



Contribution of School Committees in the Operation of Education in Junior High School 3 Sigli

Ismail¹, Salahuddin²

^{1,2}Universitas Iskandar Muda, Indonesia

Email: ismail.unida@gmail.com

Abstract: School committees are formed as advisory bodies (Advisory Agency) and also as supporting (supporting agencies) as well as controlling (controlling agency) in the context of educational transparency, as well as mediators between the government (executive) and the community in the education unit. Based on empirical data, the school committee of Junior High School 3 Sigli has not shown an optimal contribution in the administration of education, especially in the teaching and learning process. School committees contribute more dominantly when there is education assistance provided by the government. The purpose of this research is to analyze the contribution of the school committee as an educational consideration body, as an educational support body and to analyze the contribution of the school committee as an education control body at Junior High School 3 Sigli. The approach used in this research is qualitative, while data collection techniques are carried out through observation, interviews, focus group discussion (FGD) and documentation. The results showed that the contribution of the school committee as an educational consideration body at the Junior High School 3 Sigli had not gone perfectly, both with regard to planners, executors and managers. While the contribution of the school committee with regard to supporting bodies as government partners has also not gone well, because what is highlighted by the school committee is only when there is financial assistance. While the contribution of the school committee as a partner with the community and also a partner with the school is quite good, so is the contribution of the school committee as an education control body. The conclusion of the study shows that the contribution of Junior High School 3 Sigli committee can improve the quality of education, although it is related to the educational consideration body its contribution is not yet perfect, but with the contribution of the school committee as a support body and education control body, it has a positive impact on the smooth and comfortable teaching and learning process.

Keywords: school committee; operation; education; Junior High School

I. Introduction

The establishment of school committees in this study is based on Permendikbud No. 75 of 2016. School committees need to contribute in the delivery of education, this is in accordance with the concepts of community-based participation and school-based management. The contribution of the Junior High School 3 Sigli committee as an educational consideration body, consideration of implementing school programs and consideration of human resource management and school budgets. Empirical data shows that school committees have not been able to contribute positively both with regard to planning, implementing school programs as well as considerations in managing human resources and budgets in schools. This is caused by the limited level of education and ability of committee members.

Then the contribution of the school committee as an educational support body to improve the quality of education in Junior High School 3 Sigli both related to the committee as a government partner, the committee as a community partner and the committee as a school

partner, empirical data shows that the existence of the school committee as a government partner has not gone well, because it is highlighted by the school committee only when there is funding. While the contribution of the school committee as a partner with the community and also a partner with the school is quite good, so is the contribution of the school committee as an education control body going well. In organizing education at the Sigli 3 Public Middle School, school committees should have a very large contribution to be carried out jointly in the administration of education because togetherness is the potential to build society in creating educational democracy. While schools are responsible for the management process so they make decisions and are willing to be corrected by stakeholders. In other words, schools must provide public satisfaction and need to receive constructive criticism to improve the implementation of school education.

While the contribution of the school committee as a controlling agency, as well as a mediator between the government and the community in the education unit has been going well. In contributing as a controlling body, the school committee also controls the planning and implementation of activities at school, controls the education budget and also controls various school facilities and infrastructure. The school committee also contributes as a learning control body, but is only limited to seeing it in school. With the existence of the school committee organization a positive impact in the administration of education. However, other problems arise related to the management of the school committee which changes every period along with the new school year, so that the contribution of the school committee is less sustainable when it is formed by the new school committee. The impression of the contribution of the school committee is greatly reduced in the administration of education. Then related to the resources of school committee members is also a problem because some school committee members who have low education and never go to college, making it difficult to provide creative input in the development of education, but school committee members can interact well with the principal and also the board of teachers the school.

II. Review of Literature

2.1 Educational Theory

Education can be defined as a value-seeking activity that takes place naturally in the family and community without professional and modern formal institutions having an established position in society. Such educational theory is the theory that the stages of development are still very primary, the family as a primary educational institution remains essential, in today's modern society, business institutions outside the family become the main topic in developing education. According to Rifai (2014: 55) defines education as "a discipline related to the process of human empowerment and human maturity". Education is a process to give people a variety of situations that aim to empower themselves. So, many things are talked about when we talk about education. Education is a process to give people a variety of situations that aim to empower themselves. So many things discussed in education are related to awareness, enlightenment, empowerment and behavior change. Thus, the government improves the quality of education in various levels.

Education is key to the progress of a nation. As Iwantoro said in Musdiani (2019) education is a very important issue in the development of this nation and the country. The purpose of Education is to direct the growing potential of learners to be a man of pious care to the One God Almighty, qualified, possessed of sublime character and virtuousness. Education has a very strategic role in determining the direction of the forthcoming of the nation's quality of community knowledge.

A quality educational process if it is able to apply Active, Creative, Effective and Enjoyable Learning (PAKEM), both pleasing to teachers and pleasing to students. The output is stated to be of high quality if the academic and non-academic learning outcomes of students are high. Outcomes are declared to be of good quality if graduates are quickly absorbed in the world of work, salaries are reasonable or appropriate, and all parties recognize the greatness of graduates and are satisfied with the competencies possessed by graduates. The delivery of learning services for students is usually reviewed in the context of the quality of education which is very closely related to the study of quality management and effective schools. The School Committee as an independent institution is formed and plays a role in improving the quality of services by providing consideration, direction and support of personnel, facilities as regulated in Law Number 20 Year 2003 precisely in Article 56, paragraph 3.

A quality educational process if it is able to apply affective, creative, effective and fun learning (PAKEM). In this case the output is declared quality if the learning outcomes obtained by students are high. Outcome is declared qualified if graduates are quickly absorbed in the world of work and all parties acknowledge graduates and are satisfied with the competencies held by graduates. Refers to the achievements achieved by the school at any given time period. Achievements achieved or educational outcomes can be in the form of academic ability tests, it can also be achievements in other fields, such as achievements in sports, arts, skills, and others. Even school achievement can be in the form of conditions that cannot be held (intangible), such as an atmosphere of discipline, intimacy, mutual respect, cleanliness, and so on.

Based on Government Regulation No. 19 of 2005 concerning the National Education System states that Indonesian education uses eight standards as a reference in building and improving the quality of education. National Education Standards are the minimum criteria regarding the education system in the entire jurisdiction of the Unitary Republic of Indonesia, there are eight standards that become the minimum criteria, namely:

- 1) Standard content
- 2) Process standards
- 3) Graduates' competency standards
- 4) Standards of educators and education personnel
- 5) Standard of facilities and infrastructure
- 6) Management standards
- 7) Financing standards
- 8) And educational assessment standards.

2.2 Organizational Theory

Organizations can be seen as a container, process, behavior, and as a means to an end. Siagian in Daryanto (2010: 18) defines organization as "a form of union between two or more people who work together for common goals and is formally bound in a partnership, where there is a relationship between a person called the leader and a group of people called subordinates". While Henry in Daryanto (2010: 18) expressed the organization is "a group of people who are formally bound to achieve organizational goals".

While according to Edgar in Daryanto (2010: 19) organization is a rational coordination of the activities of a number of people to achieve some clear goals through the division of labor, functions, and through levels of authority and responsibility. Broadly speaking, organizations can be summarized into three types:

- a) organization is a collection of people;
- b) organization is the process of division of labour;

c) organization is a system of cooperation, a system of relationships or social systems.

Organization in the perspective of public administration is a system of interplay between all activities related to the role of bodies in an organization and also the relationship between these bodies, where the policies and actions of these bodies will influence the administration of the policies to achieve certain goals in accordance with organizational culture. The school committee is a part of the school organization that is formed based on applicable rules. The organization in general is a systematic or effective association or relationship to achieve the desired results.

School organization is a union under school management that aims to help create an effective condition of school activities. One element of the school organization includes the division of labour. Students get different assignments and responsibilities in order to achieve common goals. They are also given the power to carry out their duties effectively. Coordination between different personnel also makes sure to organize school activities properly and correctly. School organization is a form or system consisting of a group of people who work together to achieve a common goal. Therefore, schools are said to be an organization because schools were established to achieve common goals, especially in the field of education. School as an organization in it is assembled human groups, each individually or in groups mutually working together to achieve goals. Human groups in question are human resources consisting of the Principal, teachers, administrative staff / staff, students, and parents' groups of students.

In every organization there is always a division of tasks. This division of tasks was held to support the process of interaction between humans can run well. Likewise in school life, the division of tasks is carried out firmly by the principal, so that each group and people clearly perform what tasks, when, and how to do the task. School as an organization involves so many individuals who have different tendencies from each other. Both from social backgrounds, education and even as individuals who have personalities that are also different from each other. Each individual works closely with one another to achieve the same goals of the organization that houses them.

An organization leader to build harmonious cooperation within the organization for which he is responsible. The leader of the organization, in this case played by the principal, must be able to manage the organization well, especially in the aspect of managing personnel as human resources that are the driving force of an organization. This personnel management is manifested in a clear job description to avoid overlapping jobs. The school committee as an organization under the school certainly has a strategic contribution in terms of supporting the success of the implementation of education, bearing in mind that advancing education is not only the responsibility of the central government, but also the provincial, district / city government, and the school, parents, and the community. This is in accordance with the concept of community-based participation and school-based management which is now not only a discourse, but has begun to be implemented, the core of the application of both concepts is so that schools can provide quality education services.

For this reason, synergic cooperation from the school, family and community is needed systematically as a form of participation in the management of education. In order to avoid overlapping burdens and responsibilities among education stakeholders, an independent, democratic, and transparent institution is trusted by all levels of society. To accommodate the roles and responsibilities as well as balanced authority between schools, guardians of students, and the community, a school committee was formed.

School committees as an organization were formed with the aim of accommodating and channelling the aspirations and initiatives of the community in producing operational policies and educational programs in the education unit, as well as increasing the responsibility and role of the community in the delivery of education, while creating transparent, accountable and democratic conditions and conditions in the administration and quality education services in the education unit. With the establishment of a school committee so that it can facilitate the participation of stakeholders to participate in school management operations in accordance with their roles and functions.

The school committee is in the middle between students' parents, students, teachers, the local community and the private sector on the one hand with the school as an institution, the principal, the regional education office, and the local government on the other. The school committee bridges the interests of both. The school committee consists of parents / guardians of students, community leaders, educational figures, the business / industry world, professional organizations of education personnel / teachers, alumni representatives, and representatives of students. Committee members are also mentioned that at least 9 members of the committee can involve the teacher council and the foundation or educational institutions up to a maximum of 3 (three) people.

The terms, rights and obligations as well as the membership period for school committees are usually specified in the Statutes (AD) or Bylaws (ART). The steps in establishing a school committee are as follows: First; The principle of forming a school committee adheres to the principles of transparent, accountable, and democratic. Second; The formation mechanism begins with the formation of a preparatory committee totalling at least 5 people consisting of educational practitioners (such as teachers, heads of education units, education providers), education observers (NGOs) concerned with education, community leaders, religious leaders, businesses and people parents of students.

2.3 School Committee Concept

Community involvement through the school committee has a strategic position in developing community responsibility. According to Sagala (2014: 88) the democratic climate in school management is reflected in the community's participation in the following matters:

- a. Building an attitude of school ownership,
- b. Formulate school policies,
- c. Build quality awareness,
- d. Attention to school academic life,
- e. Building school institutional work.

Whereas the function of the school committee organization is in accordance with the Decree of Minister of National Education Number 044 / U / 2002 dated April 2, 2002 concerning the Establishment of the School Board and Committee as follows:

- a. Encourage the growth of attention and commitment of the community towards the implementation of quality education.
- b. Collaborating with the community as individuals, organizations / businesses and the government regarding quality education.
- c. Accommodate and analyze the aspirations, ideas, demands and various educational needs proposed by the community.
- d. Provide input, considerations, and recommendations to education units regarding education policies and programs, School Budget and School Expenditure Plans (RAPBS), education unit performance criteria, education personnel criteria, education facility criteria, other

matters related to education, encouraging parents and the community participates in education in order to support the improvement of the quality and equity of education, raise public funds in the framework of financing the implementation of education in the education unit and evaluating and supervising the policies, programs, administration and output of education in the education unit.

Based on the description above it can be concluded that the school committee's organizational function as described above, the working area is more inclined towards evaluation and correction towards future improvement. The application of the functions of the school committee is more moving starting from the field of planning first in a larger portion and then ends with the evaluation of the program. Parents have a function that is not small in supporting the successful implementation of education in schools.

In carrying out activities, the school committee also starts with planning, but sometimes the implementation is different from what was planned, it is caused by environmental factors that always change along with the times. Therefore, communication is needed in terms of the formal education planning system and non-formal education related to decision making, planning, supervision, evaluation, and policy formulation that really requires communication as supporting material in educational planning. For school committees planning is the process of setting goals, developing strategies, and outlining tasks and schedules for achieving goals. In this case planning is a process towards achieving certain objectives. Or in other terms, it is a directed and systematic preparation so that goals can be achieved effectively and efficiently. According to Yusuf in Sudjana (2014: 89) educational planning is "A process that prepares a set of alternative decisions for future activities directed at achieving goals with optimal effort and taking into account the realities that exist in the economic, socio-cultural and comprehensive fields in a country".

The school committee together with the teacher needs to make an education plan. According to Hery in Suryosubroto (2014: 60) educational planning is "An effort to look to the future in terms of determining priority policies, and education costs that consider the reality of existing activities in the economic, social, and political fields to develop the potential of the national education system to meet the needs the nation and students served by the system ". Furthermore Guruge in Suryosubroto (2014: 60) defines education planning as "the process of preparing for future activities in the field of educational development". According to Harjanto (2015: 53) Planning has a very useful urgency, among others:

- a. Implementation and supervision standards;
- b. Selection of the best alternatives;
- c. Preparation of priorities, both targets and activities;
- d. Save on the use of organizational resources;
- e. Help managers adjust to changes in the environment;
- f. The tool makes it easy to coordinate with related parties;
- g. The tool minimizes uncertain work.

III. Research Method

The method is a procedure that is used in accordance with the stated research objectives. In this study the researchers used a qualitative method, through this method the researcher wanted to gain an understanding and in-depth thinking about the contributions made by the school committee in the administration of education. In line with the above purpose, Moleong (2014: 6) argues that "qualitative research is based on efforts to build the views of those who are studied in detail, formed with words, holistic and complicated images". Whereas Sugiyono (2010:

8) defines qualitative research methods as "naturalistic research methods because his research is carried out in natural conditions. Qualitative research shows the natural aspect as opposed to quantum, so on the basis of these qualitative considerations interpreted as a study that does not use calculations with numbers".

Researchers collecting data through observation, interviews, focus group discussions and also study documentation. The first method that researchers do in collecting data is observation / participatory observation. According to Mulyana (2013: 176) observation of potential participation to "obtain complete data, for example concerning a social event, the events that precede and follow it and the explanation of its meaning by the participants and people who witnessed it, before during, and after the event took place". In line with Mulyana's opinion, Sugiyono (2010: 145) participatory observation is: researchers are involved with the daily activities of people who are being observed or used as sources of research data. While making observations, researchers participate in doing what is done by the data source and also feel joy and sorrow. With this participant observation, the data obtained will be more complete, sharp and to know the level of meaning of each visible behavior.

The data analysis technique used in this study is an interactive model as reported by Huberman (2007: 20) in Figure 3.1 below.

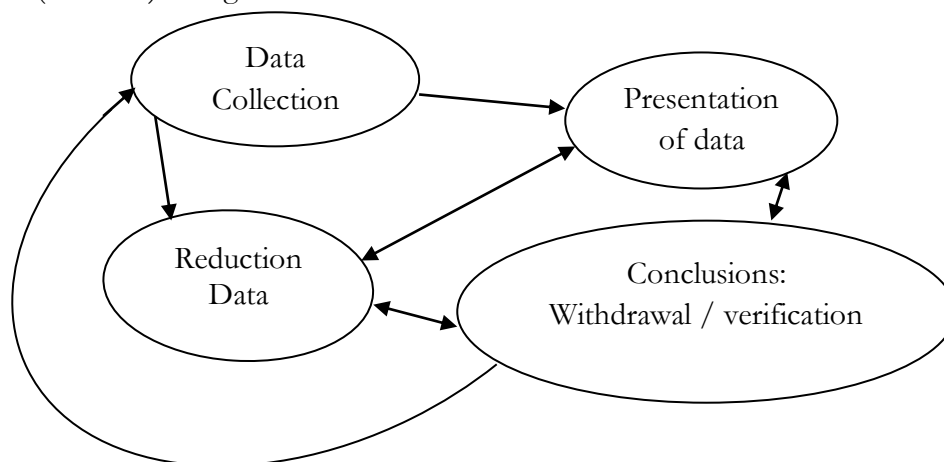


Figure 1. Miles and Huberman interactive data analysis techniques

IV. Discussion

Sigli Pidie District Public Middle School is a school that has produced many graduates and now graduates have worked both in Pidie District and outside Pidie District. The location of the school is located on Jl. Banda Aceh-Medan Km. 129, Pulo Lon / P.Dayah, Kec. Glumpang Three

Pidie Regency. At the beginning of the establishment of the school was spearheaded by the Gampong community through community self-funding and there were only a few rooms and also a few students. As time went on the school progressed and was followed by the interest of the community to send their children to the school. Sigli Public Middle School was one of the vulnerable schools during the Aceh conflict or known as an area that felt an atmosphere that was not conducive, but now everything has returned to normal.

Based on Minister of Education and Culture Regulations No. 75 of 2016 a school committee was formed, the aim being to represent the aspirations and participation of the

community as a form of concern for the development of the education world. The establishment of a school committee is a necessity, so Sigli Middle School 3 establishes the school committee as a working partner in the management of education. School committees are formed to be able to work in a systematic, planned and accountable manner so a working guideline framework is set out in the Statutes and By-Laws. The establishment of the school committee is carried out transparently, accountably, democratically and is open to all stakeholders and is widely known to the public starting from the stage of forming the committee for the preparation of school committee selection, the socialization process by the preparatory committee, the criteria for prospective members, the selection process of prospective members, the announcement of prospective members school committee, election process, and delivery of election results. The election of the school committee is carried out accountably, meaning that the preparatory committee submits a report on its performance accountability and the use of its committee funds.

School committees made various breakthroughs in providing various inputs in school planning as a body of consideration in the administration of education aimed at nothing else and not merely to improve the quality of education. Contributions made mainly in the planning sector mainly relate to facilities and infrastructure as well as school budgets. In this case the school committee contributed to the planning of the School Budget and School Budget (RAPBS), as well as gave various considerations to the changes in the RAPBS, and participated in ratifying the RAPBS together with the school principal. The results showed that the school committee also gave various considerations in the implementation of school programs, especially with regard to learning and evaluation carried out by teachers. Learning is done every day in accordance with the schedule of each teacher, while the evaluation of the results of the teaching and learning process is also carried out by the teacher of each lesson. In this case the committee's contribution to the evaluation was very lacking, only the school committee was involved to hold hearings relating to the evaluation and also the process of learning right away.

V. Conclusion

The contribution of the school committee as an educational consideration body has not been able to improve the quality of education in Junior High School 3 Sigli because its contribution has not been perfect, both related to planners, implementers and managers. This is due to the low level of education or the low resources of school committee members in this regard, so that little contribution is related to providing input to the school, especially regarding the School Budget and School Budget (RAPBS), as well as difficulties in providing input in the learning and evaluation process and identifying educational resources, as well as difficulties in giving budgetary considerations that can be utilized by schools.

The contribution Committee of the Junior High School 3 Sigli as an educational support body in terms of building relationships as a government partner has been going well, but the contribution that is highlighted by the school committee is only when there is financial assistance, especially BOS funds provided by the government. While the contribution of the School Committee as a partner with the community and also a partner with the school is quite good. In this case the contribution of the school committee is very prominent and has a positive impact on the smooth and comfortable teaching and learning process and can foster good relations between the committee, the school, the community and even stakeholders, as well as improving the quality of education.

The contribution of the school committee as an education control body is also going well so that starting from planning, budgeting as well as facilities and infrastructure is not a problem

because of the regular and regular control of the school committee. However related to PBM control and contribution performance is very simple and the contribution of the school committee in this case is very lacking due to the lack of human resources they have related to the learning strategy. With the contribution made by the school committee so that there are no issues regarding the budget and also its use both for physical needs in the form of facilities and infrastructure.

References

- Daryanto. (2014). *Sosiologi Organisasi Suatu Pengantar*. Jakarta: PT Raja Grafindo Persada.
- Garnida (2013). *Prilaku Organisasi, Teori dan Implementasi*. Jakarta: PT Raja Grafindo Persada.
- Marimin. (2014). *Peran Komite Sekolah Dalam Upaya Peningkatan Mutu Pendidikan*. Surakarta: Pascasarjana Muhammadiyah.
- Moleong, Lexy J. (2014). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Mulyana. D. (2014). *Metodologi Penelitian Kualitatif Paradigma Baru Ilmu Komunikasi Dan Ilmu Sosial Lainnya*. Bandung: Remaja Rosdakarya.
- Mulyasa, Engkus. (2014). *Menjadi Kepala Sekolah Profesional*. Bandung: PT Remaja Rosda Karya.
- Musdiani. (2019). Analysis the Role of Headmaster in Applying Quality of Education in Primary School Districts, Aceh Barat. *Budapest International Research in Linguistics and Education Sciences (BirLE) Journal*, P. 27-35.
- Mustafa, Delly. (2014.) *Birokrasi Pemerintahan*. Bandung: Alfabeta.
- Purwanto. (2013). *Teori Organisasi*. Jakarta: Universitas Terbuka.
- Rifai, Muhammad. (2014) *Pengaruh Kompetensi Kepala Sekolah, Peran Komite Sekolah dan Efektifitas Supervisi Pengawasan terhadap Motivasi Berprestasi*. PPS Unnes: Semarang.
- Sagala, Syaiful. (2014). *Komite Sekolah dan Tanggungjawab Sosial*. Bandung: Alfabeta.
- Sallis. (2013). *Kepala Sekolah Dan Tanggungjawabnya*. Yogyakarta: Kanisius.
- Siagian, Sondang. (2014). *Manajemen Sumber Daya manusia*, Jakarta: Bumi Aksara.
- Siti, Rufaidah. (2013). *Implementasi Peran Komite Sekolah Dalam Pelaksanaan Manajemen Berbasis Sekolah. Di Sekolah Dasar Standar Nasional Kecamatan Lumajang*. Jawa Tengah: Pascasarjana Jember.
- Sowiyah. (2014: 24). *Peran dan Fungsi Komite Sekolah*. Bandung: Alfabeta.
- Sudjana. (2014). *Manajemen Program Pendidikan*. Bandung: Falah Production.
- Sugiyono. (2014). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta.
- Sukirno. (2014). *Pedoman Kerja Komite Sekolah Yogyakarta*: Pustaka Widayatama.
- Suryana. (2013). *Komite Sekolah*. Yogyakarta: Hikayat Publishing .
- Umeidi. (2011). *Manajemen Peningkatan Mutu Berbasis Sekolah*. Bandung: Alfabeta
- Usman, Husaini, Akbar Purnomo Setiady. (2013). *Metodologi Penelitian Sosial*. Jakarta: PT Bumi Aksara.
- Usman, Uzer. (2014). *Menjadi Guru Profesional*. Bandung: PT. Remaja Yogyakarta: Depdikbud.
- Yamin, Martinis. (2014). *Profesi Keguruan*. Jakarta: Rineka Cipta.
- Permendikbud Nomor 75 Tahun 2016 Tentang Komite Sekolah.
- Undang-Undang Nomor 20 Tahun 2003 *Tentang Sistem Pendidikan Nasional*.