

Empowering School Committees Through Local Wisdom-Based Training Model At Jepara, Indonesia

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Abstract

This research aims at obtaining proper model of empowerment training for Junior High School committees through local wisdom-based training model. The research applies Research and Development (R & D) approach by conducting preliminary study, determining factual models, drafting hypothetical model based on factual models, designing validation by education experts through Focus Group Discussion (FGD), revising model design, testing the effectiveness of hypothetical model, and completing hypothetical model to be innovative. Data were collected through observation, interview, questionnaire, and documentation. Data were analyzed in qualitative and quantitative descriptive design. Through validation, the model performs high properness toward the mean score of activeness and empowering aspects of school committee through local wisdom, after and before application of model. This research develop components and asses the completion of practical properness level of empowerment training for School Committee. Based on the result of practical proper test, this local wisdom-based training model is proper to use in empowerment training for school committee and significantly increase the performance of Junior High School committees at Jepara Regency.

Keywords: empowerment, school, committee, factual, hypohetic

1. Introduction

The implementation of local autonomy in education already produced *School Based Management* (SBM) as stated in Laws of Republic of Indonesia Number 20 year 2003 about National Education System Article 51 verse (1) that the success of *School Based Management* (SBM) is indicated by the increase of people participation in accomodating the thought, aspiration, and potentiality of people to guarantee their transparent and accountability. The Indonesian Government through Government Regulation and Decree of Ministry of National Education has made effort to increase people role in developing the education quality by establishing the Education Council and School Committee in order that the strategic role of School Committee as *advisory agency*, *supporting agency*, *controlling agency*, *mediator* can be conducted well (Suryadi, 2003).

Based on the preliminary research at School Committee of State and Public Junior High School Committee at Jepara Regency, Central Java, Indonesia, the implementation of its role, function, and task of school committee has not been maximal yet. The percentage of implementation of the role of school committee at Jepara Regency is shown as follows: role of School Committee as *advisory agency* (50%), *supporting agency* (60%), *controlling agency*

(45%), and *mediator* (55%). Meanwhile, the percentage of school committee understanding of the main concept of school committee at Jepara Junior High Schools is shown as follows: 33 % understand the basic concept of school committees, 51 % perform their role properly, and 42 % perform their function properly (Akhirin, 2016).

Some studies dealing with school committee and its empowerment can be found such as Supriyanto (2013), Ratnaningtyas and Setiyani (2017), Marayani and Nurkhimayanti (2014), Ninik (2017), Supa'at (2012), Herlina (2012), Pandoyo (2007), as well as Zulkifli (2015). The focus of those studies above deals with the existence of school committee, the role of school committee in increasing school and education quality, its role in School Based Management, and its role in managing school finance, infrastructures and as supervisor of school finance.

The existence and role of school committee were not only found in Indonesia. Based on the result of previous studies, school committees were also found in some countries such as in Zimbabwe (Nyandoro et al., 2015) and Wushe et al (2014), Nigeria (Ayeeni and Olusola, 2013), Tanzania (Masue, 2013) and (Nemes, 2013), Kenya (Xabu, 2015) and (Kiprono et al, 2015), and South Africa Selatan (Naidoo, 2013) as

well. The implementation of goal, role, and function of school committee at overseas more focus on strengthening the role of school committee by engaging parents in controlling, associating, and managing school finance.

Tracing previous studies, researcher found that school committee has role, function, and task the institution needs to enhance its performance and quality. This research aims to obtain a model of training of school committee empowerment on local wisdom based which is eligible to apply. Values of Jepara local wisdom accommodated in developing the training of school committee empowerment are *Catur Murti* (four teachings): right thinking, right feeling, right saying, and right acting.

2. Method

Subjects of this research are the organiser of school committee training and the members of school committee of Junior High Schools at Jepara Regency. The population of this research covers 81 school committee members of State and Public Junior High School at Jepara Regency. The samples of research were taken from 13 schools in which the respondents of each were school principle, three (3) members of school committee (chief, secretary, and treasurer). This research is categorised as descriptive qualitative research. Data are collected through documentation, observation, interview and questionnaire. The collected data are in the form of training documents such as material, schedule, and module of training, covering description of planning, actuating, and

evaluating of training of school committee empowerment from Education Department and training organizer of committee. Data are analysed qualitatively and conducted on and on, from the beginning to the end. (Miles dan Huberman, 1998). Non-tested instrument was validated by the experts of education management and education practioner to produce appropriate model.

3. Results and Discussion

Basically, the empowerment trainings for school committee have already been conducted by the Jepara Education Department and training organizer of school committee. However, the factual model of empowerment training for school committee has weakness in planning, actuating, and evaluating process. In planning process, model has not made need analysis of training and comprehensive evaluation. In implementation process, sometime the materials which is not based on the analysis of participant emerge. Method of training does not imply group discussion, group assignment, guiding activity, and training work sheet. Besides, training duration is quite limited. There is no pretest and post-test during training process. In evaluation, there is no comprehensive model and planning of guiding.

Factual Model of Management of Empowerment Training for School Committees at Junior High School in Jepara Regency based on the preliminary research can be seen in table 1.

Table 1 Factual Model of Management of Empowerment Training for School Committees at Junior High School in Jepara Regency

Planning	Actuating	Evaluating
1. Formulating the goals of training	1. Training Material:	Evaluation process:
2. Setting the material of training	- Management of School Operational Aid	1. Attendance
3. Training recruitment	- Arranging school planning and budgeting	- Organizer
4. Recruitment of training participant	- Green, safe, and clean school.	- Trainer
5. Setting the training strategy	- Role and function of school committee	- Participant
6. Determining the training budget	- Setting the school committee program	2. The actuating of training
	2. Training method	- Trainers, competence
	- Lecture	- Participants' anxiety
	- Question-Answer	- Infrastructure & instruments
		- Consumption

As the matter of the fact, it is necessary to develop a model of empowerment training for school committee members by accommodating local wisdom values of Jepara Regency. This research offers the hypothetic model with some revision in planning, implementation, and evaluating of empowerment training for school committee of Junior High School at Jepara Regency by accommodating values of local wisdom. The values are local Jepara's Catur Murti of cooperation-based values.

This research offers the revision of empowerment training through local wisdom-based. The revision covers planning, actuating and evaluating such as need analysis, training material, method and strategy of training. Revision of planning by education experts covers: 1) Need analysis of training involves training participants, 2) the formulation of training goals, 3) competence and training material, 4) setting training strategy, 5) planning

of evaluation, and 6) training budget. Revision of training application covers: 1) developing cooperation network; 2) composing training material, management basic concept, and basic consideration of school committee; 3) setting strategy of training on Jepara's Catur Murti local wisdom values; 4) training media, module, and worksheet; and 5) setting training during for 2 days. Revision of evaluation covers: 1) presence of committee, trainer, and participants; and 2) the implementation of training covers trainers' competence, participants' enthusiasm, infrastructures, consumption, and training output and impact. This research offers a book of training management model of empowerment for school committee based on Jepara local wisdom values.

The model of local wisdom-based empowerment training for school committee after revision is gained as figure 1:

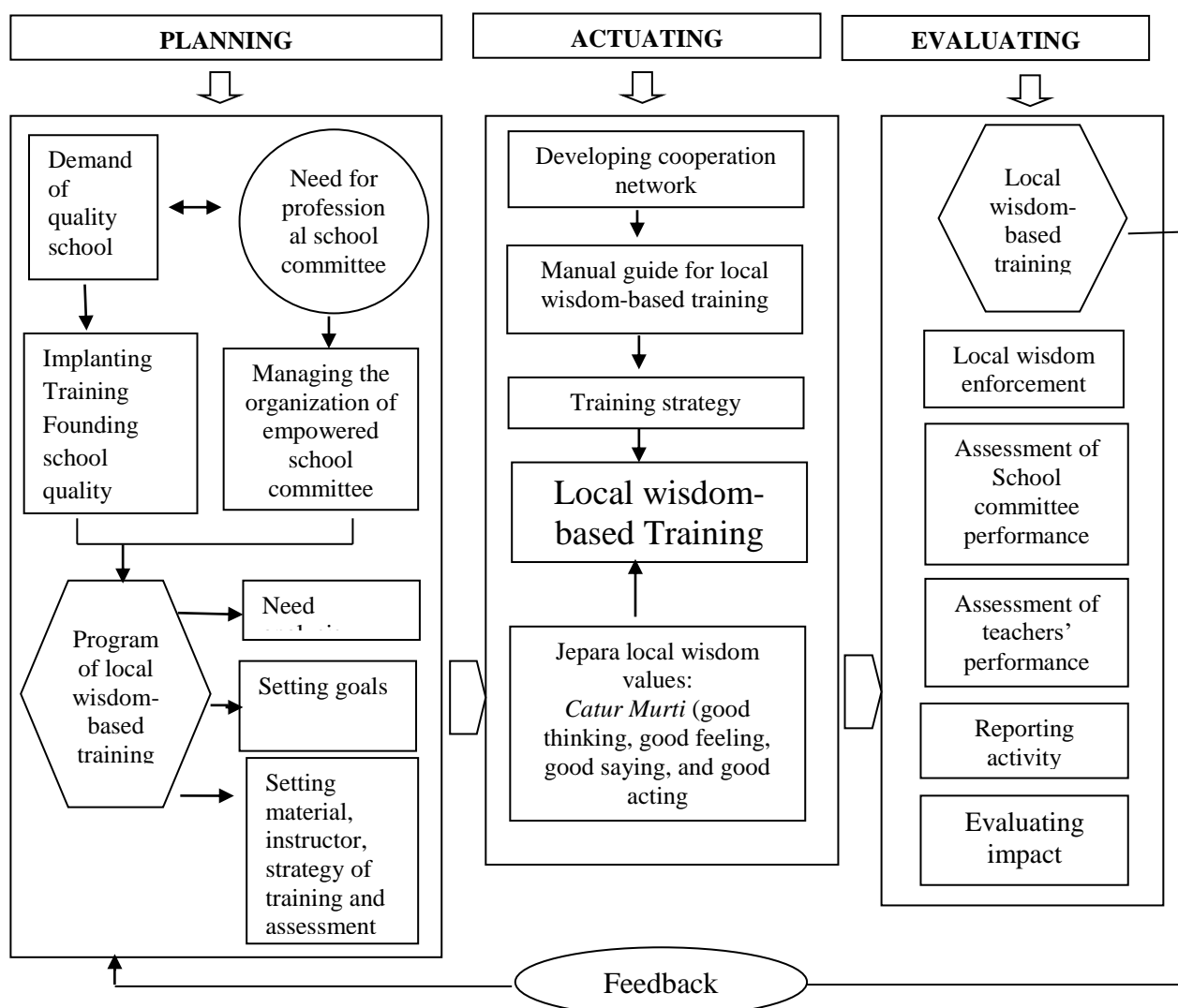


Figure 1. Hypothetic model of local wisdom-based training for school committees

4. Conclusion

This research develops the empowerment training model for Jepara Junior school committees by offering hypothetic model with revision in planning, actuating, and evaluating by adding Jepara Catur Murti local wisdom in training. Based on the result of practical proper test, this local wisdom-based training model is proper to use in empowerment training for school committee and significantly increase the performance of Junior High School committees at Jepara Regency

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