



Policy Implementation the Role of the School Committee in Realizing School Based Management at SMA Negeri 1 Poso

Mohammad Rusli Syuaib

Sintuwu Maroso University

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ABSTRACT

This research aims to find out how the Policy on the Role of School Committees in Realizing School-Based Management in SMA Negeri 1 Poso is implemented. (2) What factors hinder the implementation of the Policy on the Role of School Committees in Realizing School-Based Management in SMA Negeri 1 Poso. The informants in this research were 7 people consisting of 2 school committee administrators and 2 people from School and Community elements, 3 people; Sampling was carried out using a saturated sampling technique. Data was obtained through observation, interviews and distributing questionnaires. Data was analyzed descriptively qualitatively. The research results show that the implementation of the school committee policy on communication indicators is not going well, while the resources and disposition indicators show that the implementation of the policy on the role of the school committee has gone well even though the sub-indicator relating to financial resources is still limited by the school committee. Meanwhile, the factors inhibiting policy implementation that were found were ineffective implementation of socialization, low levels of ability and concern for other stakeholders involving themselves in the management of the school committee.

Corresponding Author:

Mohammad Rusli Syuaib

Sintuwu Maroso University

mohruslisyuaib@gmail.com

INTRODUCTION

In accordance with Law No. 20 of 2003 concerning the National Education System, the explanation of Article 15 paragraph (1) reads as follows: "What is meant by school/madrasahbased management is a form of autonomous education management in educational units, in which case the principal/madrasah and teachers are assisted by the school/madrasah committee in managing educational activities."

School-Based Management, abbreviated as MBS, is one of the school management models initiated by the Department of National Education, it aims to encourage participatory decision making involving educational stakeholders in schools so as to create a feeling of ownership from them. Thus, the greater the level of participation, the greater the sense of ownership, so that the sense of responsibility and dedication will increase.

One of the institutions that plays a role in SBM is the school committee which assists school principals and teachers in managing education. The formation of a school committee in each educational unit is a necessity in realizing the goals of SBM itself.

The Operational Reference and Performance Indicators for School Committees of the Department of National Education stated that "The formation of school committees which have been stipulated in Decree of the Minister of National Education No.044/U/2002, is a mandate from Law No.25 of 2000 concerning the National Development Program (Propenas 2000-2004) with the aim that the formation of school committees can realize school-based education management (School/Community Based Management)." Meanwhile, the form of SBM itself is school autonomy and participatory decision making; MPMBS Ministry of National Education (2001:9) The school autonomy referred to in this SBM is that the principal and teachers together

with the school committee are given the authority to plan and implement school management based on their own initiative in accordance with applicable laws and regulations; Meanwhile, participatory decision making is the process of determining school policies carried out through creating an open and democratic environment for all school members, including the school committee.

It should be noted that the school committee, no matter how large and extensive its role is in educational planning and in determining policies in schools, is not the institution that manages implementation, whereas the implementation of school/madrasah policies lies with the educational unit concerned, namely the principal of the school/madrasah together with teachers and other staff; School/madrasah committees cannot interfere with how teachers teach, what methods are used, how to evaluate learning outcomes, and so on which are professional responsibilities. Involvement of school/madrasah committees at strategic activity points such as discussing school planning with the School Income Budget Plan, monitoring implementation, and evaluating overall implementation results in addition to carrying out efforts that support program implementation both in financial and non-financial forms; Umaedi, (2004:287)

Thus, the implementation of the school committee's role in realizing SBM is not broad or without certain boundaries, but in practice, many problems are encountered that require more intensive socialization efforts in the future; Practices in implementing the role of school committees which are considered deviant include the school committee model which imitates too much the style of bureaucrats or becomes a school stamp (under the command of the school principal) on the one hand, and the school committee model which imitates the NGO style (exceeding its proper authority) and even acts as an executor (carrying out executions or punishments) on the other hand; Ministry of National Education (2006:2).

If we observe the problem of implementing the role of school committees in general above, then how is the implementation of the role of the school committee at SMA Negeri 1 Poso which is used as the object of research.

Based on the general problems regarding the implementation of the role of the school committee above and the results of observations made by prospective researchers at SMA Negeri 1 Poso, it is found that in reality their role in providing considerations in preparing school programs is very low, as generally the school committee only approves the type of program that has been planned by the school, not on the school committee's own initiative; Its role in providing material and non-material support for the implementation of school programs is still very lacking, such as only taking the form of donations or school committee fees; Its role in controlling the school program implementation process is very low; Meanwhile, its role as a mediator in the interests of schools with the government and society is relatively not implemented.

The conditions above give us an idea that the implementation of the role of the school committee has not gone well or has not been able to realize the goal of SBM itself, namely the realization of school autonomy through the role of the school committee in providing considerations, as a supporter, carrying out monitoring and being a mediator for the interests of the school.

With the background of the above, prospective researchers are very eager to analyze the implementation of the role of the school committee in realizing school-based management at SMA Negeri 1 Poso.

RESEARCH METHODS

This type of research is qualitative research with a descriptive research type, namely to describe how to understand the implementation of policies on the role of school committees in realizing school-based management at SMA Negeri 1 Poso. The data source used in this research is primary data obtained directly from the original source through a process of interviews, observation and documentation. Meanwhile, secondary data was obtained through literature study, statutory regulations, references and documents obtained from the research location. The data collection technique using literature review is carried out through library research on the latest books and journals. Observations were carried out by visiting SMA Negeri 1 Poso, then conducting interviews to obtain information regarding the Implementation of the Policy on the Role of School Committees in Realizing School-Based Management at SMA Negeri 1 Poso. For data validity, data triangulation techniques were used. According to (Sugiyono, 2013) data triangulation is a data collection technique that combines various existing data and sources. The results of interviews, observations and documentation are then processed using data analysis techniques starting from data reduction or data simplification which is carried out by selecting each data obtained. Then the presentation of the data in this research was carried out by creating narrative text containing notes in the field with the aim of making it easier to understand the problems involved in the research and being able to proceed to the next stage, namely drawing conclusions.

RESULTS AND DISCUSSION

In the research with the title Policy Implementation of the Role of School Committees in Realizing School-Based Management at SMA Negeri 1 Poso, 4 indicators are used as analytical tools to answer the objectives of this research, namely Communication of Resource

Disposition and Bureaucratic Structure, namely: Communication.

Communication indicators in this research are defined as the success of the implementer in knowing what will be implemented, what goals and objectives must be transmitted to the target group so that it will reduce implementation distortion. These communication indicators are further explained into research sub-indicators which can produce the data processed in this discussion.

The results of the research show that the implementation of socialization or explanation regarding the Minister of National Education Regulation was carried out by the previous Education Office and the socialization carried out by the Poso Regency Education Office in July 2025 only lasted for a short time and was only attended by school principals and school committee chairs and administrators.

This data was also strengthened through the results of interviews with informants, it was clear that the majority of committee administrators thought that their role was limited to providing financial support for school interests, while their role as consideration, mediator and monitoring was not implemented enough, they did not know about it. Thus, the communication indicators could be drawn to the conclusion that implementation had not gone well, because socialization had not been effective. The committee administrators' understanding of their role is very low and there is no intensive communication between the education office and district education council and the school committee.

The results of the processed data were strengthened by the results of an interview with the Head of the Education Service, Poso Regency on August 1 2025 as the key informant in this research. In his statement he explained that:

Socialization has been carried out and participated in by the Principals and committee administrators but has not run optimally in accordance with the Minister of National Education Decree as a result: the socialization is still less effective so that the parties have not been able to carry out their respective duties and roles and there is still a lack of involvement from the department and supervisors in the implementation of committee meetings (starting to be active in the last months). - There is still a lack of effective communication. Some communication is still in meetings held by the department. The education department is still lacking in implementing coaching and development as well as organizational empowerment directly in schools.

Resources

The second indicator discussed in this research is resources. Conceptually, what is meant by resources is that even though the content of the policy has been communicated clearly and consistently, if the implementer lacks the resources to implement it, the results will not be effective. The resources referred to are in the form of human resources in the sense of implementer competence and financial resources in the form of material support from implementors in the field. These resource indicators are further explained into research sub-indicators which can produce the data processed in this discussion.

However, by tracing the data through interviews with several committee administrators, it was clear that in general, in all the schools visited, the elements involved in committee management mostly came only from parents and teachers and were supplemented by several community figures. Meanwhile, other elements such as the business world, professional organizations, etc. are not in the management because they are not interested in becoming committee administrators at the school.

Resource indicators, a conclusion can be drawn that implementation has gone well. In the sub-indicator the ability and competence of administrators as well as the involvement of elements in management, while the sub-indicator of funding and facility capacity is still low, because it is only based on the real capabilities of the school committee itself.

The results of the processed data were also strengthened by the results of interviews with the Head of the Education Service, Poso Regency as a key informant. In his statement he explained that:

In general, abilities and competencies are adequate but have not been able to develop, especially to meet the expectations and challenges of development and demands for improving the quality of education.

Involvement and active participation of the parties is still limited due to low motivation and understanding of the benefits of being involved in committees as well as a lack of outreach to all stakeholder elements.

Some committees have been able to help raise funds for educational purposes but the majority are still less supportive, due to the socialization of free schools both carried out by the government and campaign materials.

Disposition

The third indicator in this discussion is position which means support for the attitude of the implementer or in the conception of this discussion means the character and characteristics possessed by the implementer, such as serious commitment, honesty, democratic attitude and so on. If the implementer has a good disposition, then policy implementation can run well, but if the opposite is true or there are different perceptions between the policy maker and the policy implementer, then it is certain that the implementation will not be effective. These disposition indicators are further explained into research sub-indicators which can produce the data processed in this discussion.

From research conducted through interviews with several administrators, it can be seen that the commitment of all committee administrators interviewed is very high, but they admit that they are covered by various limitations in their abilities, both in terms of their competence and the financial capabilities of the administrators themselves.

The results of the processed data were also strengthened by the results of interviews with the Head of the Poso District Education Office as a key informant in August 2025. In his statement he explained that:

Most of the provisions regulated in the Minister of National Education Regulation regarding the role of school committees have not been implemented properly. The only prominent role is providing financial support from parents in the form of committee donations, while other roles are almost never implemented.

Almost all committee administrators at SMA Negeri 1 Poso have worked optimally according to their abilities.

If true democratic values are practiced then we think that the role of the school committee has not been fully implemented, but democratic practices in every decision making carried out in the school by the school committee have begun to grow well.

Bureaucratic Structure

The fourth indicator in this discussion is the bureaucratic structure, which means that policy implementation is also determined by the existence of Standard Operational Procedures (SOP) or the organization's Articles of Association and Bylaws (AD/ART) which have been formulated as guidelines for implementers in acting, or in other words, complicated bureaucratic procedures will cause organizational activities to be inflexible.

Based on the results of interviews with Committee Management, generally Committee Management does not have or are guided by previously established Standard Operating Procedures or AD/ART. Thus, it can be concluded that the implementation of the policy on the role of school committees on bureaucratic structure indicators is not going well.

The results of the processed data were also strengthened by the results of an interview with the Head of the Poso Regency Education Service in August 2025. In his statement he explained that:

All existing Committee administrators do not yet have organizational Standard Operating Procedures (SOP) so that the management's work mechanism only runs in accordance with the provisions set by the Committee Management itself when activities are carried out.

CONCLUSION

Based on the results of interviews with informants from Committee administrators and the results of interviews with key informants, the final conclusion can be outlined that the implementation of school committee roles in SMA Negeri 1 Poso are as follows:

In general, it was concluded that communication indicators regarding the implementation of policies on the role of school committees in the five SSN Pilot High Schools had not gone well, such as socialization of the role of school committees, committee administrators' understanding of their roles and intensive communication between school committee administrators.

In terms of resource indicators, it is concluded that the implementation of the policy on the role of the school committee in general at SMA Negeri 1 Poso has gone well, especially the ability and competence of the administrators as well as the involvement of elements in management and the funding capacity of the five schools which have different forms of funding participation and still source funds from parents.

In terms of disposition indicators, the implementation of the policy on the role of school committees in SMA Negeri 1 Poso has gone well, such as the high level of management commitment and the implementation of democratic values;

In the Bureaucratic Structure indicator, implementation of the policy on the role of the School Committee at SMA Negeri 1 Poso has not gone well

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