The Role and Efforts of the School Committee in Improving the Quality of Education at SMA Negeri 5 Banda Aceh

Ismail*, Putri Norizan Shella Nathasya, Rahmilia Hadiyani, Achmad Mustofa, Irma Anggraini, Ruaida
1,2,3,4,5,6 Fakultas Keguruan dan Ilmu Pendidikan Universitas Syiah Kuala
*Corresponding Author: ismail.unsyiah@gmail.com

Abstract: This research aims to determine (1) the role and efforts of the school committee in improving the quality of education at SMA Negeri 5 Banda Aceh and (2) the obstacles faced by the school committee in improving the quality of education at SMA Negeri 5 Banda Aceh. This article uses qualitative approach with qualitative descriptive research methods. The research subjects consisted of school principals and school committees. This research data collection technique is to use interview techniques, and documentation. The results of this study indicate that the school committee has carried out its role well, namely as an advisory agency, a supporter (supporting agency), a controller (controlling agency), and as a liaison agency (mediator agency). There are several obstacles faced by the school committee, namely in the implementation of learning carried out in schools is still limited to learning in the classroom, which means that learning is carried out limited to the delivery of material and the work plan has not been formed by the committee at SMA Negeri 5 Banda Aceh.

INTRODUCTION

The school committee is an independent body that accommodates community participation in order to improve the quality, equity and efficiency of education management in educational units both in the pre-
school education pathway, the school education pathway and the non-school education pathway Hasbullah (2006: 90). Uno (2011: 92), the school committee as a school partner in improving the quality of education has the following roles: 1) Advisory agency (giving consideration) 2) Supporting agency (supporting educational service activities) 3) Controlling agency (controlling service activities education) 4) Mediator (liaison or communication link between the community and the government).

According to Ace Suryadi (2002: 159), the quality of education is the ability of educational institutions to utilize educational resources to improve learning abilities as optimally as possible.

Nowadays, the problem arises of the role of school committees that are not active in activities to achieve quality education, especially since the education fee was waived by the government which required 12 years of education. The role of the school committee is urgently needed as a liaison between schools and parents of students so that good feedback occurs in order to create quality education. The coordination carried out within the school committee must also be on target, so that the school committee can distribute whatever the student’s parents want, in order to increase customer satisfaction and create a good image for the school.

Based on the results of research conducted at SMA Negeri 5 Banda Aceh, problems were found regarding school committees such as the not yet optimal achievement of school committee performance, the lack of human resources on school committees, and the limited available school committee funds which hindered the implementation of school programs.

Efforts to improve the quality of education in general are the background for the formation of school committees as a solution to efforts to improve the situation Aziz (2015), Muliati (2018), Mursidi (2013). The existence of the school committee serves as an improvement in the quality of education services (Kemendikbud, 2016).

Schools and school committees jointly prepare RKAS so that school programs are well implemented. According to Fattah (2009) the plan for the school expenditure revenue budget is influenced by the mission and environmental factors of education (school). The educational environment can be classified into the internal environment and the external environment. The educational staff, facilities and infrastructure, complete facilities, and costs available at each school are referred to as the internal school environment.

Through the role and support of the school committee is expected to produce quality schools. Quality development in the education sector actually adopts various concepts. According to Sallis (2011) quality can be defined as something that satisfies and exceeds the wants and needs of customers. Something of quality is part of a very high standard and cannot be surpassed. Furthermore, Danim (2012) quality implies the degree of superiority of a product or work result, both in the form of goods and services. Educational goods and services can be seen and cannot be seen, but can be felt based on extrinsic criteria, education is an instrument for educating a trained workforce.

Education is considered quality if it is able to give birth to academic and extracurricular excellence in students who are declared to have passed one level of education or completed a particular learning program. Academic excellence is expressed by the value achieved by students. According to Umiarso et al (2010) the components that related to the quality of education, namely: 1). Students, including readiness and
motivation to learn, 2). Teachers, including professional abilities, work morale (personal skills), and cooperation (social skills, 3). Curriculum, including content relevance and operational learning process, 4). Infrastructure, including adequacy and effectiveness in supporting the process learning, 5). The community (parents, graduate users, and universities) namely their participation in the development of school education programs. According to Umbarso et al (2010) the indicators or criteria used as benchmarks for the quality of education are the final results of education, direct results of education (these direct results are used as a starting point for measuring the quality of education in an educational institution, for example: written tests, checklists, anecdotes, rating scales, and attitude scales), educational processes, input instruments and the environment.

METHODS

This study uses a qualitative approach, using a descriptive perspective, which is a method that examines a condition, thought or an event at the present time, which aims to make a systematic, factual and accurate descriptive description or painting of facts, characteristics and relationships among the investigated phenomena. According to Moleong (2005: 4), a qualitative descriptive approach is a research approach where the data collected is in the form of words, pictures and not numbers. These data can be obtained from interviews, field notes, photographs, video tapes, personal documentation, notes, or memos and other documentation.

The location of this research was conducted at SMA Negeri 5 Banda Aceh. The research subjects consisted of the Principal and the School Committee. Data collection techniques used are interviews and documentation. Nurdin (2019: 178), interview or interview is a method of collecting data that is carried out through verbal combinations to obtain information directly from the source. Suharsimi Arikunto in Ambaryati Hartati (2019:41) says that, documentation is looking for data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, calendars, agendas and so on.

Data analysis techniques using data analysis techniques Triangulation of Data Sources. Triangulation of data sources is done by exploring the truth of certain information through various methods and sources of data acquisition. Comparing the results of the information from the research subjects, namely the school principal and the school committee (Denkin 2007:31).

RESULTS AND DISCUSSION

The Role and Efforts of the School Committee in Improving the Quality of Education

The results of this study indicate that the role of the school committee at SMA Negeri 5 Banda Aceh is always active in assisting school programs. The school committee also has a role for the school as a giver of consideration including considering school policies, facilitating meetings between the school and parents/community and providing consideration regarding the RAPBS prepared by the school.

The role of the school committee as a supporter in efforts to improve the quality of education at SMA Negeri 5 Banda Aceh can be in the form of personnel, mental support and financial support. As perti which was conveyed by Danim (2012) every rupiah or labor spent by the community within the framework of education and learning activities should not be interpreted as the price of a school, but the price of the desired
quality of educational or learning processes and products. Through the role and support of the school committee is expected to produce quality schools. Quality development in the education sector actually adopts various concepts.

The role of the school committee at SMA Negeri 5 Banda Aceh as a controller in the implementation of education in terms of the teaching and learning process at school. According to Ministry of National Education Number 044/U/2002 states that school committees can supervise the education planning process, monitor the budget and implementation of school programs as well as monitor school output for transparency and accountability in education delivery and output.

The School Committee at SMA Negeri 5 Banda Aceh also plays a role as a mediator connecting the school with the community and/or the school with the service to overcome various problems that are often experienced by parents regarding the implementation of their children's education at school. Based on the Ministry of National Education Number 044/U/2002 that the committee has a role as a mediator (mediating agency) which is a role to connect schools with the community and the government. The form of carrying out the role of the school committee in SMA Negeri 5 Banda Aceh is through synergy between school programs and programs in the community and government and socializing school programs to the community in the school environment. Parties that schools can work with include: 1. Community members (community leaders, religious leaders) both individually and as an organization. 2. Alumni 3. Other related institutions, such as other schools, health centers, sub-districts, districts, and others. 4. The world of business and industry 5. Parents of students. Collaboration can be carried out on a scheduled and continuous basis or incidentally as needed. The role of the school committee as a liaison body is one of the central roles to establish harmonious synergy between schools and education stakeholders in overcoming the problem of education financing to improve the quality of education services.

Barriers to Quality Improvement in Schools

In improving the quality of education certainly cannot be separated from the obstacles encountered. This obstacle must be realized so that it can be considered in making a decision. Barriers to the performance of school committees can be traced from the results of previous research, the role of school committees, supporting environmental conditions, and resource management. The results of Hanafi and Ma'sum's research (2015: 58) show that in almost all school committee roles, the supervisory role is the weakest among other roles. The role of the school committee is less than optimal due to the varying conditions of the school environment and the varying needs of students in the learning process.

The obstacles experienced by the school committee of SMA Negeri 5 Banda Aceh are: 1) uneven opportunities for teachers to obtain training facilities, especially social studies teachers, 2) learning in schools is still limited to learning in class, 3) no clear work plan has been prepared by the committee school.

DISCUSSION

The role and efforts of the school committee in improving the quality of education at SMA 5 Banda Aceh always coordinate with the school. The school committee is an independent institution that assists schools in making decisions by considering the needs of the school and the needs of students' parents. The SMA 5 Banda Aceh school committee also positions itself as a bridge between the school and parents, where the committee participates in and
prepares for every school meeting with parents. This was also mentioned by Hasbullah (2006: 90) who stated, Basically the position of the school committee is in the middle between parents, students, teachers, the local community, and the private sector on the one hand with the school as an institution, the principal, the regional education office.

Giving consideration, the school committee of SMA Negeri 5 Banda Aceh as the principal’s partner includes consideration of school policies, facilitating meetings between the school and parents/community and giving consideration regarding the RAPBS prepared by the school. The committee and the school work together in improving the quality of education by always listening to complaints from the school and parents to get good results.

Supporters, the role of the school committee as a supporting body for efforts to improve the quality of education in SMA 5 Banda Aceh in the form of solving teacher problems such as teacher problems at the beginning of changing teaching methods from offline to online. Schools also play a supporting role in mobilizing support for the education budget in schools.

Controller, the task of the committee as school supervisors is more focused on supervising graduates of SMA Negeri 5 Banda Aceh because it is believed that graduates are an indicator of successful learning at school.

The obstacles faced by the school committee at SMA Negeri 5 Banda Aceh include: teachers do not have the opportunity to develop skills through training, where training is more often aimed at teachers of certain subject groups. Furthermore, the problem of learning that is carried out is still limited to learning in the classroom, which means that the learning that is carried out is limited to the delivery of material. Finally, a work plan has not been formed by the committee at SMA Negeri 5 Banda Aceh, so far the committee has only followed suit plans drawn up by the school.

According to Panjastuti (2018: 84) The reasons include: (1) because the implementation and functions of school committees do not always meet these expectations, (2) the implementation of the roles and functions of school committees is still very varied. Udou, et all (2017: 106) states that educational programs must have program quality support, as evidenced by a clear mission and role in society, management systems, human resource management, and contextual relations with society.

CONCLUSION

The role of the committee in improving quality at SMA Negeri 5 Banda Aceh, namely: as a giver of consideration, the committee gives consideration to schools in the form of suggestions and input to schools regarding policies and RAPBS.

As a support, the committee provides support in the form of solving teacher problems and mobilizing support for the school budget.

As a mediator, the school committee acts as a bridge between the school and parents by listening to complaints and building good communication.

The three roles of the school committee of SMA Negeri 5 Banda Aceh have been carried out properly. It’s just that the role of the committee as a controller has not carried out its duties as a controller however serves as coordinator between school, committee and community.

SUGGESTION

SMA Negeri 5 Banda Aceh School Committee must make more work programs related to its role as a controller (controlling agency) and as a mediator (mediator agency). In this case work programs related to the learning
process in the classroom. School committees must better understand their duties and roles in accordance with government decisions and school needs.

REFERENCES


Keputusan Menteri Pendidikan Nasional Nomor 044 Tahun 2002 tentang Dewan Pendidikan dan Komite Sekolah.


