



Available online at:

<https://jurnal.unikastpaulus.ac.id/index.php/jpkm>

JKPM: Jurnal Pendidikan dan Kebudayaan Missio,

P-ISSN: 1411-1659; E-ISSN: 2502-9576

Volume 17, No 1, Januari 2025 (59-65)

DOI: <https://doi.org/10.36928/jpkm.v17i1.2485>

The Role Of School Committee Toward The Improvement Of Education Quality At SDI Ridik Hawe

Maksimilianus Jemali¹, Yosefina Kurniawati²

^{1,2}Universitas Katolik Indonesia Santu Paulus Ruteng

Email: lianjemali28@gmail.com

Abstrak

Penelitian ini bertujuan untuk menyelidiki peran komite sekolah dalam meningkatkan kualitas pendidikan di Sekolah Dasar Inpres (SDI Redek Hawe). Penelitian ini dilakukan pada tahun ajaran 2023/2024. Penelitian ini menggunakan pendekatan penelitian deskriptif kualitatif yang menyajikan data dalam bentuk naratif daripada mengandalkan data numerik. Pengumpulan data melibatkan dokumentasi dan wawancara. Analisis data mengikuti model Miles dan Huberman, yang mencakup tiga tahap yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Triangulasi digunakan untuk meningkatkan validitas data. Penelitian ini mengungkapkan bahwa komite sekolah memainkan peran penting dalam meningkatkan kualitas sekolah di SDI Redek Hawe dengan cara-cara yaitu sebagai penasihat dengan memberikan bimbingan dan saran dalam penentuan dan pelaksanaan kebijakan pendidikan, sebagai pendukung dengan memberikan dukungan finansial, intelektual, dan logistik untuk inisiatif pendidikan, sebagai pengawas dengan memastikan transparansi dan akuntabilitas dalam pelaksanaan dan hasil program pendidikan, dan sebagai penjemabatan antara pemangku kepentingan dengan memfasilitasi kolaborasi antara sekolah, orang tua, dan pemerintah daerah. Penelitian ini menyimpulkan bahwa komite sekolah telah memberikan dampak positif dalam meningkatkan kualitas pendidikan di SDI Redek Hawe.

Kata Kunci: Komite Sekolah, Kualitas Sekolah, SDI Redek Hawe

The Role Of School Committee Toward The Improvement Of Education Quality At SDI Ridik Hawe

Abstract

This study aims to investigate the role of the school committee in improving the quality of education at Inpres Ridik Hawe Elementary School (SD Impres Redek Hawe). The research was conducted in academic year 2023/2024. Qualitative descriptive research method was employed in narrative form by analyzing non-numerical data. Observation, interview, and documentation were utilized to gather the data. The data were then interpreted following Miles and Huberman's model of qualitative data analysis, involving three concurrent stages: reduction, data display, and conclusion drawing. To ensure the validity of the research findings, triangulation was conducted by comparing the data from different methods. Several crucial/prominent roles in such cases as guiding and advising the implementation of school policies, providing financial and logistic support, controlling transparency and accountability as well as bridging the school to parents and local government. The study found that the school committee has a positive impact on the improvement of quality at SDI Redek Hawe.

Keywords: School Committee, School Quality, SDI Redek Hawe.

INTRODUCTION

Education plays a pivotal role in human life. It constitutes the fundamental basis of human dignity. As long as humanity exists, education remain a fundamental human need. As Setianingsih (Rahman, 2021) emphasizes, education is a cornerstone of national progress. Education encompasses the holistic development of individuals, encompassing both physical and spiritual growth, while simultaneously aiming to cultivate a competent workforce. This lifelong learning process unfolds within the interconnected spheres of the family, school, and community. Therefore, enhancing the quality of human resources is paramount for the Indonesian nation.

Formal education plays a crucial role in national development. To ensure the effectiveness of this process, the active involvement of the school committee is indispensable. In this case Septiana et al. (2018) reveals that education must be in line with direct to the broader goals of national development. The school committee serves as a vital platform for community participation in educational decision-making, bridging the gap between the school and the community.

To achieve education quality, it is essential for the school committee to fulfill its functions effectively. These functions include: providing guidance and support and advising on the development and implementation of educational policies. Contributing resources includes providing financial, intellectual, and logistical support to the school. Ensuring accountability: controlling the implementation and evaluating the outcomes of educational programs. Facilitating collaboration: Fostering collaboration between the school, the local government, and parents.

These functions play pivotal role in activating the school committee by actively involving n all stages of school development, from planning and implementation to evaluation. SDI Redek Hawe serves as an example of how effective school committee involvement can contribute to improved educational outcomes. However, the findings from interviews conducted at SDI Redek Hawe Elementary School revealed that the school committee's role was not fully optimized. This observation aligns with Mulyono's (2014) study, which found that the school committee's role was often misconstrued. Instead of actively participating in school improvement, it was perceived merely as a "rubber stamp" for school-initiated fundraisers. Furthermore, stakeholders, including parents and community members, often lacked a clear understanding of the school committee's functions and responsibilities.

One of the key challenges observed in this study was the lack of effective communication between the school committee and the school administration at SDI Redek Hawe. This communication gap resulted in a misalignment between the committee's vision and goals and the actual policies and programs implemented by the school.

Furthermore, internal disagreements and differing interests among committee members hindered the progress and continuity of efforts to improve school quality. Another significant challenge was the limited understanding among some committee members regarding their roles and responsibilities. To address these challenges, it is crucial to foster open and transparent communication between the school committee and the school administration. This will

facilitate better alignment of goals and enable more effective problem-solving. Moreover, a mechanism should be established to ensure regular and timely information dissemination to committee members regarding school development and achievements. This will empower them to provide more informed and effective input and support for school improvement initiatives.

Pertaining to the mechanism, Mustadi et al. (2016) emphasize the critical role of education in developing Indonesia's human resources. The government, through both formal and informal educational institutions, plays a vital role in fostering human capital development. In formal education, schools are the primary sites of learning.

According to Law No. 20 of 2003 on the National Education System, Article 56, paragraph 3, mandates the establishment of school committees as independent institutions. These committees are crucial for enhancing the quality of education by providing valuable input, guidance, and support in areas such as human resource management, facility development, and educational supervision at the elementary school level. Addressing the multifaceted challenges of education requires a collaborative approach. As Misbah (2009) emphasizes, successful educational outcomes necessitate the active involvement of various stakeholders, including families, communities, and the business/industry sector.

Pohan (2018) addresses that improving the quality of education is crucial for national development. This necessitates a well-planned and efficiently executed approach. In this concept, the pivotal role of human resources in achieving quality education is highly required. Improving the quality of education

is intrinsically linked to the development of a high-quality human resource base. It is a key determinant of national success, equipping graduates with the necessary skills and competencies to contribute meaningfully to society.

School committee is mainly established to foster greater community involvement in education, moving beyond the perception of the committee solely as a source of financial contributions. Pantjatu et al. (2016:313) emphasize that school committees and schools should function as collaborative partners, working together within the framework of school-based management.

The school committee, as an independent body, is expected to play a proactive role in improving the quality of education. As Sagala (2009:251) states, the education board and school committee are integral parts of the educational community, committed to the continuous improvement of their respective schools. Pohan (2018) says that the crucial role of quality control mechanisms in ensuring the effectiveness of educational programs. These mechanisms should encompass all aspects of the educational process, including community involvement, government support, and the procurement of essential resources such as books and teaching aids.

Sagala (2009) posits that the school committee fulfills crucial functions: consideration, support, control, and mediation. This entails *considering* (Aligning school programs with district/city-level education development plans, as well as with school-level development plans), *supporting teachers* (ensuring that teachers fulfill their duties responsibly and fairly, particularly in matters of student discipline), *improving*

teacher well-being (addressing teacher concerns and providing support to enhance their professional development,) *fostering student growth* (supporting the development of student talents and interests, such as participation in extracurricular activities and competitions).

Pohan (2018) emphasizes the need for robust quality control mechanisms within the education system, encompassing all aspects of the educational process, including community involvement, government support, and the procurement of essential resources. While some schools, particularly in urban areas, have demonstrated significant progress in improving educational outcomes, the overall quality of education in many parts of the country remains a concern. Community empowerment is crucial for the success of all educational initiatives, as the community serves as the primary driving force in the educational process.

Given the important role of the school committee to improve the quality of education, schools need to establish good relationships with parents and the community. It is very necessary for schools to help the success of school programs. Mulyasa (2009) stated that the purpose of fostering relationships between schools and the community includes (1) advancing the quality of learning, and the growth of children; (2) strengthening the goals and improving the quality of life and livelihood of the community; and (3) excite the community to establish good relations with the community.

Therefore, community involvement is very important as a source of aspirations and a benchmark for quality achievement. This concept tends to be welcomed and appreciated as a breath of fresh air in the process of organizing

educational institutions by intensifying them. This concept encourages the school committee and the community to be unified and complementary to each other, and can even provide a citizen with the formulation of quality in schools, so the existence of the School Committee must be a strength and a driving factor for the formation of education quality. This can be realized if the principal is able to cooperate with the School Committee in planning, implementing, developing and evaluating school programs.

METHOD

This research employs a qualitative descriptive methodology. Qualitative descriptive research method was employed in narrative form by analyzing non-numerical data (Moleong, 2012). This approach emphasizes the natural conditions of the observed objects (Sugiyono, 2016). This study employed the following triangulation techniques to ensure data credibility. *First*, source triangulation. Source triangulation involved cross-referencing data obtained from multiple sources. The acquired data was described, categorized by viewpoint (similar, differing, or source-specific), and analysed. Conclusions drawn from this analysis were then validated with the respective data sources. *Second*, technique triangulation. Technique triangulation involved verifying data from the same sources using different data collection methods, namely observations, interviews, and documentation. In cases where these methods yielded divergent data, the researcher conducted further discussions with the relevant or additional data sources to ascertain the most accurate interpretation, or to acknowledge the validity of differing perspectives. In this study, the researcher aims

to delineate the role of the school committee in enhancing elementary school quality, specifically at SDI Redek Hawe. This delineation is based on data gathered from students, teachers, and committee, with factual information. The data were then interpreted following Miles and Huberman's model of qualitative data analysis, involving three concurrent stages: reduction, data display, and conclusion drawing.

FINDINGS AND DISCUSSION

Based on the analysis of data obtained through observation, interviews, and documentation, the role of the committee in giving consideration to make school policy, as well as its impact on the achievement of school quality and student experience. It serves as a vital representation of the school community's diverse interests. Their involvement ensures that school policies reflect a broad spectrum of perspectives and address the specific needs of the student body. Leveraging their experience, the committee provides valuable insights into the unique dynamics of the school environment. The successful implementation of joint policies by the school administration and the committee at SDI Redek Hawe demonstrates a positive collaborative effort in enhancing school quality. Consequently, the committee's active participation is instrumental in ensuring the efficacy of implemented policies.

The school committee also plays a pivotal supporting role in enhancing school quality. Through collaborative consultations with various stakeholders, they contribute to the development of effective policies that address the school's specific needs. Their essential role extends to the successful implementation of

school programs, demonstrated through their contributions of insightful ideas, financial support, and active manpower. It provides valuable intellectual contributions, highlighting their essential role in supporting the school administration. By offering constructive ideas and insights, they directly contribute to enhancing the quality of education. Beyond decision-making, the committee actively participates in implementing tasks that contribute to the school's overall advancement.

The committee's advisory role aligns with Hayani's (2015) assertion that the school committee serves as a consultative body for the school, its administrators, parents, and the wider community. In this capacity, the committee provides valuable input on proposed school policies.

Similarly, Febriana (2019) posits that the school committee, functioning as a consultative body, represents a cooperative partnership wherein the school's future is deliberated. Through this framework, parents and the community actively contribute to the formulation of the school's vision, mission, and strategic objectives. This collaborative process extends to the determination of methodologies and strategies, including the development of school policies, programs, and activities, aimed at achieving these objectives.

Consistent with findings at SDI Redek Hawe, the school committee provides multifaceted support to the school, encompassing financial assistance, manpower, and intellectual contributions. For instance, the committee actively addresses issues related to school facilities and infrastructure, and plays a pivotal role in the school's physical development. This involves a comprehensive process, from

planning and fundraising to implementation and reporting. This proactive engagement aims to enhance SDI Redek Hawe's competitiveness by improving its facilities and infrastructure, thereby fostering overall physical development.

The School Committee's role as a controller contributes to enhancing school quality. In this capacity, the committee undertakes several key activities, including: (1) quality oversight of school programs; (2) monitoring school resources; and (3) supervising examination results and budget allocations. Through regular evaluations and active participation in strategic planning, the committee serves as a supervisory body, ensuring the school's optimal alignment and progress toward its established educational objectives.

As Mulyono (2014) indicates, the school committee, in its capacity as a controlling body, fulfills its role by approving and overseeing school fundraising activities, supporting the implementation of standard monitoring and evaluation systems, and scrutinizing school performance reports. The school committee's role as a mediator is crucial in enhancing educational quality. Based on interviews with informants, the committee facilitates communication between the principal and the community, the principal and educational stakeholders, and the school and government agencies. This mediation includes reviewing policies related to various educational programs within the school.

The findings of this study corroborate Pohan's (2018) assertion that the school committee acts as a mediator, facilitating communication between the principal and the school, the school and government agencies, and the

school and the community. Furthermore, the committee contributes to policy proposals and the development of educational programs within the school. By serving as a liaison between the school and the community, the committee enables the effective channeling of community aspirations, which can then be used as valuable input for school improvement. This collaborative approach between the school and the community fosters mutual support, ultimately contributing to the school's success.

CONCLUSION

This study, based on interviews with the SDI Redek Hawe school committee, affirms that the committee plays a pivotal role in enhancing school quality. This role is multifaceted, encompassing: (1) advisory functions, providing guidance and recommendations on educational policies; (2) supportive functions, offering financial, intellectual, and logistical support for school programs; (3) supervisory functions, ensuring transparency and accountability in the implementation and outcomes of educational initiatives; and (4) mediating functions, facilitating collaboration between the school, local government (including the Regional People's Representative Council), and the community. These findings underscore that empowering and increasing the involvement of the school committee is an effective strategy for improving school quality.

REFERENCES

- Desi E., Dyah N. S. I. B. (2018). Pelibatan Komite Sekolah Dalam Peningkatan Mutu Pendidikan. *JAMP: Jurnal Adminitrasi dan Manajemen Pendidikan*. 1,3.
- Febriana, L. (2019). Peran Komite Sekolah dalam Meningkatkan

- Mutu Pendidikan di SMAN 1 Palembang. *Jurnal PAI Raden Fatah*, 1, 158-159.
- Hayani, N. (2015). Peran Komite Sekolah dalam Membiayai Pendidikan. *Manajer Pendidikan*, 9, 318.
- Misbah, M. (2009). Peran dan Fungsi Komite Sekolah Dalam Meningkatkan Mutu Pendidikan. *Jurnal Pemikiran Alternatif Kependidikan*, 14, 4-5
- Moleong, L. (2012). *Metodologi Penelitian Kuantitatif*. Bandung: PT. Remaja Rosdakarya
- Mulyono, W. D. (2014). Peran Komite Sekolah Dalam Penyelenggaraan Pendidikan SMK Di Kabupaten Lamongan, Jawa Timur. *Jurnal Pendidikan Vokasi*, 4, 394, <https://doi.org/10.36928/jpk.m.v10i2.173>
- Mustadi, A., Zuibaidah, E., & Sumardi. (2016). Peran Komite Sekolah dalam Meningkatkan Mutu Pembelajaran di Sekolah Dasar. *Cakrawala Pendidikan*, 312-313. <https://doi.org/10.21831/cp.v35i3.10578>
- Rahman, A. (2021). Pengaruh Perhatian Orang Tua Dan Motivasi Belajar Terhadap Hasil Belajar Pada Mata Pelajaran Sejarah Indonesia. *Jurnal Pendidikan Indonesia*, 2, 172.
- Pantjastuti. (2016). Peran Komite Io Sekolah Dalam Meningkatkan Mutu Pembelajaran Di Sekolah Dasar. *Cakrawala Pendidikan*.
- Pohan, M. (2018). Peran Komite Sekolah Dalam Meningkatkan Mutu Pendidikan. *Jurnal ANSIRUPAI* , 2, 98-101. <http://dx.doi.org.30821/ansiru.v2i2.2025>
- Sagala, S. (2009). *Kemampuan Profesional Guru Dan Tenaga Kependidikan*. Jakarta: Alfabeta.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Jakarta: Alfabeta