

Research Article

School Committees' Effectiveness in the Context of School-based Management Policy

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Abstract.

The background of this research is the granting of broad educational autonomy to schools, which is a big concern for the government of Indonesia. School-based Management (SBM) appears as an alternative to the new paradigm of education management offered. One of the characteristics of SBM is inseparable from the participation of the community. School Committee is a forum for parents, communities, stakeholders, and entrepreneurs in school development and can bridge the interests of all the parties. To date, not many School Committees have been able to play an effective role in supporting the implementation of education in schools. One of the contributing factors is that the institutional design is not seriously empowered into an independent and professional institution. This study aimed to examine the effectiveness of school committees in school-based quality improvement management. The study method is qualitative descriptive. Data were collected through interviews, observation, and documentation. Validation of the collected data was done through triangulation techniques. The results showed that thematically the author underlined four important things, namely: first, the school committee has effectiveness as a consideration partner, material support, financial, thought and energy, and learning mediator; second, quality improvement strategies can be achieved through efforts to improve school subject competence and involvement in competitions; third, to measure the results of achievements, an education quality management audit is carried out, and; fourth, the budget as one of the determining factors in achieving school goals and objectives must be optimized by utilizing the flexibility of implementing Law No. 23 of 2014 and optimizing available resources. This research has implications for considerations in the preparation of internal school strategies to prioritize school needs and recommendations related to budget policies and inventory of school components.

Keywords: effectiveness, School Based Management, School Committee

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Published: 19 March 2024

Publishing services provided by Knowledge E

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Selection and Peer-review under the responsibility of the IAPA Conference Committee.

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1. Introduction

An effort to improve the quality of education in Indonesia never stops and ends. Various new concepts and insights will continue to process along with the development of knowledge and technology. The new concepts and insights are expected to improve the quality of human resources to be able to compete globally. Thus, the issue of improving the quality of education really needs to be studied and fought. The granting of broad educational autonomy to schools is the government's concern for the symptoms that arise in the community and efforts to improve the quality of education in general. Granting this autonomy requires a more conducive management approach in schools in order to accommodate all desires while effectively empowering various components of society to support progress and existing systems in schools. In this framework, School Based Management (SBM) appears as an alternative to the new paradigm of education management offered.

School Based Management (SBM) as an alternative to improving school management gives more authority and responsibility to school principals to provide flexibility or flexibility for school principals to improve the quality of education or schools based on national education policies and other applicable laws and regulations. With this autonomy, schools are given the authority and responsibility to make decisions in accordance with the needs, abilities and demands of the school, the community, and existing stakeholders [1].

The implementation of effective and efficient school management requires the implementation of integrated and integrated management in the management of areas of education management activities, through effective and efficient school management, it is expected to contribute to improving the overall quality of education [2].

The emergence of the SBM concept can be seen as a step to increase autonomy (independence) and professionalization of each educational unit (school). SBM's success can be determined by increasing public participation by accommodating views, aspirations, and exploring people's potential to ensure democratization, transparency, and accountability. Such efforts can be done with school committees at the education unit/school level and at the education council at the district/city level. The school committee and the Board of Education are a consequence of the increasing complexity of school organization, as a result of the emergence of the SBM concept [3].

In the implementation of School Based Management (SBM), community participation and support in both the management and implementation of education is needed. The application of school-based education management as a new alternative in education

reform or SBM (School Based Management) in the decision-making process for primary and secondary education. The concept of SBM (School Based Management) refers to resource management at the school level and not at one centralized system or level. These resources include: knowledge, technology, power, material, human, time and finance. Through SBM, schools are given great authority in managing the resources available in the school and seeking cooperative relations between the school and the community.

One of the characteristics of School Based Management (SBM) is inseparable from the participation of the community. Mulyasa [1] said that the relationship between schools and the community aims to, among others: 1) advance the quality of learning and child growth, 2) strengthen goals and improve the quality of life and livelihood of the community and 3) stimulate the community to establish relationships with schools. To realize this goal, there are many ways that schools can do in attracting public sympathy for schools and establishing harmonious relationships between community schools. This can be done, among others, by informing the community about school programs, both programs that have been implemented and those that will be implemented so that the community gets a clear picture of the school concerned.

The existence of this School Committee has referred to Law Number 25 of 2000 concerning the National Development Program (Propenas) 2000-2004, in order to empower and increase community participation, it is necessary to form an education council at the district / city level, and a School Committee at the education unit level. This people's mandate is in line with the conception of decentralization of education, both at the district / city level and at the school level. The people's mandate in the Law has been followed up by the decree of the Minister of National Education Number 044/U/2002 dated April 2, 2002 concerning the education council and School Committee [4].

Based on Annex II: Decree of the Minister of National Education No. 044 / U / 2002 dated April 2, 2002 concerning References for the Establishment of School Committees, it is stated that the existence of School Committees plays a role as a consideration in determining and implementing education policies in education units, as a supporter both in the form of finance, thoughts, and energy in the implementation of education in education units, then as a controller in the context of transparency and accountability Implementation and output of education in education units, and finally as a mediator between the government and the community in education units.

The existence of the School Committee is a forum for parents, communities, stakeholders, and entrepreneurs in school development. His position can bridge the interests of the two. Schools provide educational services that are in accordance with national

education standards, while the community and stakeholders receive quality education services. As a follow-up relationship between the school and the school committee, there needs to be optimal and effective cooperation and relationship. The effective form of the committee's role is to accommodate parents and the community to help provide educational facilities, provide financial assistance, thoughts or suggestions needed by the school, parent media provide information to schools about the potential possessed by their children, and facilitate parents to create an educative household for children.

This study focused on the effectiveness of school committees because the role of the implementation process is more visible than the objectives. To realize the achievement of effective school management, schools must be managed by applying the paradigm of decentralization of education, where the school is given full trust to manage four resources, namely (1) power / authority; (2) knowledge; (3) information; and (4) reward [5]. Achieving the effectiveness of school management requires applying the ideal management model that is expected, namely the school management model is controlled in a balanced manner, parents, students, and professional groups (principals and educators) work together in a balanced manner. This model establishes a synergistic relationship between family, school, and community (school committee).

Until now, there are still not many School Committees that are able to play an effective role in supporting the implementation of education in schools. One contributing factor is that institutional design is not seriously empowered into an independent and professional institution. Therefore, it is important to revitalize the institution and the role of the School Committee starting at the time of the formation process. Because this is the first critical point as well as determining how the design of the School Committee management is built in the future. Currently, almost all schools in Indonesia already have a School Committee, because there are administrative requirements that require approval from the School Committee, namely the disbursement and accountability of BOS funds [6].

2. Method

This research study uses qualitative methods as stated by Denzin and Lincoln [7] which consider qualitative methodologies to answer in-depth understanding of certain organizations/events rather than describing the surface of the object of research. This is in accordance with the research that will be conducted in order to understand the conditions of social interaction based on a natural institutional perspective. The approach used is in the form of phenomenology from Moleong [8]. In the context of

the approach, the researcher tries to uncover or interpret phenomena related to the management strategy (school-based management) of SMAN institutions (State High Schools). Interviews were applied to principals, teachers, and school committees to collect data and information about the school management process, especially to increase the value of school service points. Data validation is carried out in the form of triangulation (data collection, data reduction, data display, and conclusion drawing and data verification). This research was conducted at SMAN in Surabaya and SMAN in Malang.

3. Results and Discussion

3.1. Linkage between School Committee and School Based Management (SBM)

The school committee is an independent body, having no hierarchical relationship with the school or other government agencies. School committees and schools have their own independence, but remain partners who must work together in line with the concept of school-based management (SBM). Because without good management it is impossible for educational goals to be realized optimally, effectively and efficiently. It is within this framework that awareness grows of the importance of school-based management (SBM) which gives full authority (autonomy) to schools and teachers in regulating education. The SBM concept also changes the budget spending system as much as possible to the most efficient use of the budget possible. So that the school committee is expected to be able to work with the principal as a partner to develop school quality using the concept of school-based management and a democratic, transparent and accountable society.

The establishment of school committees is expected to spur community empowerment efforts to improve the quality of education, in line with community-based conceptions. Which now the concept of school-based management is not only a discourse but has been applied in Indonesia. In general, school-based management can be defined as a management model that gives greater autonomy to schools, provides flexibility to schools, and encourages direct participation from school residents (teachers, students, principals, employees) and the community (parents, community leaders, business scientists etc.). To improve the quality of schools based on national education policies and applicable laws.

With greater autonomy, schools have greater authority in managing their schools, making them more independent. With its independence, schools are more empowered in developing programs that are of course more in accordance with their needs and potential. With its flexibility / flexibility, schools are more attractive in managing and utilizing school resources optimally. Likewise, with the participation / involvement of school residents and the community directly in the implementation of the school, their sense of belonging to the school can be increased.

This increased sense of belonging will lead to an increased sense of responsibility will increase the dedication of school residents. This is the essence of school residents and the community in education and school development must be able to realize the active role of the community, so that the community always has and participates in the development of education together. Both in increasing school autonomy, flexibility of school resources and participation of school residents and communities in the implementation of these schools, all of which are aimed at improving school quality based on national education policies and applicable laws and regulations

3.2. School Committees Effectiveness in Improving the Quality of Education

The school committee in the context of school-based management is a partner of the school in many ways. In preparing the school budget, school committee approval is also required, where the school budget is the basis for determining school operational assistance (BOS) and regional school operational assistance (BOSDA). The school committee as a partner in preparing school budgets with the aim that budgeting can be balanced and in accordance with the real conditions of students. The involvement of the school committee in the preparation of the school budget is one implementation of its role as an advisory agency. The placement of the School Committee as a partner that plays an active role in monitoring the use of school budgets is also a form of school accountability and transparency to the community. As an advisory agency, the role of the school committee can be related to the theory of Richard M. Steers [9] states that there are four factors that affect the effectiveness of an organization which include work ability (Worker Characteristics), strategic goal formulation (Management Policy and Practice), and innovation (Management Policy and Practice). The effectiveness of the school committee as an advisor is carried out in an effort to meet the quality standards of infrastructure, school management, and school finance. Activeness of school committee members in every meeting between the school and the committee. The school

committee as a consideration in quality improvement has been effectively carried out. Good work skills should be possessed by the school committee so that its role as an advisory agency can be carried out properly. This work ability factor is the most influential on work effectiveness, because of the complete facilities and infrastructure, the good working mechanism without the support of the quality of resources that fill it will be meaningless.

Findings at SMAN Surabaya show that the school committee plays a comprehensive role in the context of parents, school partners, and supervising learning activities. In this context, the school committee seeks to be free from the influence of individuals or groups so that it becomes an independent component in the intervention of learning activities. The role of the committee as a controller in the context of transparency and accountability of the implementation and output of education in schools. The supervisory role performed by the school committee includes control over decision-making and education planning in schools, in addition to the allocation of funds and resources for the implementation of programs in schools. The school committee also performs its control function on the success of education in schools as seen from the quality of educational output. The effectiveness of the school committee as a supervisor is carried out in an effort to meet the quality standards of school finance and management (related to the leadership of the principal). The role of the school committee as controller is strengthened by documents showing the attendance of committee members in every meeting between the school and the committee. Research findings show that the school committee as a controller has been well and effectively executed. The school and teachers revealed that the school committee is involved in the context of transparency in the allocation of education funds, overseeing the use of aid funds from the center that flow to schools so that they can be accounted for. Funds originating from the government, both from the community, must be thoroughly monitored for allocation, to be in accordance with the School Budget Draft (RAPBS) submitted by the school. The largest proportion of oversight exercised by school committees is in school finance. Where the supervisory authority of the school committee in the field of finance is limited in terms of planning, budgeting and implementing activities involving the school committee. Supporting the opinion of Hanafi and Ma'sum [10], the role of the school committee is no less important as a liaison (mediator). The school committee is a bridge between the interests of the school and the community. As a mediator if there is a conflict between school residents and parents/guardians of students. The role as a liaison is very visible in SMK because of the industrial work practice program (PRAKERIN).

As a forum for community participation in school-based quality improvement, the formation and role of School Committees are adjusted to the prevailing autonomy. The role of the school committee is not only as a partner in the preparation of the school budget, but the school committee also acts as a supporting institution. The school committee as a support for funds (financial), mind and energy in the implementation of education in the Education unit. Quality improvement cannot be realized if there is no cooperation and coordination among school members and full support from the school committee [11]. School committee support to improve school quality through all learning sectors, from inputs, processes, and outputs. School committee support in learning input can be in the form of support in the curriculum area, including always participating in curriculum updating and development, as well as adequate human resources. The availability of learning facilities and infrastructure outside of government assistance. Support in the learning process in the form of active participation of the school committee in extracurricular activities, spirituality, and stability of activities to create a conducive learning atmosphere. Similarly, the support of the school committee in learning outputs in the form of publications and socialization of school success and achievement to the general public. The effectiveness of the school committee as a supporting institution is carried out in school development efforts related to the quality of facilities and infrastructure as well as school management. Research findings show that the school committee as a supporter, has been carried out well, which plays a role in encouraging the community in raising funds, donations, thoughts and energy in the provision of education. So far, the school still provides access and opportunities for the school committee to be involved in the preparation of school strategic planning, namely school construction for the next 3-4 years perspective, preparation of school annual planning, holding scheduled meetings to accommodate and discuss various needs, problems, aspirations and ideas submitted by School Committee members.

For SMAN in Malang City, the role of the school committee is more focused on partners in the preparation of RPBS and as a mediator when there are differences of opinion between parents. In other words, the role of the school committee is more partial. The effectiveness of the school committee as a mediator is carried out in efforts to develop and improve the quality of schools. Each issue is resolved openly mediated by the school committee. Through the role of the school committee as a mediator can provide improvements in the quality of school management so that similar problems no longer occur. In addition to mediating negotiations, the school committee also acts as a conveyor of information to the community. The target is to increase budget adequacy in school construction. After collecting some research data, providing information that

the role of the school committee as a mediator has been running effectively. The school committee has carried out coordination and control well in accommodating and analyzing the aspirations of ideas, demands, and various educational needs submitted by the community.

4. Conclusion

The effectiveness of the School Committee in the era of the enactment of Law Number 23 of 2014 and school-based quality improvement management can be reflected through the role of the school committee as an advisory agency partner carried out in an effort to meet the quality standards of school infrastructure, school management, and finance. The next very important role is as a supervisor (controlling) includes control over decision making and education planning in schools, in addition to the allocation of funds and resources for the implementation of programs in schools. The effectiveness of the school committee as a mediator is carried out in efforts to develop and improve the quality of schools. Each issue is resolved openly mediated by the school committee. The effectiveness of the school committee as a supporting institution is carried out in school development efforts related to the quality of facilities and infrastructure and school management has been carried out well, which plays a role in encouraging the community in raising funds, donations, thoughts and energy in the implementation of education.

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