

The Important Role of the School Committees in Implementing School Based Management

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Abstract

This study aims to describe the important role of the school committee in implementing school-based management at SMP Negeri 33 Palembang. The research used a qualitative descriptive approach. The research subjects were the principal, teachers, students, committee members, and student guardians. Data collection techniques are observation, interviews, and documentation. The validity of the data used triangulation and member check. Data were analyzed through data condensation steps, data display, and conclusion drawing. The results showed that the role of the school committee at SMP Negeri 33 Palembang was quite good. Student management seen the committee participated in the student admission process until student graduation. Curriculum management the school committee as the advisory body, support, controlling body and mediator / liaison. Financial management is the role of the school committee as a supervisor and a balance board in budgeting. The personnel area committee acts as the advisory board and oversees the recruitment of education personnel. Management of facilities and infrastructure of the school committee as a policy maker. Then management of school relations with the community committee act as a facilitator and liaison between the school and the community.

Keywords: *Role, School Committee, School Based Management.*

INTRODUCTION

Development of science and technology delivers many impacts in human life. As for the aspects that have undergone the change, it concerns political, economic and socio-cultural life. So that without realizing it, these changes bring people into the era of global competition. This causes humans to be able to compete with their academic abilities.

The challenges of globalization hit and break down formal boundaries between countries in the process of interaction between nations according to Pangestu and Setiati[1]. It is further discussed that anyone who does not meet the requirements of global quality will naturally be eliminated. While on the other hand, it is seen that the condition of education and the quality of human resources today are not ready to anticipate the free market in 2020 and the events of globalization that we are starting to feel at this time. The competitiveness of our Human Resources with low quality is very worrying. The quality of human resources in Indonesia according to the Human Development Index (HDI) is included in the medium category, which is ranked 108 out of 169 countries in 2010. This is a problem of education products (output).

Improving the quality of education in Indonesia The government has made several efforts, including through various seminars or workshops on curriculum improvement issues, procurement and quality improvement of textbooks, training and increasing teacher competence, improving educational facilities and infrastructure and the quality of school management. Because the indicators of the quality of education have not shown a significant increase.

Judging from the views and results of the analysis conducted by the Ministry of National Education (2003: 13), "There are several factors that cause the quality of education to not increase, for example: (1) National policies and administration use an input-output analysis approach which is carried out inconsistently, (2) the implementation of national education is

carried out in a bureaucratic-centralized manner, and (3) participation society in the provision of education is very small.

Based on Law Number 20 of 2003 concerning the National Education System Article 51 paragraph (1) Determines: The management of early childhood education, basic education and secondary education units is implemented based on minimum service standards with the principle of school / madrasah-based management. Then the Regional / Regency Government Regulation Number 15 of 2006 that "Every school must have implemented school management in school based management (SBM)". It is hoped that the emergence of this new policy will be able to contribute significantly to improving the quality of national education.

The application of school-based education management (SBM) is a new way of reforming education 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 a single system or centralized level. The resources in question include: knowledge, technology, power, material, human, time and finance. Through SBM, schools are given the authority to manage existing resources in schools and establish cooperative relationships between schools and communities.

One of the uniqueness of School Based Management (MBS) is inseparable from the participation of the community. Mulyasa[4] states that school relations with the community are aimed at: 1) advancing the quality of learning and children's growth, 2) strengthening goals and improving the quality of life and community livelihoods and 3) community enthusiasm for establishing relationships with schools. To realize this goal, there are many other alternatives that can be made by schools in attracting public sympathy for schools and for establishing good relationships between schools and the community. This can be done, among other things, 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 the Education Board and School Committee has referred to Law Number 25 of 2000 concerning the National Development Program (Propenas) 2000-2004, and as an implementation of this law, Permendikbud[2] Decree Number 75 of 2016 concerning School Committees has been issued. The achievement of an educational program planning in schools requires an education board and school committee that can help achieve planning programs that involve the preparation of good plans along with procedures to be implemented by educational administrative organizations within the framework of the existing education system (Syaefudin and Abin S,)[3]. "

There are several obstacles faced by researchers related to the role of the school committee at SMP Negeri 33 Palembang, such as only a few school committee administrators participate actively in monitoring teaching and learning activities in schools, Likewise at the school committee plenary meeting held at school, this shows support of several school committees for education quality. This can be seen from several committee meetings held by the school. Then there are some school committee administrators who expect allowances or are given wages / salaries in carrying out their roles as school committees. This shows that some school committees do not yet understand their role as school committees.

The school committee can be pursued by optimizing the role of each school committee member, the involvement of all elements in the school committee organization and the school committee division of tasks in accordance with the capacity of personnel will be able to improve the performance of the school committee. In addition, the researchers also found indicators for fund management for the school operational assistance program at SMP Negeri 33 Palembang, among others, the planning of the RKAS of SMP Negeri 33 Palembang prepared by the school budget team, to plan the school work budget for one year. The budget is prepared based on a collection of activities from teachers and employees of each field. The provisional plan that has been prepared is then communicated to the School Committee asking for considerations that need to be implemented in that fiscal year.

Based on preliminary observations at SMP Negeri 33 Palembang, several roles of school committees occurred in government programs that helped form the School Committee

and there has been coordination between the School Committee and the school in managing program funding in schools. Principals and teachers determine programs to improve the quality of education in their schools in consultation with their school committees, then they are approved by the school committee. This allows the School Committee to provide input regarding programs determined by the school. In addition, the committee chairman of SMP Negeri 33 Palembang has a routine meeting agenda. The School Committee holds meetings if there is a certain agenda at school, for example during the socialization of the National Examination (UN) and the preparation of the School Expenditure Planning Budget (APBS).

The school committee also supervises the admission of teaching staff who wish to enroll in the school. The school principal said that the school committee fully handed over the education staff to the school. In addition, the head of the school committee also often supervises the facilities and infrastructure owned by the school.

School committees and schools and communities can work together to improve the quality of education. The school can invite the school committee" in planning, implementing, developing and evaluating school programs."

SMP Negeri 33 Palembang which is located at Jalan Musi 5 No. 1893 RT. 04 Siring Agung Sub-district Ilir Barat I Palembang City South Sumatra 30138, is the best school in the city of Palembang that has implemented SBM in managing the quality of education and has formed a school committee as a school partner. The formation of the school committee body began with the issuance of the Decree of the Minister of Education and Culture Regulation Number 75 of 2016 about the School Committee until now. School responsibility in School Based Management or school-based management is not just a process, but also the ultimate responsibility is the results to be achieved. Based on these observations, there are several obstacles that must be addressed, especially in the empowerment of school committees who are less able to work optimally in their roles related to the process of implementing the quality of education. Some of the obstacles that arise are the lack of active participation from parents of students in terms of increasing the school income budget and there is often a mismatch between school needs and government policies.

Overcoming this problem cannot be solved by just one school institution. To carry out its programs, schools need to invite various parties, namely families, communities, and the business / industry to actively participate in various educational programs. This participation needs to be well managed and coordinated so that it is more meaningful for schools, especially in improving the quality of education effectiveness through a forum, namely the Education Council at the Regency / City level and school committees in each education unit. Thus the implementation of SBM in school education units can be carried out as expected. Based on the description above, this research is interesting to study. Therefore,\

METHODS

This type of research is descriptive research, which is research that describes certain situations or events and tries to decide solutions to existing problems based on data. This research was conducted by making a description of the problems that have been identified. In addition to providing a systematic description or description, the assessment is also carried out to make it easier to answer problems contained in the focus of the research.

Descriptive research has various kinds of variations, namely, development studies, case studies, multi-case studies, community studies, comparative studies, relationship studies, further studies, trend studies, activity analysis, and document or content analysis. In this case the research design that the researchers conducted was a multi-case study, which aims to obtain more valid results by comparing data from two research locations that have different characteristics, namely at SMP Negeri 33 Palembang. The data taken is in accordance with the research theme, namely the role of the school committee in implementing school-based management.

The subjects of this study were the principal, teachers, the head of the school committee, and the treasurer of the school committee of SMP Negeri 33 Palembang. In determining the research subject, it was the suitability between sources of information related

to the research problem.

Interview

An interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer (interviewer) who asked the question and the interviewee (interviewee) who gave the answer to the question (Moleong,)[5].

Interviews can be started by suggesting general topics to help researchers understand the perspective of the meaning being interviewed. This is in accordance with the basic assumption of qualitative research, that the answers given must be able to reveal the perspective under study not the other way around, namely the perspective of the researcher himself (Sarwono,)[6].

Researchers can conduct interviews with several subjects and informants, such as people who are involved in the school committee such as the chairperson, secretary and treasurer of the school committee. As well as representatives of the principal, teachers and parents of students as informants. The primary data source of each is a representative, meaning that there is a representation of their respective duties in their position and role, both from the school and the school committee. After making sure the people to be interviewed by the researcher 1) go to the informant with the agreed time and place 2) introduce themselves and reveal the purpose and purpose of the interview 3) give questions about the informant's identity (which includes: name,

To support the success of this interview, researchers used written equipment to record information from sources, besides that, it was also supported by a recording device to facilitate data collection. The tools used to conduct interview activities include interview guides, recorders, and blocknote-points. The interview guidelines used were used to make it easier for researchers to focus their attention in data collection, while recording devices and blocknotes were used so that the data collected was not scattered and forgotten.

Observation

This observation activity records systematically events, behaviors, objects seen and other things needed to support the research that is being carried out. Observation is direct observation of an object, either directly or indirectly. In this study, observation or Observations were made in two stages, namely: Early Stage Observation and Advanced Stage Observation.

As seen in the observation, things to obtain the necessary data are as follows: 1) directly observing the study or research object 2) looking for accurate data so that the data obtained is truly objective 3) recording all the data needed so that the data collected obtained does not give rise to a vague sense. In the advanced observation stage, the researcher made observations and made descriptive notes selectively against the background and all activities carried out by the School Committee of SMP Negeri 33 Palembang.

Documentation

Documents are guidelines that are applied through data obtained in the field, such as maps, books, data from schools and photos. Documentation is data collection through writing legacy in the form of archives, books, agendas and so on and evidence that shows events or activities related to this research. So this research requires documents or archives that can provide clear information about the role of the school committee

RESULT AND DISCUSSION

The Role of the School Committee as Support in SMP Negeri 33 Palembang Mind

Every development in the school, the school committee participates in providing support in the form of thoughts from the parents of students including assistance with ideas / opinions given by the community to the school in improving the quality of education.

From the findings above, the supporting theory according to states the role of the community towards schools, among others, in assistance in the form of input and opinions in

school development (buildings, facilities, infrastructure) through the school committee or directly by individuals or groups.

Facilities and infrastructure

The support from the school committee in the procurement of school facilities and infrastructure is enormous. With the building materials donated from the parents of the students, the needs for school facilities and infrastructure can be fulfilled even though not yet fully. Then with the assistance in managing school facilities and infrastructure, we, the committee, also facilitate what the school needs.

From the findings above, the supporting theory according to, suggests that the means are all kinds of equipment, work equipment and facilities that function as the main / auxiliary tools in the implementation of work, and also in the context of the interests that are currently related to work organizations. The meaning put forward by Moenir clearly gives direction that Facilities and Infrastructure are a set of tools used in an activity process, both tools are auxiliary equipment and main equipment, both of which function to achieve goals that are easily achieved.

Based on the above understanding, the facilities and infrastructure basically have the following main functions:

- 1) Speed up the process of carrying out work so as to save time
- 2) Increase productivity, both goods and services
- 3) The work is of higher quality and guaranteed
- 4) It is easier / simpler in the movements of the users / actors
- 5) The accuracy of the arrangement of worker stability is guaranteed
- 6) Creating a sense of comfort for those who are concerned
- 7) Generating a sense of satisfaction in those interested in using it

The Role of the School Committee as Controllers in SMP Negeri 33 Palembang

The School Committee in playing the controlling agency role. Until now, he has always monitored the use of education fund allocations, including in monitoring the use of aid funds from the center and funds from the community that flow to schools so that they can be more accountable. Not only that, monitoring related to student learning outcomes is also carried out by the school committee. However, the school committee at SMP Negeri 33 Palembang has never done monitoring of the teaching and learning process in the classroom because the committee does not directly touch the teaching teacher but the school principal.

Overseeing the construction of Adiwiyata School Park and Student Handwashing Place

The role of the committee as a controller is not only for students but also for supervision in terms of one of the previously created programs. And the supervision that is carried out here is not only from the school but from the school committee also controls or monitors what has been done by the school. The controller here is the supervision carried out by the school and committee administrators regarding the implementation and procurement of building materials collected by the student's guardians, the construction for the construction of the school's Adiwiyata garden and hand washing facilities and any building materials collected before the committee monitors the implementation of the program made to what extent the achievements of procurement of this school committee.

Checking School Financial Management

Control is carried out starting from the inclusion of voluntary funds from student guardians to the output of funds based on programs made by the school for the smooth running of the education process at SMP Negeri 33 Palembang. By holding a meeting every six months, the community and parents also need information about student learning outcomes each semester, therefore the school committee will convey these results to parents through meetings, because the school committee acts as a bridge between parents and the school

The Role of the School Committee as a Advisor in SMP Negeri 33 Palembang

The school committee as a giver of consideration is indeed very important in the procurement of the committee to meet one of the school's needs in the form of tools and materials in the school. In the preparation of school programs, committee administrators and parents of students are included because it is to compile We need input and recommendations from the community and school committee. With this consideration, it can be felt that there is support from the committee and also the community.

In giving consideration in terms of funds, from everything needed by the school, parental participation, and many other considerations such as school construction that is not in accordance with the conditions of existing funds. In the preparation of the school program, committee members and parents of students are involved because this requires input and recommendations from the community and school committee. With this consideration, it can be felt that there is support from the committee and also from the community.

The school committee gives consideration to the how to make a meeting with parents, a meeting with the principal, a meeting with teachers, then the school invites the school committee to submit school policies. As well as a way through consultation and deliberation together with parents in procuring funds. The provision of school committees has a name to give consideration, this is the third form of the role of the school committee. The initial stage carried out in providing input, considerations and recommendations to schools is to collect data on the socio-economic conditions of the community, analyze the results of data collection as material for providing input, considerations and recommendations in writing to schools, and give consideration to schools to improve the quality of learning.

Give Consideration in the Procurement of Facilities and Infrastructure

The School Committee, as a giver of consideration, is indeed very important in procuring committees to meet the needs of schools in the form of tools and building materials for the construction of school gardens and washing places for students. In the preparation of the school program, committee administrators and parents of students are included because this preparation requires input and recommendations from the community and school committee. With these considerations, it can be felt that there is support from the committee and community members.

From the above findings that the consideration of school facilities and infrastructure in school development is a regular concern for the school committee. The school committee after organizing the learning process associated with physical conditions, is followed up by giving consideration to the school about school suggestions and infrastructure. Inputs and considerations regarding school facilities and infrastructure are discussed in school meetings or meetings. Suggestions and infrastructure that have not received a budget from the government are the main targets in discussions between the school committee and the school.

Give Consideration in the Procurement of Voluntary Funds

One way to give consideration to the school committee is in a simple way, namely the opportunity given to the community and parents of students in the provision of voluntary funds to help each other's families affected by disasters.

According to Widodo et al[7] that the government budget launched for junior high schools is actually classified as insufficient, because these schools are good schools in terms of performance which have a consequence of quite a lot of funds. The need for a budget that is sufficient for academic and non-academic activities and receives serious attention from school activities.

In carrying out its role, the school committee always gives considerations regarding the budget. Considerations are conveyed to schools through an agreed mechanism, namely through the RAPBS. Optimizing the role of the school committee as a consideration for SMP needs to be improved. The role as a consideration can be increased through a smoother communication system. The reciprocal relationship between the school committee as a

representation of education users and the school as education manager must be continuously developed in the context of education.

The role of the school committee as a mediator / liaison in SMP Negeri 33 Palembang School Relations with Community in Fund Procurement

The role of the committee here is to deliver all committee programs as well as to socialize so that the community and parents of students understand more about the role of the committee with the aim of improving the quality of education than children.

According to Ansar and Masaong[8] in Law Number 20 of 2003 concerning the National Education System, Article 54 explains that: 1) community participation in education includes the participation of individuals, groups, families, professional organizations, entrepreneurs and social organizations in implementing and controlling the quality of educational services; 2) the community participates as a source, implementation and user of educational results.

School Relationship with Community in School Construction

The role of the school committee as a liaison is one form of collaboration between schools and the community through the parents of students, and the form of collaboration between the two is running actively and with this connection, the school and the community are more familiar in working together to build the school and this is a tradeoff. flip between the two because it's a busa can be seen and can be felt, especially in terms of graduates from SMP Negeri 33 Palembang who have succeeded in meeting the graduate standards.

According to Widodo et al[7] the implementation of the role of the school committee as a liaison has proven that there is an effort to encourage the growth of community attention and open access to relationships with the community. The role of the school committee as a liaison also has a function in disseminating school programs to the community. The committee plays a role in facilitating the community towards policy school development program. Inputs from the community are then communicated to the school to get attention which in turn becomes the basis for the formulation of policy programs.

Providing full and comprehensive opportunities and opportunities based on the correct School Based Management (SBM) concept for the participation of the School Committee in building education in educational units, so that educational units will be able to demonstrate the ability to compete, innovate economically, effectively, efficiently and sustainably so that able to answer the challenges of globalization as an effort to achieve the quality of education in Indonesia.

The School Committee is a school partner in building schools in an effort to develop Indonesian people with the principles of a true national and state life, which is expected to be able to build the character of Indonesian people who are whole, correct and have true Indonesian values. This role is important because Indonesia is currently experiencing multiple crises, one of which is a crisis of ethics and good leadership.

CONCLUSION

The role of the school committee as a supporting agency at SMP Negeri 33 Palembang provides support or motivation for the principal in the context of developing and improving the quality of school education in School Based Management. The form of this school committee is in the form of providing support through thoughts, school facilities and infrastructure.

The role of the school committee as a controlling agency in the SMP Negeri 33 Palembang school is to supervise activities made by the school, both overseeing the construction of the school's Adiwiyata park and the washing place for students and financial examinations in the SMP Negeri 33 Palembang. The implementation of this control is carried out through direct control by the school and school committee administrators.

The role of the school committee as an advisory agency at SMP Negeri 33 Palembang is in the form of giving considerations in the provision of facilities and infrastructure and giving consideration in the provision of voluntary funds from student guardians and the community.

The consideration made by the school is to provide opportunities for parents of students who are economically weak or unable to procure school committees.

Get the benefits, which with the existence of the school committee, the relationship with the community and parents of students can be well established. This relationship is in the form of cooperation or school relations with the parents of students in the provision of voluntary funds and the procurement of development in SMP Negeri 33 Palembang.

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