



EXPLORATION OF COMMITTEE PERFORMANCE MANAGEMENT IN IMPLEMENTING NATIONAL INDEPENDENT CURRICULUM AT TUNAS BARU SCHOOL JIN SEUNG BATAM

Tumpal Manurung^{1*}, Zulkifli², Ruslan³, Syafrizal⁴, Khoyan⁵, Fauziah Nasution⁶

^{1,2,3,4}Educational Management Study Program, Postgraduate Program, Universitas Riau Kepulauan, Batam, Indonesia

⁵Educational Management Study Program, Postgraduate Program, Universitas Labuhanbatu, Indonesia

⁶Indonesian Study Program, Faculty of Education, Universitas Graha Nusantara, Padangsidempuan, Indonesia

*Corresponding author: tumpalmtbjs@gmail.com

ABSTRACT

The implementation of the independent curriculum is applied to realize meaningful and effective learning in developing the copyrights, tastes, and senses of learners as lifelong learners with Pancasila character. The implementation of committee performance management in implementing the independent curriculum at Tunas Baru Jin Seung Junior High School in Batam involves the education unit committee and various stakeholders including parents, organizations, various centres, under the coordination and supervision of the Batam City Education Office which organizes government affairs in accordance with its authority. The management of the independent curriculum school committee is very important in realizing the independent curriculum. The purpose of this study was to analyse the performance management of the School Committee at Tunas Baru Jin Seung Junior High School in Batam. The research used a qualitative approach with an exploratory descriptive type. The research location is Tunas Baru Jin Seung Junior High School Batam. The subject of the research is the executive board of the school committee which involves 1 principal, 2 vice principals, 3 teachers, 1 staff and 5 students. Data collection techniques were observation, interview and documentation study. The results showed that the implementation management of the committee's performance in managing the independent curriculum runs effectively and meaningfully at Tunas Baru Junior High School Jin Seung Batam. The role of the school committee in the implementation of the curriculum in general is still very lacking, due to the limited time, funds and energy of the committee members and administrators. The results of this study are very important in improving the performance of school committees to achieve curriculum objectives in the Education Unit.

Keywords: Management, school committee, Merdeka Curriculum.

INTRODUCTION

Education in Indonesia underwent a significant transformation with the introduction of Merdeka Curriculum. This curriculum is designed to provide flexibility to schools in determining learning methods that best suit the characteristics of students. Tunas Baru Jin Seung Junior High School Batam as one of the educational institutions in Batam, has challenges and opportunities in implementing this curriculum. One of the key factors in the successful implementation of Merdeka Curriculum is school committee performance management. This community participation is confirmed by including the Education Council and School Committee in the third part of article 56 of the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (Hariwibowo, 2015). The school committee as an independent institution plays a role in improving the quality of services both in providing consideration, direction, infrastructure support, and supervision of education at the education unit level (Yustika, 2022). As an independent body, the school committee has no hierarchical relationship with schools or other government agencies. However, the school committee remains a partner that must work together in line with the concept of school-based management (Zulkifli, 2015).

School committees have a positive contribution to schools in Indonesia, both in empowerment and development of community participation in education and in building education in education units (Zulkifli, 2015). The school committee as a manifestation of community participation in education greatly influences the governance of educational institutions. The role of the school committee can have more implications for the existence and continuity of school institutions, with the school committee the community is more able to assess and control the programs carried out by the school. Then the community will also be more concerned and will be more supportive of school programs to be more beneficial to the community, including supporting the source of funds and physical development of schools. The role of the school committee as a consideration is realized in the form of giving consideration to the provision and use of facilities and infrastructure needed by the school. The school committee also gives consideration to the use and utilization of the budget or funds obtained by the school, providing input on the draft budget for school income and expenditure. The role as a controller by supervising the budget allocation for the implementation of school programs and supervising school participation in school programs. The school committee also participates in the transparency of the use of education funding allocations from the centre to be more accountable (Larasati, 2009).

Community participation can be followed directly by community members through institutions such as school committees as independent institutions that are formed and play a role in improving the quality of education services by providing consideration, direction and support for energy, facilities and infrastructure, and supervision of education. Both of these can certainly support the creation of a more optimal quality of learning services and have an impact on increasing the achievement of student learning outcomes as the output of education in schools. Thus, it can be argued that educational organizations will be able to run well and smoothly in achieving educational goals if supported by the community. Community support through school committees has a major influence in efforts to improve the quality of education, because school committees can provide input, and control the implementation of education in school institutions. The school committee functions as a liaison between the school, parents and the community, so their role in managing performance is very important to achieve the desired educational goals.

LITERATURE REVIEW

Management

In general, management can be understood as a process consisting of planning, organizing, actuating, and controlling to achieve predetermined goals. According to Fayol (2010) management is a process of planning, organizing, and controlling existing resources to achieve effective and efficient goals. According to the two definitions above, we can distinguish the similarities and differences. The similarity is in the management function at the planning, organizing, and controlling stages. While the difference is in the movement or implementation function where the movement function is not included in the management function expressed by Fayol.

Performance management is a systematic process of directing and managing individual and team performance to achieve organizational goals. According to Armstrong (2014), performance management includes planning, organizing, implementing, controlling and evaluating. In the context of education, school committee performance management can influence the effectiveness of curriculum implementation. A study by Supriyadi (2021) shows that committee involvement in education planning can improve learning quality. In addition, teacher competence is also an important factor in the success of the curriculum, where competent teachers are able to apply innovative learning methods that suit students' needs (Mulyasa, 2016).

Management Indicators

The theoretical explanation above can contribute to our understanding of management. Management can be understood as an effort made by an organization by empowering all existing

resources in a unified system to achieve the goals, targets, and orientation of an organization effectively and efficiently through planning, organizing, implementing, controlling, and measuring activities. The principle in carrying out the management function is to achieve all goals effectively and efficiently. The following below explains the indicators in management which consist of effective and efficient management.

School Committee

Mulyasa (2011) states that the school committee is a body that accommodates community participation in order to improve the quality of equity and efficiency of education management. The school committee as a giver of consideration in determining the implementation of education policy, supporters both financial, thought and energy in the implementation of education, controllers in the framework of transparency and accountability of education implementation and output. The school committee as a mediator of government and DPD with the community. The school committee as a forum for parents and communities who care about education to help advance education in schools such as helping to provide learning facilities, improve teacher welfare means that the school committee is tasked with helping accelerate and optimize the improvement of the quality of education and provide understanding to the community about school programs (Herlinda, 2017). The existence of a school committee is expected to help schools overcome problems that become obstacles to improving the quality of education. Adequate facilities and infrastructure are expected to support the effective learning process and maximize student achievement. To realize an effective work program, the school committee must be able to contribute to the development of the school, not just as a well-known organization in the eyes of parents, students and the community. The school committee's contribution in improving school quality, learning outcomes is really demanded by the community. To realize this, it is inseparable from the level of teacher performance which has an important role in the learning process and the formation of student character.

The School Committee is a body formed based on democratic deliberation to increase community participation in education. This body was formed due to the low involvement of the community in improving the quality of education in Indonesia. The school committee is an independent institution consisting of parents/guardians of students, the school community, and community leaders who care about education (Kemendikbud, 2016). Nonik (2014) states that the school committee is an independent institution or body that accommodates community participation in efforts to improve the quality, equity, and efficiency of education management in education units, both in preschool education, school education channels, and out-of-school education channels. The school committee acts as an organization owned by the school, according to Setiawan (2012) the organization is a pattern of communication and human group relationships (making and implementing decisions, in which there is a role system that provides organizational members with information, goals, and attitudes to make decisions). The school committee is a body or organization formed as a forum for community participation in education management with the aim of improving the quality of education services (Hartiwi et al, 2020; Ivanova et al, 2020).

Susanto (2015) states that the school committee is an independent body that accommodates community participation in order to improve the quality, participation, and efficiency of education management and education units both from preschool education pathways, school education pathways and out-of-school education. The school committee as an independent institution outside the organizational structure of the school is commonly called a non-structural organization, but is an integral part of the school as a working partner of the school (Sukirno, 2006). The school committee is located in the school education unit, at all levels of education, basic education to secondary education, both public and private educational institutions with the aim of (1) accommodating and channelling the aspirations and initiatives of the community in the birth of operational policies and education programs

in education units; (2) increasing the responsibility and role of the community in the implementation of education; (3). creating an atmosphere and conditions of transparency, accountability, and democracy in the implementation and quality education services in education units (Nilawati, 2014).

As an institution that accommodates participation and participates in school management operations in accordance with its role and function, namely with regard to planning, implementing and evaluating school programs. With this participation, school committees can participate in improving the management of education that is transparent and accountable (Salamudin, 2005). The school committee as an independent institution and non-hierarchical, structurally not subject to people who occupy the position of the structure outside itself. The school committee is an autonomous person, who is only subject to the articles of association and the rules they develop themselves (Danim, 2012). Thus, the strategic role of the school committee is to participate in developing education in schools by becoming an organization that can truly accommodate and channel the aspirations and initiatives of the community in producing operational policies and education programs in schools and can create an atmosphere and conditions that are transparent, accountable and democratic in the implementation and quality education services in schools.

In matters of education, the community must have a say and be involved, starting from providing input in planning and also in monitoring and assessing education programs. That is why in the implementation of education, the Ministry of National Education, including the Provincial Education Office and the District/City Office must involve community components as partners. Including education units, school principals must also establish relationships and cooperation with the community who join the school committee. The school committee is expected to cooperate with the principal as a good partner to develop school quality by using the concept of community-based management and a democratic, transparent and accountable society. The school committee is an independent institution that is formed and plays an important role in improving the quality of education services.

Establishment of the Committee

The establishment of the School Committee has been established in the decision of the Minister of National Education No.044 / U / 2002 is expected to be achieved in improving the quality of primary and secondary education coaching program including the realization of school / community-based education management by introducing the concept and empowerment of the School Committee in each school. The purpose of the School Committee as an organization of the school community is as follows 1) to accommodate and channel the aspirations and initiatives of JMKSP (Journal of Management, Leadership, and Educational Supervision) Volume 6, No. 1, January-June 2021 2) the community in the birth of operational policies and education programs in education units; 2) to increase the responsibility and participation of the community in the implementation of education in education units; 3) to create an atmosphere and conditions of transparency, accountability, and democracy in the implementation and quality education services in education units.

Based on the above explanation, the existence of school committees is expected to accommodate the aspirations of the community and make the community aware of their participation in the implementation of education and the creation of transparent, accountable and democratic conditions. Increased participation is intended to create an open and democratic environment, where school residents (employees, staff, teachers, students) and the community (parents, community leaders, entrepreneurs, and so on) can be directly involved in the process of organizing education. According to Haryadi (2010:8), the existence of the School Committee must rest on the foundation of community participation in improving the quality of services and educational outcomes in school education units. Therefore, the formation of the School Committee must pay attention to the division of roles according to position and autonomy. In line with the opinion expressed by Masduki (2012:3) that the School Committee is a working partner with the school, which jointly encourages the participation of school

and community members, as well as providing input to schools in accordance with the aspirations of the community that has developed.

National Independent Curriculum

Permendikbudristek No. 5 of 2022, namely Graduate Competency Standards in Early Childhood Education, Basic Education, and Secondary Education. Graduate competency standards are minimum criteria regarding the unity of attitudes, skills, and knowledge that show the achievement of students' abilities from their learning outcomes at the end of the education level. SKL is a reference for the 2013 Curriculum, Emergency Curriculum and Merdeka Curriculum (Ariga, 2022). Permendikbudristek No. 7 of 2022, namely Content Standards in Early Childhood Education, Basic Education and Secondary Education. Content standards are developed through the formulation of the scope of material in accordance with graduate competencies. The scope of material is the study material in the learning content formulated based on: 1) mandatory content in accordance with statutory provisions; 2) scientific concepts; and 3) pathways, levels, and types of education. Content standards are a reference for the 2013 Curriculum, Emergency Curriculum and Merdeka Curriculum (Ida Bagus Nyoman Mantra¹), I Gde Putu Agus Pramerta²) & Kadek Rahayu Puspawati⁴), 2016).

Permendikbudristek No. 262 / M / 2022, namely Amendments to Decree of the Minister of Education, Culture, Research and Technology Number 56 / M / 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery. Contains the structure of the Merdeka Curriculum, rules related to learning and assessment, the Pancasila Student Profile Strengthening Project, and teacher workload. Decree of the Head of BSKAP No.008/H/KR/2022 of 2022, namely Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education, in the Merdeka Curriculum. Contains Learning Outcomes for all levels and subjects in the Merdeka Curriculum structure. Decree of the Head of BSKAP No.009/H/KR/2022 of 2022, namely Dimensions, Elements, and Sub-Elements of the Pancasila Learner Profile in the Merdeka Curriculum. Contains explanations and stages of development of the Pancasila learner profile which can be used especially for the Pancasila learner strengthening project.

And also refers to the legal basis of Circular Letter No. 0574/H.H3/SK.02.01/2023, namely Following up on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery (Husain et al., 2023; Lestarinigrum, 2022; Fabela et al. 2024). From the above policy, there are several things that become consequences for schools, namely the importance of a flexible curriculum policy. Learning outside the classroom will shape the character of students both in the courage to express opinions during discussions, the ability to get along well, become competent students so that by itself the character of students is increasingly formed. The independent learning curriculum also does not peg students' abilities and knowledge only on grades but also looks at how patient and skilled students are in certain fields of science.

Definition of Curriculum

The curriculum, Law Number 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. Based on this understanding, there are two dimensions of the curriculum, the first is the plans and arrangements regarding the objectives, content, and learning materials, while the second is the method used for learning activities. Many experts define the meaning of the curriculum is a guidance and mapping that can direct a teacher to do the activities in the class (Badriah, 2024).

In general, the definition of curriculum is a set or system of plans and arrangements regarding the content and learning materials that are guided in teaching and learning activities. Etymologically,

the curriculum comes from the term curriculum where in English, the curriculum is a lesson plan. Curricula originated in Latin, namely *currere*, the word *currerem* has many meanings, namely running fast, advancing quickly. Experts express their opinions in providing an overview of the definitions of the definition of the curriculum as can be seen below. The definition of curriculum according to the definition of Kerr, J.F (1968) is all learning that is designed and implemented individually or in groups, both at school and outside school. The curriculum is the "Spirit" of learning that must be evaluated innovatively, dynamically, and periodically by the growth of the era and science and technology, the competencies needed by citizens and users of graduates (Kamila & Agus, 2023; Sahrir et al. 2024; and Aeni et al. 2024)

RESEARCH METHOD

The research object is Tunas Baru Jin Seung Junior High School Batam which is located at Jalan Kavling Baru block C12 No. 3 Sungai Langkai Village Sagulung Sub-district Batam City Riau Islands. This research is qualitative research. Qualitative research is research to answer problems that require in-depth understanding in the context of the time and situation concerned, carried out naturally and naturally in accordance with objective conditions in the field without manipulation, and the type of data collected is mainly qualitative data. the research process in question includes observing people in the relationship between various variables in a phenomenon. The patterns of descriptive research include: survey, case study, causal-comparative, correlation and development. The purpose of descriptive research is (a) to explain a phenomenon, (b) collect information that is actual and factual based on existing phenomena, (c) identify problems or daily life, interact with them, and try to understand their language and interpretations of the surrounding world. For this reason, researchers must go to the field for a long time.

Data Collection Techniques

The approach uses a qualitative approach. qualitative approach is one approach that primarily uses a knowledge paradigm based on constructivist views (such as the plural meaning of individual experiences, meanings that are socially and historically constructed with the intention of developing a theory or pattern) or participatory advocacy views (such as political orientation, issue, collaborative, or change orientation) or both. This research uses descriptive research methods. Descriptive research is research that is used to describe, explain, and answer questions about phenomena and events that occur today, both about phenomena as they are and analysis to justify, conditions and practices that are ongoing, (d) make comparisons and evaluations, and (e) determine what others do when they have the same problem or issue and benefit from their experiences to make plans and decisions in the future.

Data collection is a method or method used to obtain data that is or will be studied. The data collection techniques that researchers use to obtain objective data in research are observation, interview, and Documentation. Observation is a complex process, which is composed of biological and psychological. In using observation techniques, the most important thing is to rely on the observation and memory of the researcher. Sukmadinata states that observation is a technique or way of collecting data by observing ongoing activities. In observation, researchers use the type of indirect observation to observe the symptoms of the subject being observed with the intermediary of a tool. Its implementation can take place in actual or artificial situations. In this study, researchers will make observations regarding (1) School environment in Tunas Baru Junior High School Jin Seung Batam. (2) School Committee in Tunas Baru Jin Seung Junior High School Batam. (3) School program in Tunas Baru Jin Seung Junior High School Batam.

An interview is an oral question and answer between two or more people directly or a conversation with a specific purpose. the conversation is carried out by two parties, namely the interviewer (interviewer) who asks questions and the interviewee (interviewee) who answers the questions. Nasir defines interview as the process of obtaining information for research purposes by

means of question and answer while meeting face to face between the questioner or interviewer and the answerer or respondent using a tool called an interview guide. Documentation comes from the word document, which means written items. The documentation method means a way of collecting data by recording existing data. 62 This documentation method is a non-human source, is a stable and accurate source as a mirror of the actual situation/condition and can be analysed repeatedly with no changes. The documentation taken in the form of data at Tunas Baru Jin Seung Junior High School Batam, namely records of the School Committee at Tunas Baru Jin Seung Junior High School Batam and also written data taken from the administration regarding the general description of the research location, both data relating to geographical boundaries, conditions at Tunas Baru Jin Seung Junior High School Batam, the condition of the teachers and students facilities and infrastructure that support this research.

Questionnaire or questionnaire is a data collection method, the instrument is called according to the name of the method, the form of the questionnaire sheet can be in the form of a number of written questions, the purpose is to obtain information from the respondent about what he knows and experiences. After the form of the questionnaire is determined, the next step is to make questions by considering the number of questions, so as not to be too many or too few, which is important to be adjusted to the indicators set, the important thing is not to ask unnecessary things such as the respondent's telephone number which obviously will not be processed in the study.

Research Instruments

In qualitative research, the instrument or research tool is the researcher himself. Therefore, the researcher as an instrument must also be “validated” how far qualitative research is ready to conduct research which then plunges into the field. Validation of researchers as instruments includes validation of understanding qualitative research methods, the readiness of researchers to enter the object of research, both academically and logistically. Qualitative research as a human instrument, functions to determine the focus of research, select informants as data sources, conduct data collection, assess data quality, analyse data, interpret data, and make conclusions on its findings. According to Miled and Huberman, the stages or steps of analysis contained in this model are data collection, data reduction, data presentation, and conclusion drawing. The following is a description of each data analysis technique:

Data Collection

Researchers make records of data collected through the process of observation, interviews, and document studies which are field notes related to research questions and or objectives.

Data Reduction

Reducing data means “summarizing, selecting key things, focusing on important things, looking for themes and patterns, and discarding unnecessary ones.”⁶⁷ At this stage, researchers reduced the data obtained during the research by sorting, simplifying, and focusing the data so that only the data needed was obtained. This activity will make it easier for researchers to observe more deeply related to the data with the observations made and make it easier for researchers to find the data again if needed.

Data Presentation

After the data is reduced, the next step is data presentation. Researchers present data by pouring data from observation results, interview results, and the results of descriptive documentation studies so that the data becomes organized so that it is easier to understand.

Conclusion Drawing

Conclusions were drawn since the beginning of this research. This is because researchers use a qualitative approach. At the beginning of the research, conclusions were still temporary and there were still doubts, but as the research progressed the data obtained would increase, so that the impact on the conclusions drawn would be more objective.

FINDINGS AND DISCUSSION

Supporting factors are factors that can encourage the running of an activity. To carry out its roles and functions, the school committee must also be supported by various factors, so that these roles and functions run well. Based on the data obtained, there are several supporting factors, namely: (1) A cooperative relationship between the school and the school committee. (2) The ease of building cooperation between the school committee, the school and the community, so that the programs offered by the school always get a positive response and support from parents and the community.

The most principal inhibiting factors in implementing the roles and functions of the school committee are (1) the lack of knowledge and understanding of schools, committee members and the community of the existence of school committees. This is due to the absence of training or any kind of socialization that can improve the school committee's understanding of their roles, functions, duties and responsibilities. (2) Lack of public awareness of education, which results in a lack of education observers, giving the impression that education is only the responsibility of schools. (3) The economy of the majority of the community is middle to lower class, while providing support for the implementation of education requires a strong community economy. (4) The school is far from the reach of the world of business and industry, so the school does not get support from the work of industry. Research Findings show that committee performance management at Tunas Baru Junior High School in Jin Seung Batam includes five main aspects: planning, organizing, implementing, controlling, and evaluating. Each aspect has a significant contribution to the implementation of Merdeka Curriculum. In planning, the committee plays an active role in formulating the vision and mission in line with the new curriculum. Good organization can be seen from the formation of a work team consisting of teachers, parents, and the community who collaborate with each other in developing learning programs (Aninda et al. 2020; Pratikno et al. 2022; Priantini et al. 2022 and Mudrikah et al. 2022).

DISCUSSION

The School Committee Role in Improving the Implementation of Independent Curriculum

The school committee serves as a catalyst in improving the quality of education in schools. Through their active role in supervision, support, and fundraising, the school committee can help schools achieve higher educational goals. Here are some important roles played by the school committee: (1) Encouraging Active Community Participation, the school committee encourages the community to be actively involved in the education process, either through financial contributions or time and energy. This participation helps create greater involvement from parents and the community in school decision-making. (2) Improving the Quality of Teaching and Learning With financial and non-financial support from the school committee, schools can provide additional facilities and programs that can improve the quality of teaching and learning. This includes the procurement of facilities, books, teaching aids, and teacher training. (3) Building Cooperation with External Parties The school committee also plays a role in establishing cooperation with the business world, government agencies, and community organizations to support the development of education. This cooperation can be in the form of financial support, scholarships, to internship or training programs for students. (4) Addressing the Education Gap through social programs, school committees can help underprivileged students gain better access to education. They can also help bridge the gap between school needs and the availability of government funding through community fundraising (Abidin & Malisa, 2023 and Adipat et al. 2021).

Challenges Faced by School Committees

Although school committees play an important role, there are several challenges that are often faced in carrying out their functions. One of the biggest challenges is related to fundraising which is sometimes misinterpreted as a mandatory levy. In fact, according to applicable regulations, school committees are only allowed to raise funds voluntarily, without any pressure or obligation from the school. Another challenge is the lack of understanding among school committee members regarding their roles and responsibilities. Many school committees have not carried out their functions optimally,

either due to lack of training or limited time and resources. This is in line with the previous finding in the different school (Darmayanti et al., 2023; Marthana et al., 2024; and Mega Heriyanto et al., 2025).

Solutions and Recommendations

To optimize the role of the school committee, several solution steps are needed, including (1) Education and training for committee members. School committee members need to be given adequate training so that they understand their roles and responsibilities. With proper training, they can carry out their duties more effectively. (2) Transparency in fund management. Fundraising carried out by the school committee must be transparent and accountable. All funds received and disbursed must be reported openly to parents and the community to avoid misunderstandings. (3) Strengthening Cooperation with the Government. The school committee must establish good relations with local governments and other educational institutions to obtain support for educational programs. This will also help ensure that fundraising does not violate applicable regulations. (4) Innovation in Fundraising. The school committee needs to innovate in finding other sources of funding, such as through charity events, cooperation with companies, or submitting proposals to sponsors and alumni.

In the planning aspect, the school committee conducts an in-depth needs analysis to determine the right strategy in implementing Merdeka Curriculum. For example, they survey parents and students to find out specific learning needs. The results of this survey are then used to design more relevant learning programs. In organizing, the committee established a clear organizational structure, where each member has well-defined roles and responsibilities. This is important to ensure that all parties are actively involved in the learning process. At the Implementing stage, the committee ensures that all learning activities run according to the plan. They conduct regular monitoring to ensure that teachers apply the agreed methods. Controlling is done by evaluating the learning process regularly. The committee conducts evaluation meetings every month to discuss progress and challenges faced. Finally, evaluating is done to assess the effectiveness of the implemented curriculum. The results of this evaluation are used to make improvements and develop a better curriculum in the future because the evaluation very important to manage the next educational agenda (Peri Yudianto, & Indra, 2025).

CONCLUSION

This research was conducted at Tunas Baru Junior High School Jin Seung Batam is considered representative to find out how the role and function of the community in the organization of education through the School Committee. It is expected that the relevant parties, especially the head of the Department of Education and Culture of Batam City, prioritize training programs, especially in relation to providing knowledge and understanding of the duties, roles and functions and responsibilities of the School Committee in order to achieve the goal of improving the performance of the School Committee as an integral part of efforts to improve the quality of education in the future. Both public and private schools still have a great responsibility to implement government policies in the education sector. This research shows that committee performance management at Tunas Baru Junior High School in Jin Seung Batam has a very important role in the success of Merdeka Curriculum. With careful planning, effective organization, consistent implementation, strict control, and continuous evaluation, the committee can improve the quality of education in schools. This finding can serve as a reference for other schools in implementing the Merdeka Curriculum effectively and sustainably.

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