

PAPER NAME

school-committee-performance.pdf

AUTHOR

Alfikalia

WORD COUNT

7763 Words

CHARACTER COUNT

42882 Characters

PAGE COUNT

17 Pages

FILE SIZE

345.7KB

SUBMISSION DATE

Feb 22, 2023 3:11 PM GMT+7

REPORT DATE

Feb 22, 2023 3:12 PM GMT+7

● 17% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 16% Internet database
- 10% Publications database
- Crossref database
- Crossref Posted Content database
- 0% Submitted Works database

● Excluded from Similarity Report

- Bibliographic material
- Manually excluded text blocks

School Committee Performance in Public and Private Junior High Schools

Alfikalia and Agustin Widyaningsih

Universitas Paramadina

alfikalia@paramadina.ac.id and Agustin.widyaningsih@paramadina.ac.id

Abstract:

The purpose of this research is to see how the school Committee performs its duties under the regulation of the Minister of Education and Culture of the Republic of Indonesia No. 75 year 2016, what support the Committee to perform its duties, as well as how the school Committee invites parents to engage in education. Research is conducted using qualitative methods with case study approach. There are two schools researched, namely SMPN XYZ East Jakarta, a public school, and SAIC, one of the private schools in South Jakarta. Data was excavated using open interview methods from school Committee representatives and documents. The results of the study showed that the school committee of SMPN XYZ and the school board of SAIC have implemented fundraising to help the school improve the quality of education. What supports the School Committee/school Board perform its functions is the leadership of the Committee and the communication between the Committee/school Board with the school management. The School Committee encourages parents to engage in education by opening opportunities to participate as volunteers in school activities and through a given appeal.

Keywords: school committee, parents, education, case study, Indonesia

Introduction

School committees were first regulated by the Minister of Education and Culture Decree No. 044 / U / 2002 under the Board of Education and School Committees, with the aim of encouraging community support and participation in achieving national educational objectives. The regulation stated that in carrying out their duties, one of the functions of the school committee was to encourage parents' and community participation in education, to support

improvement of quality and equity of Education. This ministerial decree was then confirmed by a higher regulation namely Law No. 20 of 2003 of the National Education System. According to this law, a school committee is an independent institution consisting of parents/guardians of students, school community, and community leaders concerned about education.

The National Education System Law states that school committees are established with the intention that the community has a role in improving the quality of education services including planning, supervision, and evaluation of the Education program. The School Committee performs its role by: 1) providing advisory input, direction and support of personnel, facilities and infrastructure, and 2) supervising educational activities at the unit level of education. The National Education System Law also states that the school committee plays a role in the development of the education curriculum at which the school committee is located. If there are complaints, criticisms, suggestions, and aspirations from the community intended for the education unit, the school committee is also obliged to follow up on these (Government Regulation Number 17 of 2010 concerning Management and Implementation of Education).

Based on applicable regulations, the school committee consists of parents, community leaders, and relevant education experts, with a proportion of parents at maximum 50%, community leaders at maximum 30%, and relevant education experts at maximum as 30%. However, it is not easy for all the three components to be present in the management of the school committee. There is every possibility that a school committee may consist of almost 90 percent or even all of parents.

As mentioned earlier, the school committee was first introduced in 2002 and legislated in 2003. However, the importance of the role of the school committee in improving the quality of education is still not very visible. As reported by Alfikalia, et al (2011), about 86% of parents of state elementary and junior high schools, are not involved in the school committee. The two main reasons why parents are not involved are that they do not know about the school committee and that they do not have time to participate.

In 2016, the Minister of Education and Culture issued the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 75, of 2016 concerning the School Committees which revoked and declared that the Minister of National Education Regulation No. 044 / U/2002 with regard to the School Board and School Committee no longer valid. The 2016 Regulation specifically regulates the functions and duties of school committees, selection and membership, funding, fundraising, ethics, and accountability mechanisms. Three years later, in 2019 it was reported that the positive impact of the school committees was not evenly distributed across schools.

An interview with one of the principals of a state junior high school in Jakarta found that the school had a passive school committee administrator. This administrator did not interfere, but also did not do anything. When a new board was formed, the new school committee was active in designing activities. This observation is in line with the findings by the Balikpapan City Board of Education in 2019 that the school committee has been normative, has no functions and only follows the school agenda and that some school committee members do not even understand

its function.

National media coverage of school committees also tends to focus on only the supervisory function of the school committee with respect to the use of the school funds. For example, it was reported that the school committee was deemed necessary to be evaluated on a large scale because it was only responsible in determining school fees and collecting funds from student guardians (School Committee Needs Total Evaluation, 2012). Other reports discussed the relationship between school committees and the problem of corruption in schools (Rachmaningtyas, 2016) and the linkage of school committee functions on the issues of levies and use of school budgets (*Kinerja Komite Sekolah Masih Memprihatinkan*, 2019; *Komite Sekolah Tersorot, MCW Desak Wali Kota Malang Benahi Fungsi Sekolah*, 2019; Ibrahim, 2019).

Earlier research on school committees mostly focused on examining the effectiveness of school committees in carrying out their functions (Siregar, 2014; Hanafi & Ma'sum, 2015; Sunandar & Sunarni, 2015; Sadewa & Yuniningsih, 2016). On the other hand, how school committees can encourage parental participation in education and how a good partnership between school committees and school institutions to improve education, has not been much discussed.

One important aspect of school education is involvement of parents. Parental involvement refers to parents' participation in academic and non-academic activities that enable them to contribute to children's success in school (Anguiano, 2004). Grolnick and Slowiaczek (in Dhamayanti, 2000) defines parental involvement as a dedication from parents to children in a particular domain, in this case the education domain.

It has been shown that parents' involvement has an impact on students' lives at school, both in academic and non-academic aspects. As cited by Duan, Guan, & Bu (2018), educational involvement and academic socialization by parents can improve children's academic achievement, their interpersonal skills and reduce the incidence of negative behaviours in school. The positive correlation between parents' involvement and children's academic achievement indeed suggests that parents play an important role in children's education through their involvement.

A school committee is basically an independent institution formed to provide views to a particular school in improving the quality of education and oversees the process of education in that school. Since the school and the school committee are independent, the terms of reference for their cooperation must be well established. As stated in Minister of Education and Culture Regulation No. 6 of 2019 concerning Organizational Guidelines and Work Procedures of Primary and Secondary Education Units, that in carrying out its functions, educational institutions from Elementary Schools to High Schools must have cooperative relationship with parents, school committees, and/or the community. The cooperative relationship in the concept of partnership can be well established if there is trust, transparency, equality and benefits between the partners (Tennyson, 2011).

Partnership is now recognized as an important aspect in the development of schools and

children's education because of limited resources schools are facing more so public schools. Through partnerships, especially when it is built on trust, equality and benefits the goals of the institution which include quality are more achievable. Hence it is the interest of this study to examine the role of school committees and their partnership with schools. Specifically, the research would like:

1. To examine school committees' duties and their implementation in public and private junior high schools;
2. To analyse factors influencing the cooperation of school committees and school management in public and private junior high schools; and
3. To investigate how school committees encourage parental participation in the activities of public and private junior high schools.

Methods

This research adopts a qualitative approach using case study design to examine how school committees carry out their functions, encourage parental involvement in education, and coordinate with school committees to improve the quality of education.

The sample was selected using a purposive sampling approach, which is in accordance with the problem in the study. The sample for this study consists of the school committees considered to have carried out their functions properly. Two school committees were selected, one from a public and another a private middle school namely SMPN XYZ (pseudonym) in East Jakarta and SAIC School (initial name) in South Jakarta.

SMPN XYZ School Committee has been established for a long time. However, this year, new school committee administrators were appointed to replace the previous ones. Within 3 months, the new administrators had succeeded in holding a weekly program of the school committee bazaar, held every Wednesday, for the purpose of raising the school committee operational funding. Subsequently the new school committee administrators were introduced by the headmaster to other school committees, as he considered it useful for others to know about the success of the school committee in his school.

SAIC is a private school with a unique approach. SAIC was first established in 1998 based on concerns over the declining quality of the relationship between school and parents, which at the time was limited to only business relationships. This school was founded with the establishment of a school foundation and a school management. In the foundation structure, there are parents and teachers. During its development, a School Board structure emerged which also consisted of parents and teachers. The foundation then only functions when there is a legal concern between the school and the government. The School Board is the highest structure in the school. Under the School Board, there is a Board of Directors who manages the school. The Board of Director then appoints the principal for each level of education. SAIC schools operate based on a shared vision between parents and schools regarding education. School boards have a similar function to school committees in regular schools.

Data were collected through document study and interviews conducted using semi-structured interview questionnaire guide. After the interview, an interview transcription was then made, and later coded and examined to generate relevant themes. In processing the results of the interview, a verification process was also carried out to see consistencies in the answers of the respondents. Respondents of the school committee structure of SMPN XYZ East Jakarta and the school structure and school board of SAIC are listed in Table 1.

Table 1. Respondents from SMPN XYZ

Name (Initial)	Sex	Position	Status
L	Female	The Head of School Committee	Subject
V	Female	Deputy Head of School Committee	Subject
K	Male	School Principal	Informant

Respondents from SAIC			
Name (Initial)	Sex	Position	Status
N	Male	The Head of School Committee	Subject
L	Male	Education Director	Informant

Results and Discussion

A. SMPN XYZ

1) Overview of the School Committee of SMP XYZ

SMP XYZ School Committee has been established for a long time but was passive and merely a formality. However, since July 2019, a new school committee was formed. The school principal appointed new head and deputy head of the school committee, Mrs. V and Mrs. L because of their active participation as mothers in the preparation for their children's graduation ceremony in third grade junior high school.

The structure of SMPN XYZ school committee consist of the Head, Deputy Head, Treasurer, Deputy Treasurer, Secretary, Deputy Secretary and two members as Curriculum Counterparts, two members as Student's affair counterparts, and two members as Infrastructure and Facilities Counterparts (Figure 1). This structure reflects the structure of the school administration. In total, the number of members in the School Committee of the SMP XYZ is 15 at most. The members are from the local neighborhood and community leaders as their role is considered important and that they have sufficient knowledge about the area where the school is located.

In carrying out their duties, the school committee interacts a lot with the vice principal in charge of infrastructure. The school principal states that the vice principal for infrastructure is the representative of the school in the school committee to facilitate coordination, in providing the right and clear information about the school.

The current head of the committee together with her deputy drafted a simple work plan for next year. At the time of the study, the program's focus is on improving the quality of students' talents such as encouraging Student Organization (Organisasi Siswa Intra Sekolah – OSIS) to carry out arts performances during report card distribution. During the art performance, there will also be a student bazaar to promote entrepreneurship among students. The committee head also has a plan for a psychological test activity to identify the interests and talents of students at the point of registration so that they can straightaway be included in class majors from their first grade.

The head of the school committee also took the initiative to form a class committee in all classes. Class committee consists of representative of parents in a particular class that were elected by other parents to coordinate with the home room teacher for students' activities. The class committee was formed because the committee head thought it was impossible for 12 school committee administrators to supervise all 21 classes. The class committee is an extension of the school committee in terms of overseeing the implementation of teaching in all classes and solving any class's problems collectively. Class committee members comprise of about 3-5 people per class and work voluntarily. Class committee is not included in the school committee structure.

The school committee took the initiative to hold a bazaar every Wednesday as a means of raising funds for the committee's operational activities. The school committee obtained a loan to start the bazaar and was able to return the initial capital, and even managed to have a profit. The bazaar was held in the school area and had received permission from the school principal. The organizer of the bazaar is the administrator of the class committee, and recently, even parents who are not administrators of the class committee volunteered to be involved in bazaar activities such as selling food to the school community.

In managing the funds generated from the bazaar, the school committee regularly prepares financial reports on the income and expenditure of the committee, as one form of accountability although it was not requested by the school principal.

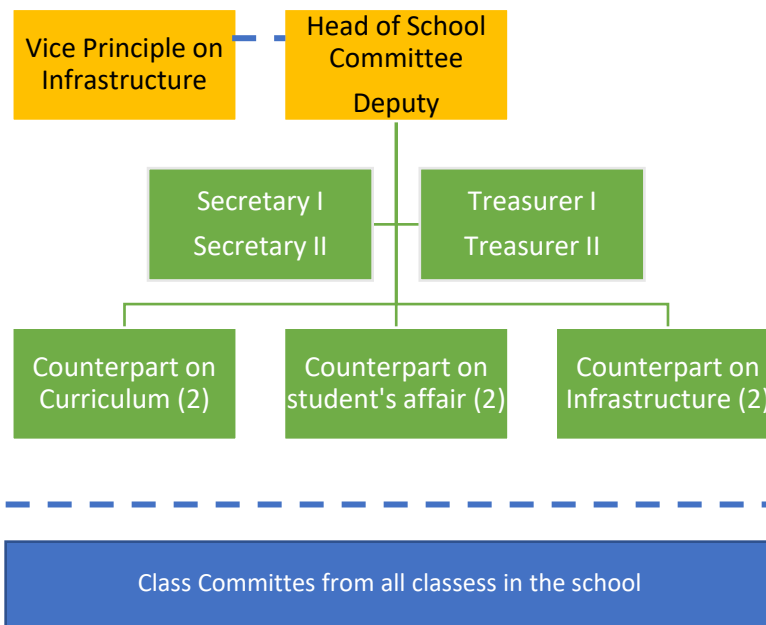


Figure 1. The Organization of SMPN XYZ School Committee

2) 13 Implementation of the duties of the school committee

The current school committee, Mrs. V and Mrs. L, were involved in the schoolwork meetings. For example, in one work meeting, the committee provided input related to the rules about students bringing mobile phones to school and the committee’s input was to not totally ban these devices. The School Committee saw the need to bridge school regulations with the needs of students' parents in arranging students’ transportation to and from school. As a result, mobile phones are permitted to be taken to school but are only allowed to be activated before and after school hours and if there are students caught using mobile phones during class time, their mobile phones will be confiscated. The confiscated phones will be returned to the respective students after the distribution of semester report cards. The committee also offered suggestions to the school principal in improving students’ talents. However, they did not give an opinion on the curriculum as they did not think there was any problem with the curriculum. No suggestions were made on the school budget because when the committee was formed in July, the school budget plan was already set in March.

In terms of fundraising, the School Committee has been helping the school to find sponsors to build a literacy park and school toilets. The purpose of a literacy park is to utilize abandoned school land that is used as a water disposal reservoir which will be used for learning outside the classroom. For these two programs, parents helped to prepare a funding proposal and through the funds collected by the school committee including the profits from the bazaar, the school committee has been able to help provide funds for school activities. The committee has assisted

the school programs by funding school participation in various student competitions which include allocation of funds for lunch for students who take part in the competition, The school committee through class committee also helps school in repairing class facilities which was not covered in the school budget.

9 The task of the school committee in carrying out the supervisory function is carried out simultaneously with the activities of giving consideration, expressing criticism and receiving input from students. School committee addresses students' complaints about teachers who, according to students, are not good at teaching. Teachers more often asked students to take notes compared to teaching with different methods. This problem was conveyed to the vice principal who was part of the school committee and later conveyed to the head of the School Committee. Other assistance includes repairing of a broken fan in one of the classes as the school did not a budget for such expanses.

17 Beyond the four main school committee tasks, the school committee also strives to improve the quality of students. For example, the head of school committee saw the potential for improving students' qualifications in extra-curricular as record showed that students quite often won competitions in some extra-curricular activities. The Class Committee helped to find teachers who were trained in their fields to encourage and enhance the talents of students to perform and compete. The school committee also wanted OSIS to develop their organizational skills and proposed to the school to hold an arts performance after the final semester examinations which was approved by the school.

3) **Factors influencing the cooperation between school committee and school administration.**

a) Leadership and Communication

The head of the School Committee has the ability to communicate well and has been more proactive in providing creative ideas in implementing work programs. The committee also seems to be able to motivate school parents to participate in school committees and in the classrooms because many parents are willing to be invited to become administrators. The Committee also strives to be accountable and transparent through the issuance of financial accountability reports in every activity which is important in maintaining the trust given by the school and school committee members.

b) Facilitation and Equality

In coordinating with the School, the School Committee interacts with the deputy principal in public relations and infrastructure. Permission is given to the School Committee to use the deputy principal's room for coordination activities and meetings. In forwarding complaints to the vice principal of public relations, the school committee uses a 'vent' approach by filtering any direct criticisms involving teachers to avoid sensitivity which could affect children.

c) Dealing with Conflict

The School Committee of XYZ Middle School interacts well with the School and there has never been a conflict. Coordination is going well and supportive of each other.

4) **How school committees invite parents to participate in education**

There has not been a specific effort by the chairman and deputy chairman of the School Committee at XYZ Middle School to get parents involved. But with the bazaar and art performance, the committee chairman hopes that parents will participate in school activities. The committee head thinks that when children are involved in any school activity, parents inevitably will participate to prepare children and attend school. The committee head observed that at the bazaar conducted by the class committee - which is an extension of the school committee – there are some parents who were not the members of the class committee who were interested in joining the bazaar. The committee head considered this a good thing and indicated that there was a desire from parents to be involved.

B. SAIC

1) **Overview of SAIC School Committee**

SAIC does not have a school committee as determined by government regulations. The involvement of parents in education is now manifested in the structure of the School Board which has been around for a few years since the establishment of SAIC.

One of the reasons for the SAC establishment was based on concerns over the declining quality of the relationship between school and parents, which at that time became limited to business relationship. The school was founded with the establishment of the foundation and school structures. In the foundation structure, there are parents and also teachers. During its development, a School Board structure emerged consisting of parents and teachers. The foundation then only functions when there is a legal relationship between the school and the government. The school board is the highest structure in the school. Under the School Board there is a Board of Directors who manages the school. The Board of Directors then appoints the principal for each level of education. This School Board is the highest institution in the SAIC. The School Board plays a role in making strategic decisions including budget, school fees, and membership of the Board of Directors.

The School Board consists of Parents' representatives from the Play Group, Elementary School to Senior High School, as well as teaching staff. According to the head of the School Board, the participation of teaching staff in the School Board is not a problem because SAIC is a Private school and that teachers' voice needs to be heard. The contribution of teaching staff widens the different perspective making the functions of the School Board more representative, comprehensive, and fair.

The School Board is chosen from the Class Council, so each Class Council proposes its candidates to be elected. The Class Council is like a sub of the School Board but at the class level, which has the task to take care of daily activities. This Class Council consists of a maximum of 8 class representatives from parents. These are for positions of head, deputy head, treasurer, secretary, transportation section and consumption section, and others.

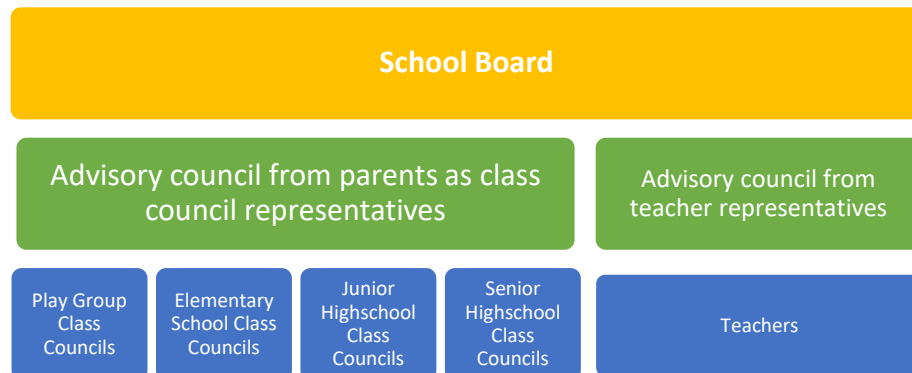


Figure 2. Structure of SAIC School Board

2) Implementation of the duties of the School Board

The function of the School Board is wider than the school committee because the School Board's position is above the Board of Directors. The School Board has a decision-making function and strategic input on school operations at SAIC. The School Board provides more of advisory policy input and strategic direction because the school board sees the situation of the school using the 'helicopter view' so that it can see things that are not visible to the school management. For example, the School Board sees the need to open recruitment for the position of Human Capital Director in the development of SAIC in the future. The School Board also noticed that few students from SAIC Elementary School went on to SAIC High School. The School Board then reminded the school management not to promote the SAIC Secondary School to 6th grade elementary school students at SAIC, because the promotion that was carried out so far was only to elementary students from outside SAIC.

The School Board is also aware of the school's cash flow and became involved in its supervision. In this case, it can be said that the School Board is involved in overseeing the School Revenue and Expenditure Plan (Rencana Anggaran Pendapatan dan Belanja Sekolah – PPBS). The School Board also supervises the Board of Directors' performance, which consists of the Director of Education, the Director of Development, and the Director of Human Resources Department.

The School Board and class council maximize the functioning of the parent community and carry out the mediation function or liaison with external parties. This can be seen when negotiating land for school development or when other sources of funding are needed to help student competition activities that require large costs, such as participating in competitions abroad.

The School Board also helps in bridging parents' concerns about school management decisions. When management makes the decision to increase the number of classes, the School Board helps explain why management decisions need to be made, to answer parents' concerns that adding classes will impact the quality of education.

3) Factors influence the cooperation of the school committee (school board) and the school

a) Leadership and Communication

Responsive, communicative, and active leaders in every forum are needed to be able to drive the performance of the School Board and Board of Directors. This leader is also able to create an atmosphere that provides flexibility for the Board of Directors or Class Councils to have the courage to express their aspirations in support of the activities carried out by the school. Thus, the expected communication patterns are balanced, not only top down, but also bottom up.

i. Coordination

The School Board conducts regular meetings that must be prioritized to be held once a month. In this meetings, various issues related to the objectives of the School Parties with a focus on community activities were discussed. One of the community activities was the implementation of joint futsal sports activities between students and their fathers which were organised in its efforts to strengthen relationships among them.

ii. Dealing with Conflict

Conflicts faced by the School Board are almost non-existent due to good coordination and the consultation process carried out by the School Board and the School. In addition, the responsiveness of the School Board in providing support enables the communication process to run well to obtain the best solution should problems arise.

4) How School Board invites parents to participate in education

The School Board has been active in motivating and opening the horizons of parents to be involved in student education. This is done through a WhatsApp group of the parents. The participation of parents helps in ensuring that quality of education is maintained at a reduced cost. The School Board recommends that all parents are required to attend parenting program by setting a minimum number of parenting classes that must be attended. If the minimum number is not met, then parents are not allowed to take their children's report cards indicating the importance of involvement of parents in children's education.

SAIC hold activities with new parents for 2 days and 1 night to align parents' vision and mission of education and their role in children's education. During this activity, the School Board provides material information to parents.

What the SAIC is doing shows that parents need to be invited based on their capacity. The opportunities for parents to be involved can be seen from parenting classes to increase knowledge and skills for parents, giving parents the opportunity to volunteer at school, and involving parents in decision making at school.

Discussion

The two case studies indeed show that there are different ways of parents' involvement in school. Parents' involvement in SAIC schools is structured in the school system through the School Board which includes a representative from teachers. Involvement of parents in SAIC is contrary to the Minister of Education and Culture Regulation number 75 of 2016 concerning School Committees. The functions of the School Committee can be carried out by the School Board and may even exceed the functions of the School Committee which is based on the regulation. Involvement of parents in educational activities at SAIC has been active since the beginning of the establishment of SAIC. The school founders considered that involvement of parents in school is important. Until now at SAIC, parents' participation in education has been proactive, without having to wait for an invitation from school for them to participate. Policy making by the School Board can be considered more comprehensive because it looks at all aspects of parents, teachers, and students.

It was found from the interviews that the establishment of School Committees at SMP XYZ was not in accordance with Minister of Education and Culture Regulation number 75 of 2016 concerning School Committees. The head and the deputy head of the Committee of SMP XYZ were appointed by the school principal. In addition, the broad scope of community involvement in School Committee is limited to the neighborhood leader. The interviews with the head and deputy head of the School Committee as well as with the head of the school that the steps taken by the school principal, can be seen, as a form of compulsion over the role of the School Committee in the previous administration which was considered passive to the point that even the principal never met with them. The willingness of Mrs. L and Mrs. V to become head and deputy head of the School Committee can be considered as a form of parental involvement through an invitation or request from the school. This is in line with Hoover-Dempsey & Sandler (2005) which shows that a general invitation from schools as one of the factors that encourage parents to be involved in their children's education. With the invitation, parents feel that their contribution is needed and appreciated by the school.

a) Implementation of the duties of the school committee

Referring to Minister of Education and Culture Regulation No. 75, 2016, in Article 3, in general, there are 4 tasks of the school committee, namely: a) Give consideration in determining and implementing related education policies, including: School policies and programs; School Income and Expenditure Budget Plans/School Work Plans and Budget (Rencana Anggaran Pendapatan dan Belanja Sekolah – RAPBS/Rencana Kerja dan Anggaran Sekolah – RKAS); School performance criteria; School education facility criteria; and criteria for cooperation with other parties, b) raise funds and other educational resources from the community as individuals/organizations/businesses/industries and other stakeholders through creative and innovative efforts; c) supervise education services in schools in accordance with statutory provisions; d) following up on complaints, suggestions, criticisms, and aspirations from students, parents/guardians, community and the results of the School Committee's observations of the school's performance. The data do suggest that both SMP XYZ School Committee and SAIC School Board have started to carry out their functions accordingly.

The function related to the implementation of educational policies has been carried out, both by

SMP XYZ School Committee and the SAIC School Board although on quite different scales. SMP XYZ School Committee provides input related to the policy of carrying mobile phones to school while SAIC school board provides considerations that have a broader impact, such as how SAIC elementary school graduates can go on to SAIC secondary school, and the appointment of a special director to manage human resources at SAIC. The role of SAIC School Board is also apparent when discussing the School Income and Expenditure Budget Plans (RAPBS). This is yet to be seen in the XYZ SMPN School Committee because when it was formed, School Income and Expenditure Budget Plans (RAPBS) was already in place.

In terms of fundraising function, both the SMP XYZ School Committee and the SAIC School Board have performed this role. However, the scale of the funds that have been generated is far different. The XYZ Middle School Committee has assisted the school by raising the food fund for students who took part in competitions outside the school. The committee is also in the process of finding sponsors to build a literacy park in the school yard. The school council, through the class council, has helped raise funds for students who will leave the country to participate in a competition abroad and for land acquisition for the construction of school buildings.

The supervision function has been carried out by SMP XYZ Middle School Committee, although it has not been systematically done. The supervision function seems to be in line with the function of handling criticisms from parents or students. Whereas on the SAIC school board, the function runs according to its status as the highest structure in the school, above the school Board of Directors.

In addition to the four functions, SMP XYZ School Committee and SAIC School Board do perform other functions. At SMPN XYZ, the School Committee in coordination with the school principal took the initiative to repair a broken fan in the classroom. The committee also encourages the school to hold arts performances during the distribution of semester report cards to encourage student council activities, extra-curricular activities, and student talent show. This initiative was coordinated and supported by the school principal. The SAIC School Board had asked school management to require parents to participate in parenting classes. Parents who do not attend the minimum number of parenting classes are not allowed to take their children's report cards. At SAIC, teachers are accustomed to delivering semester learning plans at the beginning of the semester to get input from parents, in terms of parents' participation in learning activities.

It can be said that the school committee/school board can play a role in developing the quality of education in schools, although the extent of their roles may vary across schools that could be due to differences in expectations. A study conducted by Hanafi & Masum (2015) shows that the controlling and mediating functions of school committees in SMKs are still lacking while a study by Mustadi, Zubaidah, & Sumardi (2016) shows that there are still gaps between planning, process, and evaluation aspects of the functioning of the school committees.

Data from this study indicates that private schools have the flexibility to optimize the participation of parents and the community in education, compared to public schools. This discretion began to appear since the beginning of the founding of the school. A school that was built from the very beginning to prioritize parents' participation in education will make parental participation a major value

2 in the implementation of education in schools.

b) Factors influencing the cooperation of school committees and school management

SMP XYZ School Committee and the SAIC School Board show good collaborations between the committee/board and school management. This collaboration can be established well because there are several important elements that stand out from each party. The aspects of leadership, communication, and how to handle conflicts play a role in building effective cooperation between the school committee/school board and school management. These are some of the important components in running a partnership (Compassion Capital Fund National Resource Center, 2010).

Even so, the SMP XYZ School Committee is still worried that something will happen to their children if they criticize teachers' teaching methods as there are still feelings of hesitation when it comes to criticisms or complaints about the school. The committee shows an ambivalent element. On the one hand, there is a desire to help improve the quality of education in schools, on the other hand, there is still feeling of hesitation. Whereas in partnership, the element of trust and equality is the basic foundation in ensuring the partnership can run effectively (Tennyson, 2011).

c) How the school committee/board invites parents to participate in education

Both the head and deputy head of SMP XYZ School Committee and the head of the School Board showed that there were no specific methods or ways to get parents involved in children's education. The head of SMP XYZ School Committee used an indirect method to get parents involved by organizing activities that invite parental involvement. Hoover-Dempsey & Sandler (2005) shows that there is a general invitation from schools as one of the factors that encourage parents to be involved in their children's education. With this invitation, parents feel that their contribution is needed and appreciated by the school. Correspondingly, Epstein (in Hoover-Dempsey & Sandler, 1995) said that one form of opportunity for parents to be involved in school is to create opportunities for parents to volunteer.

Parental involvement has become an integral part of SAIC, so the role of the School Board is to motivate and open up parents' insights about the importance of involvement. The School Board also recommends that the school makes parenting activities at school a must-do for parents, with a certain minimum number of meetings each semester. Making parenting activities in schools compulsory is one way that can encourage parental involvement in schools. The head of the School Board is also aware that the situation of parents can influence involvement in school. Therefore, the School Board has a policy that parental contributions can be adjusted to the circumstances and conditions of parents. Hoover-Dempsey & Sandler (2005) stated that another factor that encourages parents to be involved in children's education is the context of parental life, including parents' perceptions about the energy and time it takes to be involved. Parents have their own judgments about providing time to be involved in their children's educational activities. The head of the School Board understands that parents who are busy with office work may not be able to physically attend school. However, the head of the School Board still encourages parents to participate in the education of their children according to their capacity, such as lending their cars for student activities outside of school.

Conclusion

This study examined the role of school committees which was considered successful in terms of the collaboration between school committees and school management and how school committees can encourage parental participation in education. The results show that there are alternative forms of parental and community involvement in education other than the school committee. This can be seen in how the SAIC School involves parents formally in the structure of their educational institution, namely in the form of a School Board, which consists of parents and teachers. The functions of school committee or school board centres around activities of fund raising, alternative resources, supervision, and criticism/suggestions.

Element of leadership, communication, trust, and equality are important in ensuring sustainable partnerships/cooperation between school committees/boards and school management. There should be openness and acceptance between the school committee and school management on new ideas for improvement and innovative solutions to solving problems. It is also critical for school to recognize the different levels of capacity on the part of parents, their strengths, and challenges in the efforts to promote and encourage parents' involvement in activities related to their children's learning and development.

Activities that invite parental participation in education need to be made a priority so that parents can get involved optimally in accordance with their respective social conditions. Seminars/trainings will help, giving exposure on leadership skills and how parents and community can improve the quality of education through improvement of school committee in its role to promote and encourage involvement and participation in school. In-depth research to examine the partnership process between school committee and school management should be conducted.

Acknowledgement

Our gratitude goes to the NAMA Foundation for funding this research activity and NICE Indonesia for helping to carry out this research until the end.

References

- Anguiano, R. P.V. (2004). Families and Schools: The Effects of Parental Involvement on High School Completion. *Journal of Family Issues*. Vol. 25, No. 1, hal. 61-85
- Compassion Capital Fund National Resource Center. (2010). Partnerships: Framework for Working Together. U.S. Department of Health and Human Services. Retrieved from <http://www.strengtheningnonprofits.org/resources/guidebooks/Partnerships.pdf>
- Dhamayanti, A. (2000). *Hubungan Sikap dan Keterlibatan Ibu pada Pekerjaan Rumah dengan Sikap dan Kebiasaan Belajar Anak*. SKRIPSI tidak dipublikasikan. Depok: Universitas Indonesia
- Duan, W., Guan, Y., & Bu, H. (2018, Juni 19). The Effect of Parental Involvement and Socioeconomic Status on Junior School Students' Academic Achievement and School Behavior in China. *Frontiers in Psychology*, 9: 952. Retrieved Desember 7, 2019, from <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.00952/full>

- Hanafi, I., & Ma'sum, M. (2015). Analisis Implementasi Kebijakan Pendidikan: Peran komite sekolah pada sekolah menengah kejuruan. *Cakrawala Pendidikan*, XXXIV(1), 58-66.
- Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental Involvement in Children's Education: Why does it make a difference. *Teacher College Record*, 97(2).
- Hoover-Dempsey, K. V., & Sandler, H. M. (2005). *The Social Context of Parental Involvement: A path to enhanced achievement*. U.S. Department of Education, Office of Educational Research and Improvement (OERI): Final Performance Report for OERI Grant # R305T010673.
- Ibrahim, D. (2019, November 14). *Ini Kata Ombudsman soal Pungli oleh Komite Sekolah di Bandarlampung*. Retrieved from www.teraslampung.com: <https://www.teraslampung.com/ini-kata-ombudsman-soal-pungli-oleh-komite-sekolah-di-bandarlampung/>
- Keputusan Menteri Pendidikan dan Kebudayaan Nomor 044/U/2002 tentang Dewan Pendidikan dan Komite Sekolah
- Ketua Dewan Pendidikan Sedih, Masih Ada Komite Sekolah di Balikpapan yang Tidak Tahu Fungsinya*. (2019, Januari 17). Retrieved from kaltim.tribunnews.com: <https://kaltim.tribunnews.com/2019/01/17/ketua-dewan-pendidikan-sedih-masih-ada-komite-sekolah-di-balikpapan-yang-tidak-tahu-fungsinya?page=3>
- Kinerja Komite Sekolah Masih Memprihatinkan*. (2019, Januari 17). Retrieved from radarmalang.id: <https://radarmalang.id/kinerja-komite-sekolah-masih-memprihatinkan/>
- Komite Sekolah Butuh Evaluasi Total*. (2012, Juni 30). Retrieved from www.jpnn.com: <https://www.jpnn.com/news/komite-sekolah-butuh-evaluasi-total>
- Komite Sekolah Tersorot, MCW Desak Wali Kota Malang Benahi Fungsi Sekolah*. (2019, September 4). Retrieved from www.malangtimes.com: <https://www.malangtimes.com/baca/43584/20190904/165400/komite-sekolah-tersorot-mcw-desak-wali-kota-malang-benahi-fungsi-sekolah>
- Krismanda, M. A., Ismanto, B., & Iriani, A. (2017). Pengembangan Model Kemitraan Sekolah Dengan Orang Tua Melalui Media Sosial Dalam Peningkatan Mutu Berbasis Sekolah di Sekolah Menengah Swasta. *Kelola: Jurnal Manajemen Pendidikan*, 4(2), 146-160.
- Mustadi, A., Zubaidah, E., & Sumardi. (2016). Peran Komite Sekolah dalam Meningkatkan Mutu Pembelajaran di Sekolah Dasar. *Cakrawala Pendidikan*, XXXV(3), 312-321.
- Peraturan Pemerintah Nomer 17 Tahun 2010 Tentang Pengelolaan dan Penyelenggaraan Pendidikan*. (n.d.).
- Peraturan Pemerintah Nomer 17 Tahun 2010 Tentang Pengelolaan dan Penyelenggaraan Pendidikan.
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 75 Tahun 2016 tentang Komite Sekolah
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 6 Tahun 2019 tentang Pedoman Organisasi dan Tata Kerja Satuan Pendidikan Dasar dan Menengah
- Prabawaningtyas, S., & Pramono, R. (Eds.). (2011). *Potrait of Education in Public Elementary and Junior High Schools in DKI Jakarta*. Jakarta: Paramadina Public Policy Institute.
- Rachmaningtyas, A. (2016, Mei 5). *Peran Komite Sekolah Dinilai Tak Berjalan untuk Hindari Korupsi di Sekolah*. Retrieved from Kompas.com: <https://nasional.kompas.com/read/2016/05/18/08203491/peran.komite.sekolah.dinilai.tak.berjalan.untuk.hindari.korupsi.di.sekolah>

- Sadewa, Y. E., & Yuniningsih, T. (2016). Efektivitas Peran Komite Sekolah Di SD Negeri 1 Kebumen Kecamatan Sukorejo Kabupaten Kendal. *Journal Of Public Policy And Management Review*, 5(2). Retrieved Desember 7, 2019, from <https://ejournal3.undip.ac.id/index.php/jppmr/article/view/11077>
- Siregar, A. P. (2014). Efektivitas Komite Sekolah Dalam Meningkatkan Mutu Pendidikan Di SMP Negeri 17 Pekanbaru. *Jurnal Online Mahasiswa Fakultas Ilmu Sosial dan Ilmu Politik*, 1(2). Retrieved Desember 7, 2019, from <https://media.neliti.com/media/publications/31411-ID-efektivitas-komite-sekolah-dalam-meningkatkan-mutu-pendidikan-di-smp-negeri-17-p.pdf>
- Sunandar, A., & Sunarni. (2015). *Efektivitas Keberadaan Komite Sekolah Untuk Peningkatan Mutu Layanan Sekolah*. Retrieved Desember 7, 2019, from <http://ap.fip.um.ac.id: http://ap.fip.um.ac.id/wp-content/uploads/2015/04/13-Asep-Sunandar.pdf>
- Tennyson, R. (2011). *The Partnering Toolbook: an essential guide to cross-sector partnerin*. International Business Leaders Forum.
- Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional

● **17% Overall Similarity**

Top sources found in the following databases:

- 16% Internet database
- 10% Publications database
- Crossref database
- Crossref Posted Content database
- 0% Submitted Works database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	nijed.org Internet	4%
2	hrpub.org Internet	2%
3	safesupportivelearning.ed.gov Internet	2%
4	hdl.handle.net Internet	1%
5	Wisma Endrimon, Rusdinal, Sufyarma Marsidin, M Zaim. "Components..." Crossref	<1%
6	eprints.unm.ac.id Internet	<1%
7	journal.yaspim.org Internet	<1%
8	journals.researchsynergypress.com Internet	<1%

9	atlantis-press.com Internet	<1%
10	coursehero.com Internet	<1%
11	iiste.org Internet	<1%
12	ijler.umsida.ac.id Internet	<1%
13	Kamsia Nur'aini, Ahmad Syahid, Rustina Rustina. "The Influence of Sch... Crossref	<1%
14	silo.pub Internet	<1%
15	jurnal.fkip.unila.ac.id Internet	<1%
16	jurnal.unsyiah.ac.id Internet	<1%
17	jurnal.iainkediri.ac.id Internet	<1%
18	icet.fip.um.ac.id Internet	<1%
19	ejournal.uin-suka.ac.id Internet	<1%
20	id.scribd.com Internet	<1%

21	jsser.org	Internet	<1%
22	malangtimes.com	Internet	<1%
23	Djafri Achmad, Yasir Arafat, Mulyadi Mulyadi. "The influence of princip...	Crossref	<1%
24	Nurul Oktaviana Mekawati, Herianto Herianto, Syafaruddin Syafaruddin...	Crossref	<1%
25	Joan M.T. Walker, Susan S. Shenker, Kathleen V. Hoover-Dempsey. "W...	Crossref	<1%
26	Lyn Parker, R. Raihani. "Democratizing Indonesia through Education? C...	Crossref	<1%
27	Murni Yanto. "The Role of The School Committee on Infrastructure Ma...	Crossref	<1%
28	dsc.duq.edu	Internet	<1%
29	ejournal.undiksha.ac.id	Internet	<1%
30	infor.seaninstitute.org	Internet	<1%
31	Hasan Baharun, Akmal Mundiri, Zamroni Zamroni, Faizzatul Jannah. "Q...	Crossref	<1%
32	Hertining Dyah Listiningrum, Tobari Tobari, Nila Kesumawati. "THE PRI...	Crossref	<1%

-
- 33** researchgate.net <1%
Internet
-
- 34** Emma Sorbring, Jennifer E. Lansford, Saengduean Yotanyamaneewon... <1%
Crossref
-
- 35** Hui-Hua Chen, Lisa A. Newland, Yi-Ching Liang, Jarod T. Giger. "Mothe... <1%
Crossref
-
- 36** Naufalia Nuraya, Adiman Adiman, Endang Sri Budi Herawati, Jumira W... <1%
Crossref

● Excluded from Similarity Report

- Bibliographic material
- Manually excluded text blocks

EXCLUDED TEXT BLOCKS

Nama International Journal of Education and Development, Vol. 1, No. 1, 20 Mar. ...

nijed.org

School Committee Performance in Public and Private Junior High Schools

journals.researchsynergypress.com