity programme, monitoring the implementers of the religiosity programme, monitoring the use of the religiosity activity budget and monitoring the output/target of the religiosity programme. The School Committee in controlling the implementation of the education programme is monitoring the implementation of existing programmes at the school, whether in accordance with the policies prepared. In relation to the implementation of the programme is how the

---

<sup>28</sup>Mesiono, Candra Wijaya, Ismail Ahmad Siregar, Manajemen Peningkatan Mutu Kreativitas Santri Pondok Pesantren Mawaridussalam Kabupaten Deli Serdang, *Al-Fatih: Jurnal Pendidikan dan Keislaman*, Vol. 2, No. 2, 2019, 279-299.

allocation of funds and resources for the implementation of the programme carried out by the school.<sup>29</sup>

#### **d. Mediating Agency**

Based on the results of the research, the role of the school committee as a liaison body has developed in building partnerships with external parties and conveying ideas to stakeholders such as local agencies to contribute both financially and in terms of labour and thought as a form of effort to improve the quality of education. Indicators of the school committee's success in its liaison role can be seen by the absence of conflict during the implementation of school programmes. The school committee's relationship with the school and the community is built on the basis of a partnership with the principles of kinship and gotong royong so that a synergistic and harmonious relationship is realised.

The school committee performs its role as a mediating agency, starting from identifying the aspirations of student guardians/community, socialising with student guardians related to the program, raising education funds, facilitating various inputs related to school program policies, accommodating and communicating complaints of student guardians/community to the school in order to get a common understanding, providing reports to student guardians/community related to the management of education funds and seeking information related to the development and improvement of the quality of education in schools.

The role of the school committee as a liaison includes the stages of planning, implementation, and management of school resources. The school committee in the planning stage identifies the aspirations of the students' guardians/community regarding the religiosity programme. In implementing the religiosity program, the school committee disseminates the school's program policy by giving the opportunity to the students' guardians/community regarding suggestions and complaints about the implementation of the religiosity program. In empowering and managing school resources, the school committee

---

<sup>29</sup>Hesti Nurlita & M. Bachtiar, Peran Controlling Agency Komite Sekolah Dalam Mewujudkan Akuntabilitas Dan Transparansi, *Jurnal Administrasi, Kebijakan dan Kepemimpinan Pendidikan (JAK2P)*, Vol. 1, No. 2, 2020, 118-127.

accommodates assistance and reports on the management of education funds to student/community guardians.

**Table. 3**

**Role of The SMP Negeri Arun School Committee as Mediating Agency**

No	Role	Activities
1	Planning	<ol style="list-style-type: none"> <li>1. Identification and mapping of guardian/community aspirations related to the religiosity programme.</li> <li>2. Propose religiosity programmes that are desired by student guardians/communities.</li> </ol>
2	Actuating	<ol style="list-style-type: none"> <li>1. Holding a meeting to socialise the religiosity policy and programme to student guardians/community members.</li> <li>2. Listening to the voices of student guardians/communities regarding the quality of the religiosity programme implementation.</li> <li>3. Accommodate and mediate conflicts that arise against religiosity policies and programmes.</li> </ol>
3	School Resource Management	<ol style="list-style-type: none"> <li>1. Mapping the need to improve teacher competence.</li> <li>2. Community aid management</li> </ol>

The school committee provides opportunities for parents to participate and collaborate with schools related to improving the quality of religiosity in schools. The School Committee accommodates the aspirations of student guardians related to school performance both discipline and strategies used in learning services carried out. The school committee participates in mediation in the event of conflicts both internal and external to the school so that there are no intersections in realising quality education at SMP Negeri Arun. The role of the school committee as a mediating agency at SMP Negeri Arun has been running optimally. The school committee provides extensive opportunities for student guardians/community and other stakeholders to provide input in improving the quality of education at SMP Negeri Arun, especially in improving the quality of student religiosity.

## Conclusion

The existence of school committees in educational institutions is actually not a formality unit but rather an important indicator in school-based management, especially in developing the quality of education. One of the quality development items that must be carried out is student religiosity. The quality of student religiosity is the level of proficiency and piety of students towards Islam which includes the level of Religious Belief, Religious Practice, Religious Feeling, Religious Effect, and Religious Knowledge.

The role of the school committee in improving the quality of student religiosity at SMP Negeri Arun includes: 1) Advisory Agency, the activities of the Arun State Junior High School school committee include a role in providing considerations related to school policies and programmes, preparation and approval of the School Budget Activity Plan (RKAS), school performance, facilities and infrastructure, and cooperation with outside parties, 2) Supporting Agency, by carrying out activities to raise educational funds and increase educational resources from student guardians / the community to support school programmes, 3) Controlling Agency as a controlling body, overseeing school programmes through various policies/decisions taken by school schools, overseeing the implementation of school programmes and overseeing the quality/achievement of schools, overseeing school services to education service users in accordance with laws and regulations, and 4) Mediating Agency, developing in building partnerships with external parties and conveying ideas to stakeholders such as local agencies to contribute both financially and in terms of energy and thought as a form of effort to improve the quality of education.

## References

- E. Kosmajadi, Peran Kepemimpinan, Iklim Organisasi Dan Pemberdayaan Dalam Meningkatkan Kinerja Komite Sekolah, *Jurnal Dialogika Manajemen Dan Administrasi*, Vol. 1, No. 1, 2019, 1–10.
- Erawadi dan Rosna Leli Harahap, Pelaksanaan Program Pengebangan Mutu Guru Dan Tenaga Kependidikan Islam Di Madrasah Tsanawiyah Swasta Islamiyah Padanggarugur, *Al-Fatih: Jurnal Pendidikan dan Keislaman*, Vol. 3. No. 2, 020, 215-229.
- Farida Nugrahani, *Metodologi Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa*, Solo: Cakra Books, 2014.

- Faridah, Peran Komite Sekolah Di Era Merdeka Belajar, *Jurnal Bintang Pendidikan Indonesia*, Vol. 1, No. 1, 2023, 66-75.
- Fathurrahman, Optimalisasi Kinerja Komite Sekolah Dalam Pengolahan Satuan Unit Pendidikan, *Jurnal Reforma: Jurnal Pendidikan dan Pembelajaran*, Vol. 9, No. 1, 2020, 40-50.
- Firman, Halima, dan Arfin, Peran Komite Sekolah Dalam Meningkatkan Mutu Sekolah, *Jurnal Pendidikan Dan Pengajaran (JPP)*, Vol. 3, No. 2, 2022, 88–100.
- Hesti Nurlita & M. Bachtiar, Peran Controlling Agency Komite Sekolah Dalam Mewujudkan Akuntabilitas Dan Transparansi, *Jurnal Administrasi, Kebijakan dan Kepemimpinan Pendidikan (JAK2P)*, Vol. 1, No. 2, 2020, 118-127.
- Iyoh Mastiyah, Religiusitas Siswa Madrasah Aliyah Dan Sekolah Menengah Atas, *Edukasi: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, Vol. 16, No. 3, 2018, 232–246.
- Jani Erola, Sanni Jalonen, and Hannu Lehti, Parental Education, Class And Income Over Early Life Course And Children's Achievement, *Journal Research in Social Stratification and Mobility*, Vol. 44, 2016, 33–43.
- M. Misbah, Peran dan Fungsi Komite Sekolah dalam Meningkatkan Mutu Pendidikan, *Insania: Jurnal Pemikiran Alternatif Kependidikan*, Vol. 14, No. 1, 2009, 68-91.
- Magdalena dan Sri Sendayu Purba, Penjaminan Mutu Pendidikan Islam Di Sekolah Tinggi Ilmu Tarbiyah (STIT) Muhammadiyah Sibolga Tapanuli Tengah, *Al-Fatih: Jurnal Pendidikan dan Keislaman*, Vol. 3, No. 1, 2020, 20-38.
- Mesiono, Candra Wijaya, dan Ismail Ahmad Siregar, Manajemen Peningkatan Mutu Kreativitas Santri Pondok Pesantren Mawaridussalam Kabupaten Deli Serdang, *Al-Fatih: Jurnal Pendidikan dan Keislaman*, Vol. 2, No. 2, 2019, 279-299.
- Naziardi dan Nilawati, Komite Sekolah dan Mutu Pendidikan, *LENTERA (Jurnal Ilmu-Ilmu Sejarah, Budaya, dan Sosial)*, Vol. 5, No.14, 2014, 70-76.
- Nela Seriyanti, Syarwani Ahmad, dan Destiniar, Pengaruh Kepemimpinan Kepala Sekolah Dan Peran Komite Sekolah Terhadap Keberhasilan Manajemen Berbasis Sekolah, *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, Vol. 6, No. 1, 2020, 21–28.
- Nur Afni and Widi Arimbi, "Budaya Sekolah Pada Pembentukan Karakter Religiusitas Pada Siswa Sekolah Dasar, *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, Vol. 6, No. 6, 2022, 9-16
- Nur Hasanah, Peningkatan Kualitas Pendidikan (Studi Kasus Di Madrasah Aliyah Se-Kecamatan Wedarijaksa Tahun Pelajaran 2014 /2015), *Tesis*, Sekolah Tinggi Agama Islam Negeri Kudus, 2016.
- Ristu Nursanti, Yari Dwikurnaningsih, dan Mawardi Mawardi, Evaluasi Kinerja Komite Sekolah Di Sekolah Dasar Negeri, *Kelola: Jurnal Manajemen Pendidikan*, Vol. 7, No. 1, 2020, 73–85.

- Rizky Setiawati, Dinamika Religiusitas Siswa Muslim Di Sekolah Non Islam ( Studi Kasus Siswa Muslim SMA Santo Thomas Yogyakarta ), *Jurnal Pendidikan Agama Islam*, Vol. 11, No. 1, 2014, 95–118.
- Salamiah Sari Dewi and Hairul Anwar Dalimunthe, Efikasi Guru Dalam Mengembangkan Religiusitas Siswa Madrasah Ibtidaiyah Negeri Kelas Awal, *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, Vol. 6, No. 4, 2022, 3488–3502.
- Sandu Siyoto, *Dasar Metodologi Penelitian*, Yogyakarta: Literasi Media Publisng, 2015.
- Suhadi Winoto, *Komite Sekolah/Madrasah dan Manajemen Mutu Pendidikan*, Yogyakarta: Bildung, 2021.
- Sutarto, *Manajemen Mutu Terpadu (MMT-TQM)*. Yogyakarta: UNY Press, 2015.
- Tri Suminar and Mintarsih Arbarini, Model Pemberdayaan Komite Sekolah Dalam Implementasi Manajemen Berbasis Sekolah Dengan Membangun jaringan Kapital Sosial, *Tesis*, Fakultas Ilmu Pendidikan Universitas Negeri Semarang, 2016.
- Wiyonoroto, Pengaruh Komite, Pengawas Dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Di SMAN 7 Purworejo, *Tesis*, Universitas Muhammadiyah Surakarta, 2006.