

# School Committee's Role In Improving The Quantity Of Education In State Elementary Schools In Pleret

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**Abstract:** The quality of education depends on the environment and the model of administering education, both of which are interrelated. One element that can improve the quality of education is the role of the school committee. There are four important roles possessed by the school committee, namely as a body of consideration, support, control and mediator. This is closely related in improving the quality of education within the education unit level. This study elaborates on the role of school committees in improving the quality of education in state elementary schools in Pleret District. This study used descriptive qualitative method. Data collection techniques through 1) observation, 2) interviews, 3) literature study, and 4) documentation. Data analysis techniques use 1) data reduction, 2) categorization, 3) data report and 4) conclusion. The results of the study showed the role of the school committee in the aspects of consideration, support and mediators was quite optimal in improving the quality of education. While, the control carried out by the school committee was still not optimal with regard in improving the quality of education.

**Index Terms:** The role of school committee, the quality of education.

## 1 INTRODUCTION

The quality of education increasement requires community involvement in the administration of education in units of education level. From planning to implementation, ideally all elements of the community are involved in the process. When school stakeholders, families and communities contribute to each other to create a positive relationship, the effects that arise are learning achievement and discipline in students [1]. Not only ducational institutions are needed by the community, but also educational institutions also need the community; therefore, good cooperation is needed in thinking, financing, laboring and solving problems faced by educational institutions and communities, so that potential students can develop. According to Keith & Girling [2] there are three models of relationships between schools and their stakeholders. The first model is professional, which relies on the services of school staff and experts, so that the relationship between the school and parents or the community is only one-way. The second model is advocacy, which seems to position itself more as an opposition to educational policies in general and schools in particular. The third model is a partnership, which contains the division of responsibilities and initiatives between families, schools and communities aimed at achieving certain educational targets. In the partnership model, looking at all parties that have an interest in the school is a party that can be utilized and able to help the school in the context of improving the quality of education. In this regard, Kowalski [3] said the importance of schools in establishing partnerships with parents and the community, namely as follows:

1. The community has paid taxes for the implementation of education.
2. Most school and community communications are conducted in one direction, so there is information from the community that does not reach the school.
3. The informal approach tends to be less effective than a more systematic way.
4. Society consists of diversity.

That is because, schools are not the only institutions responsible for the growth and development of students. In addition to the school, the participation of parents and the community in the administration of education is one factor in

improving the quality of education. The role of the community and parents in improving the quality of education in schools is accommodated through a body in the form of a School Committee. Referring to Law Number 20 of 2003 concerning the National Education System, in Article 56 paragraph (3) [4], it is stated that school committees have a role to improve service quality by giving consideration, direction and support of personnel, facilities and infrastructure, and supervision of education at the unit level education. The meaning of quality in education is input, process and educational output. The input of education is the ongoing process of everything that is needed must be available [5]. Then, the process is the implementation of education at the educational unit level. While, the output is a form of output or outcome from beginning to end in the implementation of education. As a liaison partner between schools, families and communities, the right school committee to truly be expected to become an independent institution as a place for community participation and parents so that the quality of education in schools can increase [6]. Therefore, the school committee must play an active role and contribute to the school program. Consequently, school committees should have a role to develop school development plans in the short and long term [7]. In fact, there are found some style in one direction, where only one party is active and the community is still not fully involved in the implementation of education. The level of awareness (Human Resources) is the factor that influences this phenomena. This makes the quality of education that is expected to not be maximally achieved. So the school committee has a vital role as a catalyst with the community and parents. Because the school committee has a role and responsibility in improving the implementation of quality education. Therefore, the vision of improving the quality of education can be achieved, the school committee must also carry out aggregation to the community. This is because the partnership program through the school committee aims in: (1) strengthen the partnership between schools, families, and communities in supporting a learning environment that can develop children's potential as a whole; (2) increasing the involvement of students' parents or guardians in supporting the success of children's education at home and at school; and (3) increasing community participation in supporting education

programs in schools and in the community [8]. Through the partnership, the School Committee gave an advisory agency to determine policy and implementation in the education unit, supporting agency who provides financial support, labor and thought, controlling agency who controls over transparency and accountability in educational units, and mediators agency who mediates the government and community in education units [6]. Then, in Permendikbud No. 75 of 2016 Article 2, school committees also have a function to improve the quality of education services in mutual cooperation, democratic, independent, professional, and accountable [8]. The role of the school committee is a new paradigm and will give birth to a synergistic pattern of relationships between schools, the community and parents [9]. Departing from this background, this paper will analyze the extent of the role of school committees in improving the quality of education in State Elementary Schools in Pleret District, both in their roles as institutions that give consideration, support, control and mediators.

## 2 LITERATURE REVIEW

### 2.1 Quality of Education

The term quality comes from English, namely quality. Referring to the Oxford dictionary the word quality is the standard of something when it is compared to other things like it [10]. Quality in education is a service to students. According to Amri [11], the quality of education is not an item but service, must be able to meet the needs, desires and expectations of all parties, especially students (leaners). The most important aspect of quality assurance is how to convince everyone to feel responsible for the process of administering education. Measuring the success of quality assurance by education units consists of four indicators [12]. First, process indicators, increasing the ability of educational units in quality assurance of education can be identified from: changes in the management of education units, the existence of policies and implementation of policies that refer to the National Education Standards, increased ability to plan and implement plans to meet quality prepared, and increased ability to monitor and evaluate the mechanism that has been done. Second, the output indicator, the realization of improving the quality of education in the education unit is shown by increasing the competence of educators in carrying out the learning process from planning to assessment, developing extracurricular activities, improving the management of infrastructure and financial facilities, collaboration and involvement of all stakeholders. Third, outcome indicators, measured from an increase in student learning outcomes, the results of competency tests and assessments of the performance of educators and education personnel, the achievement of educational units and members, the realization of a pleasant learning environment, the existence of awards and financial support of stakeholders. Fourth, the indicator of impact, the development of a quality culture with the implementation of quality assurance that is sustainable and sustainable in the education unit. Whereas according to Townsend and Butterworth there are ten factors that determine the realization of a quality education process, namely: the effectiveness of principals' leadership, participation and sense of responsibility of teachers and staff, effective teaching and learning processes, programmed staff development, relevant

curriculum, has a clear vision and mission, a conducive school climate, self-assessment of strengths and weaknesses, effective communication both internally and externally and intrinsically the involvement of parents and society [13].

### 2.2 School Committee's Role

School Committee is an independent body that is formed from the participation of the community to improve quality, equity and efficiency of management in educational institutions, in pre-school, school education pathways or educational channels outside of school [6]. According to Kim school committees are as follows [12]. The school council is a collective decision-making body through broad participation of teachers, parents, and community leaders in the important decision-making process about school management. The Frontier School Division in Manitoba Canada further explained that school committees were involved in three aspects of school planning, namely identifying topics, problems and priorities to be included in multi-year school plans, budget plans, report plans school and community reports [15]. The establishment of the School Committee as an independent institution aims to accommodate the participation of the community in improving the quality of education and empowerment in a professional manner. Therefore, School Committees can carry out their roles and functions, not only as a complementary institution [16]. Furthermore, as a school partnership body that accommodates connectivity, the position of the school committee has very important function. As Rehberg stated, there is an important role for school committees, namely (1) providing policies; (2) giving an assessment; (3) providing financial funding sources; (4) bridging relations with the wider community; and (5) conducting education planning and evaluation [17]. Then, the school committee was established aiming to develop a user-oriented concept in terms of the economy, namely the customer sharing of various powers (power sharing and advocacy models) and partnerships that focus on improving the quality of education services [6].

**The purpose of establishing a School Committee is as follows:**

- a. As a distributor and forum for aspirations or community initiatives to give birth to an operational policy and education program in the education unit.
- b. Able to increase the role and responsibility of the community in the implementation of education in the education unit.
- c. To create an atmosphere, conditions that are transparent, democratic and accountable in the provision and provision of quality education in educational units [6].

Nevertheless, according to Zajda [18], it was explained that school committees were very dominant in school planning decision making, especially in decision making regarding school budgets. and decision making in school development plans. In fact, This became a bad image for the school committee. Nevertheless, basically the role of the School Committee as an independent body of society to provide support for schools in the form of financial, thought, and energy in the implementation of education that can at least encourage the growth of commitment and public attention to the implementation of quality education. The roles carried out

by the School Committee are as follows:

- a. As an advisory agency plays a role in determining and implementing education policies at the education unit level.
- b. Providing support (supporting agency) to improve quality in the form of financial, thought, and energy in the implementation of education in educational units.
- c. As a controlling agency in the context of transparency and accountability in organizing and spending on education in educational units.
- d. As a mediator between the government (executive) and the community in the education unit [6].

In addition, the School Committee has a function so that these roles can run well, the functions in the Ministry of Education and Culture number 044 / U / 2002 are explained as follows:

- a. Collaborate with the community (individuals / organizations / business world / industrial world) and government regarding the implementation of quality education.
- b. Analyze and accommodate the aspirations, ideas, demands and various educational needs proposed by the community.
- c. Encourage the participation of parents and the community can be committed and foster attention to the implementation of quality education.
- d. Provide input, consideration and recommendations to the education unit regarding:
  - 1) Educational policies and programs;
  - 2) School Education and Expenditure Budget Plan (RAPBS);
  - 3) Criteria for the performance of educational units;
  - 4) Criteria for education staff;
  - 5) Criteria for educational facilities; and
  - 6) Other matters related to education.
- e. Raise community funding sources in the context of financing education in education units.
- f. Supervise and evaluate education policies, programs, implementation and output in the education unit [6].

### 3 METHODOLOGY

This research was conducted at the State Elementary School in Pleret District, Bantul. There were 14 elementary schools that were used as research subjects. While the research method used is descriptive qualitative. The researcher was the main instrument in data collection and interpretation. The researcher tried to describe clearly everything that happened in the field and then analyzed to get results based on the research objectives. This study was using a purposive technique, namely the selection of research subjects by considering the criteria, certain characteristics that are determined based on research objectives [19]. The criteria used to determine the subject in this study were people who have knowledge, experience, understanding, and have direct involvement with the problems to be studied. Thus, the subjects to be studied were the principal and the school committee from the Elementary School in Pleret District. The data collection technique used in this study used several stages, namely: observation, interviews, literature studies, and documentation. The data obtained were being check its validity by using the cross-check technique [20]. Data validity is the degree of determination between data that occurs in the object of research with data that can be reported by researchers.

Then the data analysis used in this study uses data reduction steps, data categorization, data display and conclusion.

## 4 FINDINGS

### 4.1 The Role of School Committees in Providing Considerations

As a working partner of the principal, the school committee must give consideration and advice in each policy or program plan. For example, in terms of the provision of facilities and infrastructure for supporting education quality facilities, the school committee provides advice and consideration so that the procurement carried out by the school is in accordance with the needs of students or schools. This is as expressed by Michaels, that school committees must be able to become a consideration board and advisor to offer their expertise in strengthening the decision making or policy processes in schools [21]. Based on the results of the research conducted, the role of the school committee in giving consideration to the education unit to improve the quality of education services was quite optimal, although there were some less optimal ones. There were 10 elementary schools that have provided optimal advice or consideration, and 4 others are still not optimal. For more details can be seen in tables 1 and tables 2.

**TABLE 1**  
**SCHOOL COMMITTEE CONSIDERED AS OPTIMAL**

No	Name of School	No	Name of School
1	Sekolah Dasar Jejeran	6	SD Kedungpring
2	Sekolah Dasar Putren	7	SD Wonolelo
3	Sekolah Dasar Putren	8	SD Kanggotan
4	SD Kauman	9	SD Pungkaran
5	SD Segoroyoso	10	SD Cegokan

**TABLE 2**  
**SCHOOL COMMITTEE CONSIDERED AS OPTIMAL**

No	Name of School	No	Name of School
1	SD Karanggayam	3	SD Brajan
2	SD Srumbung	4	SD Bawuran

The degree of optimal and less optimal roles of school committees in giving consideration can be seen in intracurricular-based education (learning) and extracurricular policies and programs. The extracurricular activities are related to students' interests and talents, such as sports, arts and spiritual guidance. To support the education program, supporting facilities are needed. From the results of observations made, the facilities supporting education in schools that have been optimal are sufficiently complete, while less optimal schools are still incomplete. Then in terms of education staff, the school committee gave suggestions and considerations to develop human resources for educators (teachers) and administrative staff. The education unit is encouraged so that the teaching staff and administrative staff are included in each training activity (training) organized by the education office. In 10 elementary schools it has run optimally, while in the other 4 schools it is still not optimal.

### 4.2 The Role of School Committees in Providing Support

As a school partner, of course the school committee must provide support, both material and immaterial, both in the form of financial, thought and energy in the provision of education in educational units. The results of the study showed that there was support from the school committee towards parents of

economically disadvantaged students, they sought to get help. In addition, it supports schools to give appreciation to students who excel. There are 11 schools that have been optimal in carrying out the support role, while there are 3 schools that are still not optimal. More details can be seen in tables 3 and tables 4.

**TABEL 3****OPTIMAL SUPPORT FROM SCHOOL COMMITTEE**

No	Name of School	No	Name of School
1	SD Jejeran	7	SD Wonolelo
2	SD Putren	8	SD Kanggotan
3	SD Putren	9	SD Pungkuran
4	SD Kauman	10	SD Cegokan
5	SD Segoroyoso	11	SD Karanggayam
6	SD Kedungpring		

**TABEL 4****OPTIMAL SUPPORT FROM SCHOOL COMMITTEE**

No	Name of School	No	Name of School
1	SD Bawuran	3	SD Brajan
2	SD Srumbung		

The optimal role of the school committee in providing support to the education unit is in line with the opinion of Khan et. al, that school committees must play a role in reducing school tuition rates by giving parents awareness about the importance of education and providing scholarships [22].

### 4.3 The Role of the School Committee as the Controlling Body

As an effort to transparency and accountability in the implementation of education, the school committee has a role to control the education unit. The control carried out by school committees is in the form of school principals' decisions, education planning in schools, procurement of school facilities and infrastructure and activities in the teaching and learning process. This is in line with the thoughts of Osorio, et al, school committees as the controlling body play a role in monitoring school performance, such as exam scores, teacher and student attendance, and checking monthly financial reports [23]. The school committee as a controlling body has three functions, namely controlling education planning in schools, monitoring the implementation of school programs, and monitoring educational output [24]. Based on the results of the study, the control of the school committee in administering education is still dominant, not optimal. There are 9 schools that are still not optimal in the role of the school committee as the controlling body, while there are 5 schools that are already optimal. More details can be seen in table 5.

**TABEL 5****THE ROLE OF SCHOOL COMMITTEE AS CONTROLLING AGENT**

No	Name of School	Optimal or Less Optimal
1	SD Jejeran	Optimal
2	SD Putren	Optimal
3	SD Kauman	Optimal
4	SD Segoroyoso	Optimal
5	SD Kedungpring	Optimal
6	SD Wonolelo	Less Optimal
7	SD Kanggotan	Less Optimal
8	SD Dahromo	Less Optimal

9	SD Pungkuran	Less Optimal
10	SD Cegokan	Less Optimal
11	SD Karanggayam	Less Optimal
12	SD Srumbung	Less Optimal
13	SD Brajan	Less Optimal
14	SD Bawuran	Less Optimal

The lack of optimal role of the school committee as a controlling body can be seen in terms of the learning process in school well, because it is not always in class or school at all times. Aside from being a social organization, each member of the school committee has activities or other professional activities. This is what makes the school committee's control over the implementation of the education unit still not maximal. This is as explained by Duma et al, someone who is part of a school committee should make sure students really go to school and study at school [25]. But from the results of the study, the school committee has not been able to control the learning process in schools properly because the existence of the school committee is not always in the school.

### 4.4 The Role of School as School Mediator

As a liaison or mediator between the government, schools, parents and the community, the school committee must be able to identify the interests, needs and complaints of all parties. Because, the aspirations of parents or the community about the school learning system as mass, will be a reference material for school correction policies to be better. In addition, as explained by Epstein & Voorhis, the school committee also has a role in promoting activities in schools, improving academic performance, and becoming a link between partnerships between schools, families and communities [26]. In this position, the committee holds an important role to be a bridge between the needs of the school and the community and reciprocity between the two. The role of the committee is manifested in a desire to develop the quality of education of a school based on shared needs. Based on the results of the research conducted, the role of mediation carried out by the school committee was partly optimal and some others were still not optimal. The school committee provides support for programs that have been formulated by the school. There are 8 schools that have the optimal role of the school committee, while the rest are still not optimal. More details can be seen in table 6. Through the support of program preparation as well as its realization, it is a form of cooperation undertaken.

**TABLE 6****THE ROLE OF SCHOOL COMMITTEE AS MEDIATOR**

No	Name of School	Optimal/ Less Optimal
1	SD Jejeran	Optimal
2	SD Putren	Optimal
3	SD Kauman	Optimal
4	SD Segoroyoso	Optimal
5	SD Kedungpring	Optimal
6	SD Wonolelo	Optimal
7	SD Kanggotan	Optimal
8	SD Dahromo	Optimal
9	SD Pungkuran	Less Optimal
10	SD Cegokan	Less Optimal
11	SD Karanggayam	Less Optimal
12	SD Srumbung	Less Optimal

13	SD Brajan	Less Optimal
14	SD Bawuran	Less Optimal

For example, when there are parents of students who complain about the budget, the school committee holds a meeting with the school. Even the involvement of the school committee in disseminating the school program to the community runs optimally. This is because members of the school committee are local residents, thus facilitating socialization and communication with the community. This is in line with the thinking of Zajda, the school committee as a liaison body, namely "Engaging parents, carers and the community in education, including community and business partnerships" [18]. The school committee as a liaison body increases the involvement of parents and community parents in education. In addition, school committees in elementary schools throughout Pleret Subdistrict are collaborating with each other, which aims to improve the quality of education. Thus, proving the opinion of Matete, which states that school committees should contribute in preparing school development plans both short and long term [7]. This is also in line with Townsend and Butterworth's thinking, that the participation of parents and society in the world of education will improve the quality of education [13].

## 5 DISCUSSION AND CONCLUSION

The results showed that the role of the school committee in improving the quality of education in Elementary Schools in Pleret District in terms of consideration, support and mediators was optimal, while the control was still less optimal. From the aspect of consideration there were 10 optimal schools and 4 schools were still not optimal. While from the aspect of support, there are 11 schools that have been optimal and 3 schools were still not optimal. Furthermore, from the mediator aspect there were 8 schools that were optimal and 6 schools were still not optimal. Conversely, from the controlling aspect there are 5 optimal schools and 9 schools are still not optimal.

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