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Model Development for School Committee and Education Board Empowerment in Indonesian Education System

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	Abstract
<p>Article History</p> <p>Article Submission 11 July 2022</p> <p>Revised Submission 08 August 2022</p> <p>Article Accepted 29 November 2022</p>	<p>This research was carried out with the purpose of empowering education boards and school committees for the achievement of character education programs in schools. This study uses a mixed research approach. The type of research conducted is research and development. This study took the subject of research carried out in two stages, namely a preliminary trial involving 5 experts and education practitioners, and a small-scale trial that was tried on 5 members of the education board and 5 school committees. The data collection technique used was interviewed and was supported by focus group discussion techniques. Data analysis was carried out by descriptive analysis for quantitative data, while qualitative data analysis was carried out with interactive analysis. The results showed that the education board and school committee empowerment model for the achievement of character education programs in schools assessed by the school committee were in the very good category.</p> <p>Keywords: Empowerment Model; Education Board; School Committee</p>

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Introduction

The issue of the quality of education has become a major concern for the progress of a country, including Indonesia (Darmawan et al., 2022; Kawuryan et al., 2021). The Government of the Republic of Indonesia always makes efforts to improve the quality of the implementation of education in Indonesia. This is evidenced by the formulation of national education goals that lead to improving the quality of life for the Indonesian nation through education. In addition, the government has regulated education regulations which are the rights of all Indonesian citizens.

Based on the regulations for implementing national education in Indonesia, it has been written that education is a systematic organization to provide learning opportunities and learning processes with the aim of students actively increasing their potential to master religious spiritual character, self-control, a strong personality, intelligence, positive behavior, and capabilities that are relevant to the needs of society, self-needs and national needs as citizens. Of course, based on this statement, it can be explained that education is a very important vessel in social life, and must be carried out systematically. Education has a very clear goal of forming a stable individual citizen. Particularly in this study are Indonesian citizens. (Herwin et al., 2021; Tjabolo & Herwin, 2020; Wuryandani & Herwin, 2021). With an educational process that takes place in a planned manner, students will have the potential to improve their quality, whether in the form of interests, talents, knowledge, attitudes, and skills. By improving self-quality, students will be able to show wise character and good behavior in living their lives, self-awareness, intelligence, wisdom, and all the positive things that are expected to be embedded in them.

In general, in Indonesia, the implementation of education is expected to equip students with various skills, understanding, and positive character as provisions to become the nation's next generation. The output of education is expected to be in line with Indonesia's vision and goals, namely to give birth to a generation that fears God and has an attitude that is in accordance with Pancasila. This can be found in various options, both formal, informal, or also non-formal. (Bartin, 2020; Fauziah et al., 2021; Lim et al., 2021). This is very important because education is a right for all people or citizens of Indonesia and the government is obliged to provide access for its citizens.

In terms of the type of education, the implementation of national education in Indonesia can be grouped into general, professional, academic, vocational, religious, and special education (Torar & Wahono, 2016). This grouping is evidence of educational services provided by the government for citizens. In this case, every citizen can determine the type of education according to their interests and desires. Of course, this is a form of achievement of educational goals in general.

Many efforts have been made by various parties (including the government) to provide maximum educational services, including in secondary schools. (Patimah, 2019; Thaba et al., 2021; Wiyono et al., 2020; Yatun et al., 2021). Quality improvement is carried out, among others, by developing curriculum, improving facilities and infrastructure, increasing the qualifications of education and educational staff, increasing education funds and the national examination system, School-Based Management, and others. After regional autonomy, the management of education from early childhood education to Senior High School is the authority of the district government. To increase community participation in education at the district and education unit levels, education boards and school committees were formed. the formation of the education board and school committee is stated in.

The main problem faced by schools in improving the quality of schools is through the synergy of various components of education, especially stakeholders. In this case, the role of the school committee and the education board as an instrument for implementing education has a strategic role as a component of quality control, including in the implementation of character education. The education board and school committee are instruments that encourage and monitor the implementation and success of character education.

The achievement of the Character Education Program in Indonesia is still not as expected (Rindrayani, 2020). This is very important because it is the main basis of the nation in shaping the nation's next generation (Nurhayati et al., 2022). One of the highlights is the education board and school committee so far have not synergized well in achieving the goals of national character

education (Hidayat et al., 2022). This is the basis for the urgency of developing an empowerment model for education boards and school committees to achieve character education goals.

The phenomenon indicates that character education must continue to be pursued to succeed as expected. Therefore, it is necessary to continue to empower the education board and school committee to realize the objectives of organizing educational activities. Therefore, it is quite urgent to research the development of models for the empowerment of education boards and school committees for the achievement of character education programs in schools.

Literature Review

School Committee

When viewed from the implementation of education in Indonesia, the school committee is interpreted as an independent unit that facilitates community involvement for better quality education through assistance and monitoring. This quality is intended holistically in various schooling pathways held in Indonesia. (Akhirin, 2020). In its structure, a school institution will not run effectively without the participation of the school committee (Halik et al., 2019). The role of the school committee is very important in quality control and school effectiveness (Curry et al., 2018).

The basis for the formation of school committees is for a school community organization that has commitment and loyalty and cares about improving school quality (Widyaningsih, 2021). School committees that are formed can be developed uniquely and are rooted in culture, demographics, ecology, agreed values, and beliefs that are built according to the potential of the local community (Herwan et al., 2018). Therefore, the school committee that is formed must represent the nuances of the local community in general at each school location. This unit is one of the community representatives to provide input and innovation in the implementation of education. This school committee must represent the aspirations of the community in providing input to school institutions. This becomes one of the elements of supervision and assistance to realize the educational process in accordance with the expected goals (Kartini et al., 2020).

The school committee in a school must be active and carry out its functions, duties, and responsibilities according to the needs of the school (Efendi et al., 2020). The school committee's work is not limited to budget mobilization and overseeing the implementation of education. However, the participation of school committees is to improve the quality of decision-making and school planning which can change mindsets, skills, and the distribution of authority over individuals and communities which can expand human capacity to improve living standards in the school empowerment management system.

Education Board Empowerment

The education council is a very important part of supporting the quality of education administration (Curry et al., 2018). Boards of Education and school committees are often equated. But basically, the two are different. Board of education can come from various elements of society who have concerns about the importance of education. On the other hand, the school committee also comes from the community but is part of the student's parents. In general, the two institutions are part of a society that has serious concern for improving the quality of education (Nefina et al., 2021).

The education council is a non-profit organization that facilitates community participation at the district/city level. Meanwhile, the school committee is a place for community empowerment (parents) at the education unit level. These two institutions must be able to synergize in supporting the improvement of the quality of education in their respective schools and regions (Herawati et al., 2020).

The government formed an education council to facilitate the active participation of the community in the development of the education sector. This institution is an educational community organization that has commitment and loyalty and cares about improving the quality of education in the region. The issue of community participation in various fields of public services is important throughout the world. Various findings show that society is an important component

in the country's planning and development process, one of which is in the field of education. It doesn't always run smoothly. Several obstacles are often perceived as challenges so this process does not go as expected (Aref, 2010).

One of the main roles of the education council is to control the administration of education. Even if necessary, the education council can intervene in education policy (Honingh et al., 2020). This shows that the community has a duty and responsibility to implement education successful (Kartini et al., 2020). Because of the importance of the role of the school committee and education board, this field must be empowered as much as possible to achieve the goal of providing effective and quality education. Society must take a role in education and this is the basis for the urgency of this study.

Methodology

Types of Research

This study uses a mixed model approach. The type of research used is research and development. This type of research is carried out to produce innovations in education-related products (Borg & Gall, 1998). In this study, Research and Development were used to produce a model of empowerment of the education board and school committee for the achievement of character education programs in junior high schools in Ngablak District which had a high level of effectiveness and efficiency.

Research Subjects

This research was conducted in junior high schools that were selected purposively based on the school-level categories of upper, middle, and lower. This study took the subject of research conducted in three stages, namely a preliminary trial involving 5 experts and education practitioners, a small-scale trial that was tried on 5 members of the education board and 5 school committees. This information was obtained through focus group discussions and interviews involving school principals, education board members, school committee members, and teachers. As for the validity of the data using the expert judgment technique.

Data Collection Technique

Data collection techniques used in this study include focus group discussions, participatory observations, questionnaires, interviews, and documentation studies. Observations were made during the research to observe various phenomena from the orientation study stage to the research environment, implementation to the evaluation of the results. Documentation study used to collect data in written documents that show a problem relationship with the empowerment model of the education board and school committee for the achievement of the character education program in the developed school. Interviews were used to interview many informants from school principals, school committee members, education board members, education offices, and teachers. Questionnaires are used to find out the authenticity of the developed model.

Data Analysis Technique

Quantitative data analysis was carried out descriptively using statistical assistance and computer programs, while qualitative data used an interactive model. According to the model, qualitative data analysis was carried out: a) after the data was collected the researcher conducted data reduction by summarizing the field reports, noting the main points relevant to the research focus; b) arranging systematically based on certain categories and classifications; c) making display data in the form of tables or pictures so that the relationship between one data becomes clear and intact, d) compares and analyzes data in depth, e) presents findings, draws conclusions in the form of general trends and implications of their application and recommendations for model utilization empowerment of education boards and school committees for the achievement of character education programs in schools.

Results

This study was carried out based on the stages that had been prepared by the researcher. The initial phase was a pre-survey, identifying theoretical support including relevant research studies, finding user needs, empirical trials, and implementation in the field. After that, it is hoped that a model for empowering education councils and school committees will be formed to achieve character education programs in schools. Regarding the measuring instruments made, all items have been assessed by experts and practitioners according to their areas of expertise. In addition, a theoretical analysis was also carried out as well as a consideration of empirical practice in the field. This is used to assess the role of the education board and school committee on achievement. character education programs in schools as a research area and on a national scale as a generalization result.

The study was carried out through four stages which were carried out sequentially. The first phase is the preliminary phase which is carried out for research and gathering information regarding the empowerment of education boards and school committees to achieve character education programs in schools, the second phase is the planning stage of the instrument for assessing the role of education boards and school committees. The third phase is the validation phase to identify product quality.

The fourth phase is the application of the product in target locations to obtain consideration about the empowerment model that has been developed. This study used research subjects that were carried out in several phases, namely the initial implementation using 5 experts according to their fields, and the second implementation which was attended by 5 members of the education board and 5 school committees. Data collection techniques in this study used focus discussion techniques and interviews involving school principals, members of the education board, members of the school committee, and teachers.

The study findings show information that the development stages of the education board and school committee empowerment model for achieving character education programs in schools utilize development studies that are carried out procedurally. The level of empowerment of the education board and school committee as an effort to improve character education programs in schools is in accordance with expectations through the results of an average score of 95.5 or very in line with expectations.

The next phase is the main trial. In implementing this section, the researcher carried out the core stages based on the results of the evaluation and input on the first implementation or the application of the product in the previous phase. This activity is carried out by implementing product development in the form of initial designs involving experts who have relevant expertise, namely in the field of education management and evaluation. This activity is intended to provide evaluation and assessment to produce important recommendations that can be used as a basis for perfecting the product that has been developed regarding the substance and technical details of the model being developed. This process generates various inputs from experts which are refinements of the previous product. In addition, the level of involvement of school committees and education boards in the field was also measured.

The implementation of model instrument legibility validation in this due diligence test amounted to 5 people, namely education evaluation experts, and education management. This is done to measure the quality of the model content that has been developed. Expert judgment refers to the suitability of the theoretical concept with the developed empirical model. The ideal model is a model that has compatibility between theoretical concepts and empirical models, and this is assessed by experts based on their expertise. Justification from experts through a rating scale with a gradation of five levels with 1 being the lowest score and 5 being the highest score. The results of the assessment are then tabulated to obtain a descriptive picture of the quality of the model that has been developed. The parameter used in this analysis is the average parameter. Based on the results of the assessment, the following table 1 presents the results of justification from experts on the developed model.

Table 1. Distribution of Expert Assessment Results

No.	Assessment aspect	Average score
1	Clarity of questionnaire instructions	4.23
2	Clarity of the instrument giving consideration	4.55
3	Clarity of supporting aspect instruments	4.33
4	Control aspect instrument clarity	4.56
5	Clarity of mediator aspect instrument	4.62
6	Standard Indonesian usage	4.37
7	The formulation of the statement is easy to understand	4.43
8	Use of clear words and sentences	4.36
9	Font shape and size	4.15
10	Grammar and use of punctuation	4.40
11	Writing Format	4.37
12	Overall rating	4.57
Average total score		4.34

Table 1 shows information related to the results of the expert's assessment of the model that has been developed. If referring to the information presented, the score of the assessment results generally shows a very high value. This is evidenced by the average score in each measuring indicator exceeding 4. This shows that conceptually and from an expert's point of view, the developed model is feasible to use and is in accordance with the theoretical scientific side with the purpose of its development. Apart from involving experts, this study also involved the school committee to assess the model that had been developed. In the following, the results of the assessment are presented.

Table 2. The Results of The School Committee's Assessment of the Feasibility of the Model Instrument

No.	Assessment aspect	Average score
1	Clarity of questionnaire instructions	3.66
2	Clarity of the instrument giving consideration	3.60
3	Clarity of supporting aspect instruments	3.56
4	Control aspect instrument clarity	3.45
5	Clarity of mediator aspect instrument	3.95
6	Standard Indonesian usage	4.20
7	The formulation of the statement is easy to understand	3.96
8	Use of clear words and sentences	4.20
9	Font shape and size	3.89
10	Grammar and use of punctuation	3.99
11	Writing Format	4.10
12	Overall rating	4.10
Average total score		3.91

Table 2 shows the results of the school committee and education board's assessment of the model that has been developed. The results of the assessment showed a slight difference from the results of the expert's assessment. The results of the evaluation of the education committee and council were slightly lower than the results of the assessment by experts. Not all indicators are assessed with a very high score, but some indicators are assessed with a high score only. Several indicators are rated with a score below 4. However, basically, on average, they are already at a high

score and are as expected. This shows that the development model that has been made is feasible based on the assessment of the school committee and the education board.

Based on the results of the main trial on the level of empowerment of the education board and school committee for the achievement of character education programs in schools assessed by the school committee, the average score was 1.88, or very good category (Table 3).

Table 3. The Results of The Assessment of The School Committee and The Education Board

Components of the role of school committees and education boards	Evaluator		Variable score mean
	Education boards	Committees	
Role level	96.0	96.4	96.2

The research results reviewed from the assessment of the education board and school committee showed that the proposed product was in accordance with expectations or at a very high level. This applies to all elements of the proposed model. The next test is the field operational test phase. In this phase, the assessment is also carried out by the education committee and board. The results of the assessment related to this phase are presented in the following table 4.

Table 4. The Results of The Assessment of Teachers and Supervisors on The Performance of The School Supervisors

Components of the role of school committees and education boards	Evaluator		Variable score mean
	Education boards	Committees	
Role level	97.0	94.0	95.5

Based on the results of the assessment of the level of empowerment of the education board and school committee for the achievement of character education programs in schools in the field implementation test, referring to the evaluation standard, the level of empowerment of the education board and school committee for the achievement of character education programs in schools using model instruments is included in the very high category. This includes all components of the developed model.

Proposed Model

The education board and school committee empowerment model for achieving character education programs in schools in this study were developed by taking into account four main focuses. The main focus in question includes: school institutions, school committees, education boards, and the attainment of character education. The main target in this focus will end in achieving character education in schools. This achievement will be realized through a partnership model between school institutions and the community (in this case the representation of the school committee and education board. Therefore, this study proposes a model as illustrated in the following figure 1.

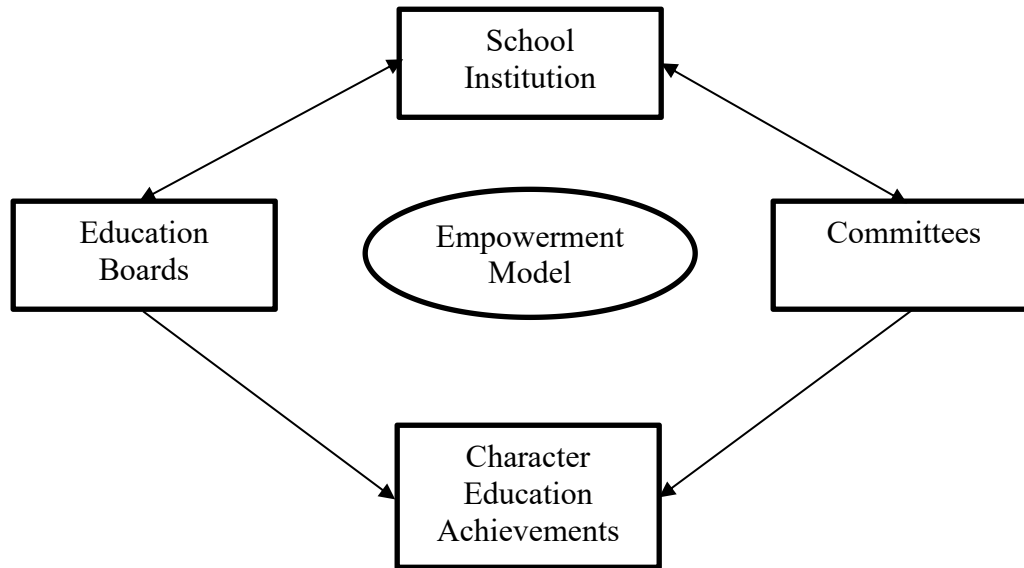


Figure 1. Flow Model for Empowerment of Education Boards and School Committees

Regarding the model applied, several tasks that must be considered by both the education board and the school committee. School committees and education boards must represent community aspirations and input. This unit must ensure that the education policies that are agreed upon can be solutions from various interests and groups, including the community. Policies issued in school institutions must be more transparent and accountable. This is where committee units and education councils can control and monitor to build a higher-quality education implementation.

On the other hand, the school committee has the responsibility to advance the school program. This unit must involve the community to participate in promoting the quality and effectiveness of learning in schools. This unit must also be involved in considering the human resources in schools such as teachers and other educators. In addition, recommendations and suggestions must also be made by the school committee so that school performance can take place optimally. If this is done optimally and effectively, then the goals of national education in Indonesia will be achieved quite easily. This is because there is a balance between the input, process, and output of education. Through maximum school committee assistance, the process will run according to the expected plan.

Discussion

The findings of this study indicate that the school committee and education council empowerment model for achieving character education programs is a good alternative that can be used. Educational attainment in this case learning and education in schools can be seen and measured using the parameters of educational productivity itself. This can be proven by using indicators that focus on equitable input resources, output quality and quantity, the subject matter obtained can be applied to the context of more independent community living. In addition, quality can also be measured through implementation efficiency. This can be demonstrated by the accuracy of the use of budget and time that can be maximized according to the capabilities possessed. If education services can be carried out evenly and efficiently, people from all walks of life can benefit from them (Lunenburg & Ornstein, 2008).

There are various educational pathways held in the education system in Indonesia. This can be seen starting from the formal and non-formal and informal. All of these pathways become constitutional mandates in Indonesia that can be used by all people. All of these components have their respective roles in forming a more qualified generation of the nation. Starting from the role of the family, school, and community, the educational process can achieve national education goals (Herwin & Dahalan, 2022; Raharjo, 2013; Sujarwo et al, 2021).

Strategic efforts to improve the quality of the implementation of education in Indonesia are directed and more systematic with the implementation of the national education system. Educational institutions, in this case, schools, must be able to achieve or even exceed national standards set by the government, so the quality of these institutions can be included in the high category. All efforts are made to support the quality and effectiveness of education that has been programmed and implemented. Through quality and quality education assistance, the implementation of education in schools can be relied upon to realize national education goals. One of the real efforts to achieve this stage is to maximize the role of education committees and councils in the field. This is very important because the quality of education is very closely related to the quality of life of others in the life of the state (Goetsch & Davis, 2006).

If viewed from the viewpoint of the Indonesian Ministry of Education (2001), the quality of education should have quality starting from the input aspect to the output aspect. In addition, it was also stated that educational inputs describe things that must exist and are needed for the implementation of the program. The process describes the implementation of the program that comes from its input. This is measured by the quality of education in schools. Furthermore, the output is part of the shared hopes and goals. The output referred to here must have relevance to national education goals. Input quality is very important so that the process can take place optimally. Therefore, it can be explained that the better the quality of the input, this will be positively correlated with the quality of the output. In other words, input readiness contributes to output quality.

If viewed from the point of view of the field of education, the quality of the educational process is always used to represent the quality and quality of education. The better the implementation of the process, the more quality has the potential to be linear with the quality of the process. Therefore, the notion of quality in education includes educational inputs, processes, and outputs (Slamet, 2001), so quality in education is also contained in the notion of "...renewed emphasis on school processes" (Goetsch & Davis, 2006). Hoy and Miskel (2012), said that Quality organizations are supported by quality services. That is, if educational institutions provide good services, the quality and quality of educational outcomes will also be good. This view indicates the importance of maximum service in the delivery of education.

A serious challenge for the next generation of the nation is a good character to maintain that generation (Herwin & Nurhayati, 2021). Globalization and the increasingly rapid development of the era make every country must strengthen the character of its nation (Arfani & Nakaya, 2020). One component that is responsible for the character education of children is educators. Therefore educators must be a good example for students. Broadly speaking, implementing education in schools must provide a model of good character for students. So is the school committee. As part of the education system, the role of the committee is also very much needed in the formation of the character of students at school.

Strengthening character is a long process that must be passed through good planning. This is important because the achievement of character education goals is impossible to achieve in a short time. This must be done continuously and continuously (Lusyana & Wangge, 2016; Marzuki & Samsuri, 2022; Nurani & Mahendra, 2020; Nurtanto et al, 2020). This is the basis for the need for a long-term empowerment model that can be used to strengthen character education. This study offers a model for empowering the education board and school committee.

If educators instead give examples of bad character to students, then this becomes very dangerous for the next generation. Mazzola (2003) reports in his findings that character problems are a threat to educational practices in schools. Therefore it should be a serious concern for all parties involved. Likewise the school committee, must provide meaningful input related to the formation of student character at school. The committee must also accompany and pay attention to the patterns of behavior and character of students at school. If this partnership goes well, the quality of educational outcomes will be even better.

Character building must continue to be carried out holistically in all educational environments, namely family, school, and community. Character education at an early age in the family aims at formation, at the age of teenagers at school it aims at the development, while at adult age in college it aims to strengthen. The task of educators is to provide a good learning environment to shape, develop, and strengthen the character of their students.

Conclusion

This study concludes that the procedure for developing an empowerment model for education boards and school committees for the achievement of character education programs in schools is by applying procedural development research. The level of empowerment of the education board and school committee for the achievement of character education programs in schools assessed by the school committee shows an average score of 95.5 or a very good category. While the level of the role of the education board and school committee for the achievement of character education programs in schools assessed by the principal is 95.5 or a very good category.

The future direction of the findings of this study shows that the empowerment of school committees and education boards is a very important effort to achieve the goals of character education in Indonesia. The model for empowering school committees and education boards is an important recommendation as an alternative for education policymakers in schools in realizing the strengthening of the nation's character in students.

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