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BALTIC JOURNAL OF LAW & POLITICS

A Journal of Vytautas Magnus University

VOLUME 16, NUMBER 2 (2023)

ISSN 2029-0454

Cite: *Baltic Journal of Law & Politics* 16:2 (2023): 487-497

DOI: 10.2478/bjlp-2023-0000036

Strategic Management Of Learning Committee Empowerment In Increasing The Quality Of Learning At School Mover

(Case Study At Smpn 2 Garut And Smp Plus Nuurul Muttaqiin)

Jajang Supriatna

Universitas Islam Nusantara, Bandung, Indonesia

jajangsupriatna@uninus.ac.id

Hendi S.Muhtar

Universitas Islam Nusantara, Bandung, Indonesia

hendi@uninus.ac.id

Faiz KarimFatkhullah

Universitas Islam Nusantara, Bandung, Indonesia

faizkarim@uninus.ac.id

Nandang Koswara

Universitas Islam Nusantara, Bandung, Indonesia

nandangkoswara@uninus.ac.id

Received: December 12, 2022; reviews: 2; accepted: January 23, 2023

Abstract

The learning committee empowerment program as a forum for transformative, participatory and sustainable school community awareness activities to improve the ability of supervisors, principals and teachers in an effort to deal with fundamental issues through decision making, implementing actions and evaluating them to realize the vision, mission and goals of Indonesian education who are progressive, sovereign, independent, and have personality so as to create Pancasila Students. So far, the results of the Teacher mover Program are learning leaders who encourage holistic, active and proactive student growth and development in developing learning that is instilled in students, as well as being role models and agents of the educational transformation ecosystem, such as losing a host and the direction of program implementation after completion of training. Thus, the School Mover Program acts as a catalyst and a driving force for teachers to realize the vision of Indonesian education with a focus on developing student learning outcomes holistically which includes

competence (literacy and numeracy) and character, starting with superior human resources (principals and teachers). However, these two programs still seem to be running independently and are not irrational. The formula for learning committees is important to create a common view between the driving teacher and the driving force of the school. Studies so that the learning committee has strengths, among others, by studying problems in analyzing the environment, planning, formulating, implementing program strategies, evaluating, finding solutions to solve the problem, so that it becomes the basic for the learning committee empowerment program. During this research, data collection used instrument interviews, questionnaires, observation and documentation studies and then the results were described using a qualitative approach so that they became a conclusion, implicit and recommendations as well as a product empowerment program

Keywords

learning committee empowerment, strategic management, schools mover

Introduction

The strategic management of empowering learning committees in improving the quality of learning in driving schools is based on Law Number 20 of 2003 which states that: National education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming to develop the potential of students so that become a human being who believes in and fears God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. To translate this law, the Mobilization Teacher Program and Mobilization Schools were formed. Various trainings and competency development have been carried out, but the results are as if they were running separately and there is no meeting point for implementation techniques in the field.

In an effort to have the continuity of these two programs, a learning committee was formed as a forum or special team arranged by the Principal with the aim of making learning successful in order to achieve Graduate Competency Standards, namely; Pancasila Student Profile. The function of the learning committee must have competence in formulating programs and creating an atmosphere, having competence strength, opportunities, opportunities to think, speak, act, make decisions related to their work, so that work is faster, more simplicity and easier and ultimately allows the potential of its members to develop. The learning committee, according to Suryana (2010: 18), must have an empowerment program that can work on the process of exploring potentials to encourage, motivate, and raise awareness of the potentials they have and strive to develop them. The learning committee empowerment program, including the formulation of strategic management for the empowerment of learning committees in improving the quality of learning so that they are able to achieve the national education goals jointly.

The focus of the problem in the learning committee empowerment program is to formulate an effective empowerment model to improve the quality of education, which is examined through research questions; 1) How to analyze the learning committee empowerment environment in improving the quality of learning in schools? 2) How to formulate a learning committee empowerment strategy in improving the quality of learning in driving schools? 3) How to implement the learning committee empowerment strategy in improving the quality of learning in driving schools? 4) How to evaluate the learning committee empowerment strategy in improving the quality of learning in driving schools? 5) What are the problems and strategic management solutions for empowering learning committees in improving the quality of learning in driving schools?

Empowerment of this learning committee uses a qualitative approach to find out and describe all problems, collect data, take meaning, and gain understanding, as explained by Sugiyono (2010: 9), that, research methods based on postpositivism philosophy, are used to examine the condition of objects natural data, and researchers as key instruments, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative in nature, and the results of qualitative research emphasize meaning rather than generalization. Obtaining data used to obtain data according to needs, Sugiyono (2010: 3).

The research method used is based on case studies, as explained by Mulyana (2010: 201) a case study is a comprehensive description and explanation of various aspects of an individual, a group, an organization (community), a program, or a social situation. By studying as much as possible an individual, a group or an event, the researcher aims to provide a complete and in-depth view of the subject under study. Data collection techniques in this study used interviews, observation, and literature studies with a research focus to obtain data unity and conclusions.

The location of this research was SMPN 2 Garut, Garut Kota District and SMP Plus Nuurul Muttaqiin, Cisurupan District, Garut Regency. SMPN 2 Garut were established in 1958, state school status, school location is in the city center, has high achievements, and is one of the participating driving schools. Meanwhile, SMP Plus Nuurul Mutaqiin, founded in 2003, is a private school, the location is outside the city center, managed by the Foundation and is one of the driving schools as explained by Sugiyono (2012: 189), that is, people who are in a social situation are defined as informants in a study or known as informants. In detail, the subjects in the study were: 1) Principals, teachers, development supervisors, students, and education staff.

Results and Discussion

The success of the quality of learning in driving schools cannot be separated from the expertise of a manager, namely the principal in managing his school. Managing schools requires special skills and in accordance with management functions as stated by George R. Terry. There are five stages or elements of management, namely Planning, Organizing, Actuating, Controlling which is abbreviated as POAC. Louis A. Allen stated in his book Management and Organization

about the Elements of Management consisting of Planning, Organizing, Coordinating, Motivating, and Controlling so that it is abbreviated as POCMC.

This strategic management uses the Theological Foundation in the Learning Committee empowerment program, namely, the hadits of the Prophet narrated by Ibn Majah and Baihaqi, namely; Seeking knowledge is obligatory for Muslimin and Muslimat. And the hadits of the Prophet narrated by Imam At-Tirmidhi and Imam Al-Hakim from Amr bin Sa'id bin Ash r.a.'s best friend: There is no gift a father can give to his child that is more important than (education) good manners." As well as the word of God in the Koran, surat Al-Mujadalah is verse 11, which means;

O you who believe! If it is said to you, "Give spaciousness in the assemblies," then expand, surely Allah will make room for you. And if it is said, "Stand up," then stand up, Allah will raise (grades) those who believe among you and those who are given knowledge by degrees. And Allah is All-Seer of what you do

Environmental analysis

The environmental analysis of the two driving schools which are the subject of this study has indications of two points of view, namely, the internal and external environment. The internal environment demands the professionalism of school principals, teachers, education staff, so that it can encourage students to study diligently which has an impact on parents' trust in the school. While the external environment has an influence on the quality of learning seen from the origin of students, encouragement from parents, school policy environment. Affordable, safe, and comfortable school locations form the basis of a strong external environment that supports the success of school quality.

However, these two environments are the wishes of all parties, both the school and the community. If both are otherwise, other studies must be carried out in order to create a comfortable environment for students in learning. SWOT Analysis Study is a way of strategic management to see the root of problems that occur in the school environment, so that the strengths, weaknesses, challenges and threats that occur in the school environment can be seen.

The results of the analysis of the internal and external environment using this SWOT analysis, the role of the school and community will be visible so that strategic planning can be prepared by the school principal. Roles that can be carried out include compiling the strength of the learning committee so that it appears that the role that must be carried out by every school member in developing student potential based on the environment

Internal environmental analysis which can affect the empowerment of learning committees in driving schools, there is encouragement to have the view that a school is not an institution that is separate from the community because schools are institutions that work in a social context that take students from the community, so that their existence depends on social and financial support public. Therefore, the relationship between school and community is an important component in the overall implementation of learning. The study of threats in

encouraging the empowerment of learning committees from interviews with school principals and learning committees that, the implementation of education in schools is still seen as a threat to various lessons and attitudes of teachers towards students and the responsibility of parents for costs that require the help of parents at school. So that people are reluctant to give criticism and suggestions to schools, the continuity of learning becomes the potential that should develop in students.

While the analysis of the External Environment, that the school was organized based on an agreement that the Socio-Cultural and Environmental characteristics contained habits, customs and school culture which illustrate the carrying capacity of the local community environment that encourages student competency. The cultural environment of the community has full power for students to continue working at school which can be applied to the community around the school. However, this weakness in the external environment can be seen in the habit of the people who always entrust their representatives to the school committee. So the aspirations that arise are limited to the figures who represent them at school. Regarding the element of threat, for the implementation of learning, in reality the community needs socialization which provides understanding to the community. If the community does not gain understanding, the support from the community will be less or even not at all.

However, the internal and external environment in general, the community has a positive influence and the community's desire for the school to continue to progress so that the school can carry out its program properly and correctly. Based on this view, the principal can develop a program to improve the quality of learning with the encouragement and growth of attention and community commitment to providing quality education, collaboration between schools and the community, aspirations, ideas, demands, and various learning needs put forward by the community. community participation in providing input, considerations, and recommendations to education units regarding: (1) education policies and programs (2) Education budget plans and school spending (RAPBS) (3) Education unit performance criteria (4) Education staff criteria (5) Criteria for educational facilities, and (6) other matters related to education, and the growth of assessment and evaluation and supervision of policies, programs, administration and outputs of education in schools.

Meanwhile, on the policy side, changes in system policy from centralization to decentralization open opportunities for the community to increase their participation in improving the quality of education. The main thing is to increase the role of community empowerment with the Learning Committee Empowerment program at every level of the education unit. The main thought of this is believed to be able to assist in the process of improving the quality of learning.

Learning Committee Empowerment Strategic Planning

Learning Committee Empowerment Strategic Planning, composed of a system for analyzing current and future conditions. Through this system, priority

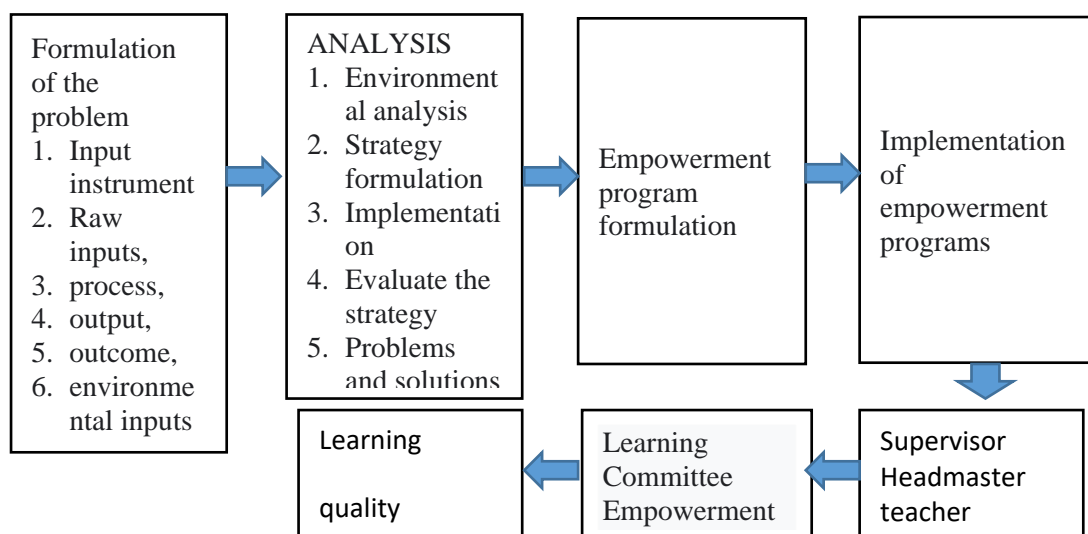
scale efficiency is determined for superior programs with the stages of achieving development/improvement of learning, such as; Development of curriculum content, improvement of human resources for educators and education staff, improvement/development of process standards, improvement/development of facilities, improvement of graduation standards, improvement of institutional and management quality, improvement of financing standards to reach maximum, and development of assessment standards.

The driving school program is very much in line with the philosophy of Pancasila, because in practice it teaches noble values that lead to driving schools, namely realizing a Pancasila student profile with six dimensions which are the noble values of Pancasila, namely: (1) have faith, fear God Almighty, and have a noble character, (2) global diversity, (3) work together, (4) independent, (5) critical reasoning, and (6) creative.

The philosophical basis related to the research focus on empowering learning committees in improving the quality of learning in driving schools is based on the philosophy of progressivism put forward by Gutek (1974:140)

Progressive education emphasizes several things; 1) progressive education should provide freedom that encourages children to develop and grow naturally through activities that can instill initiative, creativity and self-expression in children; 2) all types of teaching should refer to children's interests, which are stimulated through contact with the real world; 3) progressive teachers act as mentors for children who are directed as controllers of research activities, not just training or giving lots of assignments; 4) student achievement is measured in terms of mental, physical, moral as well as social development; 5) in meeting the needs of children in their development and growth phase, collaboration between the teacher, school, home and the child's family is absolutely necessary; 6) progressive schools that actually act as laboratories containing innovative educational ideas and training, Gutek (1974:140).

The design of the learning committee empowerment model obtained from the results of this research is as follows;



Formulation of Learning Committee Empowerment Strategy

Quality improvement in school mover is a strategy theory put forward by Wheelen and Hunger. They revealed that the strategic management process includes four basic elements, namely: 1) environmental monitoring, 2) strategy formulation, 3) strategy implementation, and 4) evaluation and control. The formulation of the learning committee empowerment strategy is based on a theoretical basis, namely; Strategic Management and Business Policy, Thomas L. Wheelen & J. David Hunger. Strategic Management, Thomas L. Wheelen & J. David Hunger (2012: 5) defines, that "Strategic management is a set of managerial decisions and actions that determines the long run performance of a corporation". Strategic management is a set of managerial decisions and actions that determine the long-term performance of a company. This includes environmental scanning (both external and internal), strategy formulation (strategic or long-term planning), strategy implementation, and evaluation and control.

The formulation of the learning committee empowerment strategy, in fact, considers that schools must have a clear vision, mission and goals to make it easier for school members to understand them so that tasks and functions are formed that are inherent to activities in schools, supervisors as partners of school principals and teachers, decision support for policies central and regional policies, partners, innovators, counselors, motivators, collaborators, assessors evaluators and consultants, learning that is integrated with school programs, so that it is included in the School Work Plan (RKS).

The formulation of strategies for empowering learning committees seeks to increase student independence in the process of teaching and learning activities, compiling school curricula, establishing school visions and strategies, learning methods, and establishing principal policies that are guided by the steps of the teacher and all persons in charge of entrepreneurship education and cultural destinations. , the formation of priority programs, taking into account various conditions in the school environment, such as; Social conditions, Economic conditions, Security conditions, Science and Technology Progress, and Culture.

Implementation of empowerment strategy

Implementation of Empowerment learning committee refers to the opinion of Suryana, (2010:18), namely; Creation of an atmosphere or climate that allows the potential of the community to develop. Empowerment strengthens self and potential by encouraging and rewarding power development efforts. Therefore power must be explored and then developed in its implementation. If this assumption develops, empowerment is an effort to build power by encouraging, motivating, and raising awareness of the potential that is owned and trying to develop it, Suryana, (2010: 18).

With regard to the quality of learning, the teacher plays a major role, as explained in the annex to Permendiknas Number 19 of 2007 concerning Standards

for Management of Education by Elementary and Secondary Education Units it states that:

Each teacher is responsible for the quality of learning activities for each subject they teach by: a) Referring to the development of the latest learning methods; b) Using varied, innovative and appropriate learning methods to achieve learning objectives; c) Use the available facilities, equipment and tools effectively and efficiently; d) Paying attention to the nature of the curriculum, students' abilities, and various previous learning experiences as well as the special needs of students from those who are able to learn quickly to slowly; e) Enriching learning activities through cross-curriculum, research results and their application f) Directing a competency approach in order to produce graduates who are adaptable, motivated, creative, independent, have a high work ethic, understand lifelong learning, and think logically in solving problems.

The quality of learning is a measure that shows how high the quality of teacher interaction with students is in the learning process to achieve certain goals. This interaction process is possible because humans are social beings who need other people in their lives. Therefore, the success of the learning process is highly dependent on teachers, students, learning facilities, classroom environment, and class culture, time and place. All of these indicators must support each other in a quality learning activity system

Empowerment strategic evaluation

Evaluation of the strategic empowerment of the Learning Committee is a process of assessing the implementation of the strategy being carried out which can affect the performance of teachers and learning committees in carrying out their programs, so far the implementation of evaluations has occurred as follows; The learning committee tries to give advice (advisory agency), supports program formulation (supporting agency), controls (controlling) tries to follow up on program activities that have been implemented, mediators for implementing quality education. The learning committee and students know their achievements, so they can correct deficiencies experienced by students, use effective and efficient learning resources, evaluate the level of achievement of students in learning.

The results of the evaluation of the learning committee empowerment strategy in improving the quality of learning in driving schools, trying to provide advice (advisory agency) in determining and implementing policies, supporting (supporting agency), both in the form of financial, thinking and personnel in the implementation of education, controller (controlling) in the context of transparency and accountability in the implementation and output of education, mediators between schools, the community and the government.

While the evaluation steps of the strategic evaluation of the empowerment of the learning committee include three basic activities, among others, checking the basis of the company's strategy, comparing expected results with actual results, and taking corrective action to ensure performance is in line with plan,

there is consistency from start to finish. activity, improving performance benchmarks, performance measurement, analysis of variance, taking corrective action, reviewing based on implementation strategy, and suitability, between planning, formulation and implementation of learning committee empowerment activities. Must consider changes in student conditions and situations, the more complicated the problem, the stricter it will be in determining the learning control system for students, the faster information changes, the more appropriate program evaluation tools are needed according to student needs, the level of participation, opinion, change in awareness, decision making action, concern and cooperation, creativity, setting new goals, satisfaction, trust, managerial skills and decision making) from a strategic evaluation of the empowerment of learning committees in improving the quality of learning in driving schools, correcting deficiencies experienced by students, using effective and efficient learning resources , evaluate the level of achievement of students in learning.

Strategic management problems and solutions

The strategic management concept of Empowerment Learning Committee in improving the quality of learning in driving schools requires environmental analysis, strategy formulation, strategy implementation, and strategy evaluation. Components that support success in improving the quality of learning are differentiated learning, social-emotional learning, implementing anti-bullying programs, and supporting digital learning information systems.

Supporting factors that can find internal learning committee empowerment problems and solutions come from within the learning committee, such as; institutionally it can affect a person's performance in carrying out his work, the difficulty factor in teaching also affects his learning achievement, besides that it can also be proven by the emergence of student behavioral abnormalities, such as the lack of desire to study independently. Meanwhile, external supporting factors from outside themselves that can affect their performance include the physical environment, facilities and infrastructure, rewards, atmosphere, policies and administrative systems.

Thus it can affect the empowerment of the learning committee, that is, motivational encouragement from within a teacher has a big role in achieving the goals of improving the quality of students.

Conclusion

The strategic management of empowering learning committees in improving the quality of learning in driving schools is relatively in accordance with Ki Hadjar Dewantara's thoughts, which aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. Strategic management has relatively continuity with

articles 2 and 4 of Law Number 14 of 2005, namely, the position of the teacher as a professional serves to increase the dignity and the role of the teacher as a learning agent functions to improve the quality of national education.

The Strategic Management of Learning Committee Empowerment is relatively in accordance with the Progressivism learning theory of Barnadib Imam, (1997:28), that humans have reasonable abilities in dealing with and overcoming problems that are stressful or threatening to humans themselves. Relatively in accordance with the opinion of Sagala (2009: 251) that the manifestation of progressivism, starting from the formation of an independent Learning Committee gave birth to driving schools, and driving teachers who are expected not to be mere formalities. He has a commitment and loyalty to improving the quality of learning.

Strategic management of empowering learning committees in improving the quality of learning in driving schools that strive to realize the vision of Indonesian education that is advanced, sovereign, independent, has personality and creates a Pancasila Student Profile.

Based on the research results, findings, interpretations and discussions, specific conclusions can be drawn, namely; 1) has the potential to develop the quality of education through Empowerment of learning committees, both in terms of strategic management, competency of school principals, teacher competencies, infrastructure and learning management systems which have been ongoing so far; 2) Analysis of the school environment encourages the growth of community attention and commitment to the provision of quality education, the school cooperates with the community so that it can understand (a) education policies and programs (b) Education budget plans and school spending (RAPBS) (c) Performance criteria education units (d) Criteria for educational staff (e) Criteria for educational facilities, and (f) Other matters related to learning, encouraging parents and the community to participate in learning to support improving the quality and equity of education, evaluating and supervising policies , programs, administration, and outputs of education in educational units.

The school principal's strategic planning in empowering learning committees includes analysis of the condition of strategic planning, analysis of the condition of current education, analysis of the condition of future education. Formulation of strategies for empowering learning committees in improving the quality of learning in driving schools includes formulating the vision, mission, goals, roles of each member of the learning committee such as supervisors, principals, teachers and students as well as other education and education personnel, and outreach to the community about strategies and priority programs. Strategic implementation of learning committee empowerment in improving the quality of learning in driving schools in both schools, including; Implementation of learning committee empowerment strategies, implementation of learning committee empowerment activities, time, place of implementation, targets, and selection of appropriate activities. Strategic evaluation of learning committee empowerment in improving the quality of learning in driving schools in both schools, includes; The learning

committee tries to give advice (advisory agency) in determining and implementing policies, supporting (supporting agency), controller (controlling) in the context of transparency and accountability of education implementation and output, and mediator between schools, the community and the government. Strategic management problems and solutions for empowering learning committees in improving the quality of learning in driving schools in both schools include; examine the supporting factors/strengths, weakness factors, inhibiting factors, and threat factors.

So the strategic management of empowerment is well structured, supported by using SWOT analysis to find out the implementation of school committee empowerment.

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