

Analysis of the Role and Function of the School Committee in Improving the Quality of Education at Public Elementary School

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Abstract: The study aims to determine the role and functions of the committee in improving the quality of education at SDN 5 in Blimbing, Malang City. The methodology of the study is done by using descriptive and qualitative approach by collecting data through observation, interviews and documentation. The results of the study is illustrating a several things) the School Committee at SDN 5 Blimbing, Malang has not yet been able to exercise its role as a conduit of consideration as the supporting agency, as a controller and as a liaison body) the School Committee has not been able to garner support from public funds such as business/industry as well as from community leaders who cares about education. The Committee is just able to utilize the source of funds which came from the parents), the School Committee has not been able to perform its fully role as mandated decision of the Ministry of National Education No. 004/U/2002 because the school has not yet credence or fully authority to the school committee.

Key word: Role, function school committee, public, leaders, decision

INTRODUCTION

When the centralization system is still applied, the government established the Assistant Agency of Educational Implementation (BP3) as a partner of the school to improve the quality and equity of education. However, Assistant Agency of Educational Implementation (BP3) is expected to involve the active participation of society, parents/guardians and do not run in accordance with the expectations, in this case it is due to the intervention of the schools to the Assistant Agency of Educational Implementation (BP3) and make the Assistant Agency of Educational Implementation (BP3) as a tool for principals to withdraw the funds or other donations which the management is not transparency.

The role of the School Committee are listed in the Department of Ministry of National Education decree No. 044/U/2002 are as follows: First, the “Advisory-Agency and” they gives consideration in the determination and implementation of educational policy at the unit level of education, second, “Supporting-Agency” and providing tangible support both financially, thought and energy in education. Third, “Controlling-Agency” and controlling in the framework of transparency and accountability of the organization of education. Fourth, “Mediating-Agency” and as mediator between the government and the people at the unit level of education. The Government has established a new institute as

partner schools such as the Board of Education and the School Committee is expected to be an entry point for the involvement and active participation of society to participate and improve the quality of education. Essentially aimed at improving poor control of the central government and other parties further increase the school autonomy to decide for itself what needs to be taught and to manage the existing resources for innovation. The School Committee is the refinement and expansion of the agency partnerships and communication between the school and the community. The success in education is not only the responsibility of the central government but also the provincial, district/city and the school, parents and the community or stakeholders.

This is consistent with the concept of School Based Management (SBM). School Based management (SBM) is a model of school management by giving greater authority at the school level to manage their own schools directly (Nurkholis, 2005). Osorio explains that “SBM is the decentralization of authority from the central government to the school level” SBM is a delegation of authority from the center to the school level which is the holder of a leading role in the implementation of the educational policy in a sustainable manner and andIn Nigeria there are terms SBMC (School Based Management Committee), Akinola (2009) explains that SBMC is an approach to education reform that allows the school independently to make decisions related to finance, curriculum, supervision, staffing needs and other issues related with the learning

process. The relationship between the School Committee and parents/guardians and the relationship between the School Committee and the school as well as the relationship between the school to the parents/guardians of the students are not separated in the two polar opposites (duality). Further, Giddens argues that the structure is not only the foundations of the complete rules and norms of all the time. When this already understood, the structure must be objective but the structure is a place where individuals contribute to determine in it. The relationship between individuals and these structures are subjected to restructuring in which the structures are not even given constraints but also the opportunities (Zainuddin, 2009).

But in education, especially in the learning process of the school committee has not yet played an active role in raising the quality. School Committee only acts upon the aid of education provided, the school committee to act more as inputs (funds) than play a role in the process so often the school committee as the formality of an educational unit. Based on the results of preliminary observations on the SDN 5 Blimbing illustrate the problematic with regard to the school committee among others are) The School Committee is remains limited to conduct the meeting as well as the meeting of school head, school committees, community leaders and teachers in preparing the School Development Plan (SDP) and School Budget Plan (SBP) The School Committee should be responsible for strategic planning and annual plan of the school, the school policy formulation, meeting the needs of schools, assessing the success of the implementation of the programs which conducted by the school and participate validating the annual school report.

But actually, the writer's observation in schools where teaching, preparation RAPBS prepared by the principal and co-leader of course without involving the school committee) The function of the organization still needs improvement. Many cases of the committee members was formed and not following the correct procedure. The members don not know their duties and functions, even as conditioned). The opinion from the community and parents that the committee functions are not much different from the BP3 which are not successful in mobilizing the community participation and responsibility). Lack of information about the briefing on an ongoing basis to make the ideal of the school committee.

Theoretical review

School committee: Autonomy can be defined as the authority/independence in organizing and taking care of

itself and not depend on other parties. According to the Law No. 22, 1999 term is defined the regional autonomy rights and authority at the regional level to regulate and manage the interests of the local community at its own initiative. With regional autonomy means that the region has the right and authority to organize and manage their own household. Education is a conscious and planned effort to make improvements and changes in behavior, experience and knowledge of the learners. Through education is expected to increase the quality of human resources which is significant. and andThe place and the foundation of the changes taking place in the school. It is generally known that schools operate in involving various components such as Principal, Board Gum, Administration/Staff, Students, Parents and School Committee. All these elements are working together, coordinating and collaborating in realizing the objectives, vision and mission of the school.

Legal basis for school committee: The supports and participation of the public has been awakened, however, the role and function is more needs to be expanded, through the establishment and actualization of the functionality Board of Education and the School Committee. This step was taken by the Ministry of National Education issued a decree Minister of Education Republic of Indonesia No. 044/U/2002 on National Education Council and School Committee on April 2, 2002. Board of Education set up to run some basic activities in implementing the concept of School Based Management by developing and encouraging the institutional function of the School Committee at their respective district/city.

Role and function of the committee: The role of the School Committee/Madrasah contained in the Law No. 20 of 2003 Article 56 of the Board Of Education and School Committee stated that). The community plays a role in improving the quality of educational services that includes planning, monitoring and evaluation of educational programs through the Board of Education and the School Committee/Madrasah). Board of Education is as an independent institution to established and was instrumental in improving the quality of education services by giving the consideration, guidance and support personnel, facilities and infrastructure as well as supervision of education at the national level, provincial and district/city that does not have a hierarchical relationship) the School Committee/Madrasah is as an independent institution established and plays a role in improving the quality of care and consideration, referrals and support personnel, facilities and infrastructure at the level of the educational unit. While based on Ministry of

National Education decree number: 044/U/2002, the role of the School Committee are as follows: and anda) Giving consideration (advisory agency and) in the determination and implementation of educational policy of the educational unit) Support (supporting agency), both tangible financial, thought and effort in providing education of the educational unit) Access Control (controlling agency) and in the framework of transparency and accountability of the organization and education outcomes of the educational unit). The mediator between the government (executive and) with the community of the educational unit.

Renani (2008) explains that the school committee has a role as an advisory agency and the agency is giving consideration to the school or foundation and the ideally, schools and educational foundations must ask for consideration to the School Committee in formulating the policies, programs and other school activities, including the formulating of the vision, mission and objectives of the school that are given such as in private schools with a certain characteristics. The school committee also has a role as a supporting agency and, the agency that provides support in the form of funds, manpower and mind. Renani (2008) also explained that the school committee has a role as a controlling agency and the agency which carrying out the social supervision to the school and andThis oversight is not as institutional oversight as what conducted by the agency or regulatory agency such as the inspectorate, or the Board of Audit as well as other functional regulatory body.

The school committee has a role as a mediator between the school, parents and the community. The existence of the School Committee in the private educational institutions will be a strap between the school, parents and the community. Thus, it is expected to be the key to the success of efforts to improve the education (Renani, 2008).

Three barriers of the school committee performances

Conceptualization barrier: This barrier is regarding with the acceptance of new concept. and andNaturally, a new concept, whatever its form, at first time to introduced was not properly adopted but always frequent rejection. A new concept is definitely will bring it change. This changes is obvious consequences for the elements or the parties involved. The adoption process is usually evolves through stages: awareness, interest, desire and action. and and andKnowingly or not, all the directly parties up to the steps of adoption, there are some part who are quickly adopted, there were slow to accept and there are those who temporarily refuse.

Implementation barrier: This barrier is related to the concept of MBS. After socialization has been done and the concept of MBS can be accepted, there are still issues that confront, that how the MBS can be implemented effectively, how the School Committee established and working according to the format, how the relationship with school officials and others. Forming the School Committee does not just changing the name of the school from the previous institutional partners, which is BP3 (Assistant Agency of Educational Implementation). A School Committee needs to be grounded in the spirit of improving the role and functions, as well as the expansion of the membership. A common case is just change the name. and andGenerally, the school committee has been formed to feel giddy what to do.

Actualization barrier: This barrier is regarding the funding, ideas, plans and other development. To be able to actualize dynamically, clearly the school committee should have creative ideas and systematic plan. The ideas and plans, as well as self-motivation to develop this seemed to be the main obstacle for the majority of the school committee that has been formed.

The role of the school committee in implementing the school based management:

In the framework of the implementation of educational autonomy as one part of the autonomous region and to increase the community participation in education, we need a container that can accommodate the views, aspirations and explore the potential of the community to ensure the creation of democratization, transparency and accountability in education. One of the containers is the board of education in the district/city and the School Committee at the unit level of education. and andThe existence of the Board of Education and the School Committee has been referring to the Law No. 25 of 2000 on the National Development Program (Propenas) 2000-2004 and as the implementation of these laws have been issued Decree of the Minister of National Education No. 044/ U/2002 dated on April 2, 2002 on the Board of Education and the School Committee.

The changes of the government system paradigm from centralized to decentralized has been opened up the opportunities for the people to be able to increase its participation in the management of education. One of these efforts is to realize these opportunities through the Board of Education in the district/city and the School Committee at the level of education. Board of Education and the School Committee are the people's mandate that has been stipulated in the RI Law No. 25 of 2000 on the National Development Program (Propenas) 2000-2004. The

core of the application of these two concepts is how to keep the school and all educational stakeholders who are competent or able to provide the quality education. It is necessary for synergistic cooperation from schools, families and communities or other stakeholders in a systematic way as a form of participation in managing the education through the Board of Education and the School Committee.

MATERIALS AND METHODS

Research resources: The sources of the research used to collect the data in this study is the SDN 5 Blimbing, the public school located in the village of Blimbing, Malang City.

Research methods that being used: The methods of the research is done by using qualitative descriptive. The approaches is the case study approach. This qualitative research that being used is related to the aims of the research, which is to examine the roles and functions of the School Committee at SDN 5 Blimbing, Malang City (Sugiyono, 2010).

Technique of collecting the data: The methods of data collection is one of the very important steps in a process of the research because the data collected will be used as research analysis. Methods of data collection is closely related to the research problem to be solved. In the research method is collecting the appropriate data that can help to achieve the valid results or reliable. Data collection methods that being used by the researcher in this study is observation, interview and documentation.

Data analysis: Moleong (2012) expressed the analysis of qualitative data is the effort made by working with the data, organize the data, sorted them into units that can be managed, synthesize, search and find patterns, find what is important and what is learned and decide what can be told to others. Data analysis techniques that being used in this study is done by using the model Miles and Humberman in Sugiyono (2010) such as: (Fig. 1):

- Collecting Data and (Pengumpulan Data)
- Data Presentation and (Penyajian Data)
- Reduction Data and (Reduksi Data)
- Onclusions Withdrawal/Verification and (Kesimpulan-Kesimpulan Penarikan/Verifikasi)

RESULTS AND DISCUSSION

The implementation of the school committee in implementing of educational planning at SDN 5 Blimbing,

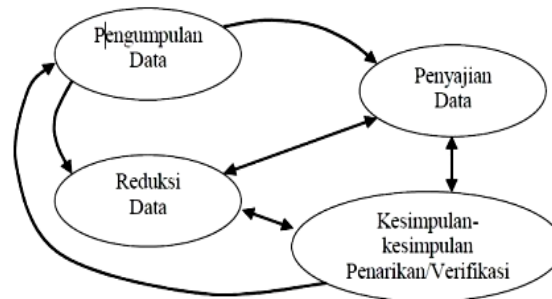


Fig. 1: Result of the study

Malang city: Every school has a vision, mission and goals estuary ultimately improving the quality of education that was conducted in the school. Likewise with the SDN 5 Blimbing, Malang based on the results of the study documentation on the school Strategic Plan book showed that the school's vision is:

“The creation of beings who excel in IMTAQ, science and technology, healthy both physical and spiritual, caring and cultured the environment”

Through this vision of the schools outlining eight ultimate goal to improve the quality of education held at SDN 5 Blimbing, Malang. One of the steps to be taken in order to realize the vision and goals of the school is to empower the School Committee. A School Committee at SDN 5 Blimbing, Malang begins by inviting the parents of the students to hold a School Committee meeting, then hold the election of the chairman and the board that involves all elements. After submitted to the Principal for endorsement by creating a Principal Decree on the Establishment of the School Committee. Empowerment of the School Committee at SDN 5 Blimbing, Malang until now has not yet been fully implemented properly as communicated by the informant that the lack of empowerment of the School Committee indicated by the absence Statutes and Household (AD/ART) for the committee. Besides the absence of the meeting schedule that held by the school committee, meaning there is no regular meeting to be held every month or per quarter, the School Committee just holding the meetings when there is an invitation from the school (2 times a year).

The realization role of the School Committee at SDN 5 Balimbing

Role of the school committee for employer considerations: Based on the Decree of the Ministry of Education Law No. 044 /2002, the role of the Committee of the school as a consultative board includes three things.

First, is act to implement such a school planning is to give input to the formulation and ratification RKAS, held meetings RKAS (schools, parents, community) or consideration of changes RKAS. Second, role is the implementation of the program, to provide input to the process of managing the education and the learning process for teachers. Third, role in managing of education resources, with consideration of the teaching force can be assigned in the school, regarding the facilities and infrastructure that can be assigned in the school as well as a budget that can be used in schools. Before preparing the work program of the committee with the school principals and teachers, the school committee initially its own draft of work program itself. The program that has been prepared by the school committee will be proposed at a meeting with the school principal and teachers. andLikewise, which delivered by one informant who acts as school committee stated that:

“The school is always asking for feedback regarding the resources that supporting me and other officials are always invited and consulted in the preparation of RAPBS in the preparation meetings also was made the changes of the budget which prepared by school. There is of course, I also providing an input and consideration”

The consideration which given by the committee in the form of supporting to the parents of students, which the school would like to propose a program to the parents, especially the parents of the new class 1 which is willing to contribute the funds to the school. andEvery fund has been taken from the parents beforehand need coordination and chairman of the School Committee is very crucial to agree or not. Parents are invited to school to face with the committee, so the principal does not stand alone and all must be coordinated with the school committee. Assistant Principal also stated that:

“The school always receive the various inputs and suggestions from the chairman of the School Committee and the general feedback and suggestions or considerations given our committee can still receive to set the agreement or decision of the school”

Furthermore, the Assistant Principal also stated:

“For the education budget of the committee don not interfere, as well as procurement contract officers in the school but the school through a designated teacher verbally conveyed to the Chairman of the Committee of the school”

Based on the description above is illustrating that the school committee is as giving consideration have not been fully effective in accordance of the role and functions of the School Committee. andThat is because the school has not yet fully providing the flexibility or credence to the School Committee to manage the budget. In the implementation of the program and the management of educational resources, the school is a little more open to give freedom of the School Committee. andThis is proving that there is still lack of openness in the management of the school budget and this is needs attention from the school in order to provide freedom and openness in all respects, especially in improving the services to the school and communities which more involved in terms of education.

The role of the school committee for employer

support: In the Minister’s decision No. 044/U/2002 the role of the School Committee as a supporting body has three roles, such as human resource management, management of facilities and infrastructure and budget management.

Every school activities including the management of the education budget is always engage or involve to the School Committee, so that the relationship with the public school environment is running smoothly. andEven the school’s progress continues to increase where the school accreditation got letter A in the last period. Based on the information which submitted by one informant as the chairman who said:

“In the management of facilities and infrastructure, we provide assistance for the school facilities and infrastructure to garner support from the community as mosque renovation, procurement of the school fence and the renovation of the park in the form of banging fund (voluntary) collected during the joint meeting between the schools, committee and parents”

From the results of this support, the school is able to implement the program of the mosque renovation, making the school fence and renovate the park in the yard. Other than that, the school also stated:

“Every school activities including the management of the education budget of the School Committee is remains included or excluded, so that the relationship of the school with the environmental community is always running smoothly”

On the other hand the role of the School Committee budget management in every school, in an interviews

results with informants in the field it shows that in raising the funds from the public and business have not yet shown the encouraging results.

As controller role of the school committee: The School Committee functions as a controller it has three roles, first as controller of planning education in school by controlling the decision-making process in school, quality-control policies/programs and the quality of education in the school planning process. Based on the information obtained from the informants were describing that school is remains performing its function as a controller such as school planning committee should be known to the school at all times, monitoring of the student learning of what needs to be held for the extra classes, monitoring the situation of the students who should be assisted. The committee also monitors the extracurricular activities. The next role is to monitor the school program, monitoring the school schedule, monitoring the budget allocations for the implementation of the school programs to monitor resources of the school and implementing programs to monitor any participation in the implementation of the school program. In the supervision of school resource program managers is only a suggestion to the school principal whereas in the supervision of school learning process is never. In providing the advice on the learning process is as advised teachers for more actively to engage the students in the classroom or reproduce assignments at home.

The third role is to monitor the output of education, body controllers to monitor the results of the final exam, to monitor the enrollment rates, to monitor the repetition rate of the school. In terms of planning, to control the decision-making process in the school, controlling the school policy, controlling the process of education planning, monitoring of the quality of the school program.

According to the information from the informants who act as a teacher said, that the school committee has been carrying out its function as a controller such as school planning committee to be known at all times, to monitor the student learning of what needs to be held the extra classes to monitor the situation of the disadvantaged of the students who should be assisted. The Committee also monitors the students' extracurricular activities such as scouts, karate and other activities. This case was supported by the testimony of the informant as the school committee said:

“School committee is continues to perform its role in terms of supervision, on the state school like book assistant as well as rehabilitation of buildings, creation of the school curriculum by calling all teachers. The committee also controls the extracurricular activities”

Based on the data in the field is shown that the School Committee is as the body of the controller has been carrying out their functions and roles but has not shown the existence of uniformity, this is due to differences in perceptions of the role and functions where the school committees there who think that the duties and authorities is only helping the smooth of education alone and does not interfere with the technical teaching which includes the power principals, teachers and educational institution builder.

The role of the school committee as a mediator: In its role as liaison, the School Committee has three roles according to the Decree of the Minister of Education No. 044/U/2002, i.e., as a liaison in the planning, the interlocutors between the school committee with the community, the school committee with the school and the school committee with the teacher and then identifying the aspirations of the people for educational planning, making the policy recommendations and education programs to the school. Based on the narrative of the informant:

“Until now the school is establishing the good relations with the community, especially the parents, where there is every important thing to be implemented in the school, the committee always inviting the parents to call a meeting and the subsequent results of the deliberations is extend to the school”

The second role of the school committee is the implementation of the program to disseminate the policy to the public school program, accommodating complaints and grievances against the policies and programs of the school and communicate the complaints and denunciation (parents) to the school. In the implementation of any program is generated in the deliberations after the approval by the school, the school committee reiterated to the parents by sending via mail. All the complaints of the parents are still accommodated of the school committee which would then be forwarded to the school. The third role as the link to manage of the educational resources by identifying the condition of the school resources and community resources, mobilize the community support for education in the public schools and coordinating the assistance of the community. In terms of liaison and management of educational resources, the role of school committee, did not reach the fundraising of the community such as business and industry or community that cares about education.

Based on the findings in the field of the three roles committee of the school that shows in above the

ineffectiveness of the role played by the school board committee, it indicates that the board of school committees are not fully understand the role and function. Based on the results of the study is illustrating that the School Committee at SDN 5 Blimbing, Malang has carried out some duties as a provider consideration board (advisory agency and), supporter (supporting agency) and controller (controlling agency and) and as a mediator. In acting as a provider consideration board, the school committee is often providing some suggestions and inputting the school planning program during meeting. It also gives the proposals which related to the programs that will be implemented at SDN 5 Blimbing, Malang. The fact, according to the opinions of Renani (2008) says that the school committee has a role as an advisory agency and, the agency is giving consideration to the school or foundation. Ideally, the school and educational foundations must ask for consideration to the School Committee in formulating the policies, programs and other school activities, including in formulating of the vision, mission and goals of the school that are given and such as in the private schools with the certain characteristics.

In carrying out its role as a supporter (supporting agency) and school committee will make fundraising from the parents, providing the support in the form of mind power, motivation and input to the school programs, especially related to the school facilities and infrastructure. Thus it can be said that the committee at SDN 5 Blimbing, Malang has already done its duties as a subsidiary board of the school program. This fact, according to the statement of Alip and Sunarto which stated that the school committee has a role as a supporting agency and, the agency that provides support in the form of funds, manpower and mind. If the first school committee more as a supporting the funding, the emphasis should not be the role of the school committee on the funding aspect alone but also other aspects, especially in the form of ideas in relation to the implementation and improvement of the quality of education.

As the body controller (controlling agency and), the school committee also has doing the use of funds allocated to all the school programs to get involved in the preparation of RKAS along with teachers and principals. In carrying out its function as a controller, the school committee checking regularly the BOS report of the funding in every month at once to sign the report. By carrying out of the school committee as a control agent is in conformity with the opinion of Hariyadi which stated that the school committee has a role as a controlling agency, the agency carrying out of social supervision to

the school. This overview is not as institutional overview as what conducted by the agency or regulatory agency such as the inspectorate or the Board of Audit, as well as other functional regulatory board. In performing the function as a mediator, the school committee at SDN 5 Blimbing, Malang made it by submitting the aspirations of the program from the public schools. In preparing the program, the school committee mediates from the school to the community for suggestions and input channel when the planning is done. Other than that the school committee also helping in overcoming the problem of the student misbehaviour in the school which involved outside the school. The facts demonstrates that the school committee at SDN 5 Blimbing, Malang has been carrying out its function as a mediator.

According to the opinion of Khan *et al.* (2013) which stated that the School Committee has a role as a mediator between the schools, parents and the community. The existence of the School Committee in private educational institutions will be a strap between the school, parents and the community. Based on the results of the discussion above it can be seen that the School Committee at SDN 5 Blimbing, Malang is already performing very well. From the planning of the program at this stage of the evaluation is done by routinely.

CONCLUSION

Based on the results of the research and discussion in the previous chapter can be described some conclusions are as follows) the School Committee of SDN 5 Blimbing, Malang has not yet been able to exercise its role as a conduit of consideration, as the supporting agency, as a controller and as a liaison body) the school committee has not yet been able to garner support from public funds such as business/industry as well as from the community leaders who cares about education. The Committee is only able to utilize the sources of funds that came from the parents) the school committee has not yet been able to perform its role optimally that utilized by the minister's decision No. 004/U/ 2002 that causes because the school has not yet giving the credence or full authority to the School Committee.

So that, the School Committee be empowered, then the establishment of the management must be able to meet the principles/rules and mechanisms are correct and can be managed properly). In carrying out its role and function of the School Committee at SDN 5 Blimbing, Malang is expected to be a partner of the school in advancing education by making educational planning in accordance with the needs of the school and may provide

consideration, support and control to all of the policies implemented at SDN 5 Blimbing and can be a mediator between the community and the school) the School Committee in the selection of the new board, to elect the board who really have the time and the readiness to take in charge and intended not for job or position that he/she has so that empower of school committee will be implemented in accordance with the program and established plan.

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