

**THE ROLE OF SCHOOL COMMITTEES IN IMPROVING THE QUALITY OF EDUCATION (STUDY CASE AT SMK NEGERI 2 METRO)****Makmun**

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Email: [masmakmun1973@gmail.com](mailto:masmakmun1973@gmail.com)**Abstract**

*This study aims to analyze and describe the role of school committees as considerations, support, controllers, and mediators, in improving the quality of education at SMK Negeri 2 Metro. The research is carried out through a qualitative approach with a case study design. The research data was collected by in-depth interview techniques, observation, and documentation studies with informants as follows: School committees, principals, teachers, supervisors, and parents of students of SMK Negeri 2 Metro. Data analysis is carried out through data reduction, data presentation, and conclusion. To check the validity of the data is carried out with credibility, dependability, and confirmability. The results showed that the formation of the committee had referred to the provisions of laws and regulations and involved elements of the teacher council, the community, the government, and the business and industrial world. The prominent role of the school committee is related to the provision of consideration and support, while the role of the committee as the controller is still limited in the use of the school budget and touches less on academic issues and evaluation of school performance. Likewise, the role of mediation is supported by stakeholders, considering that SMK collaborates with many elements. The school committee as an independent organization is very helpful in realizing quality education at SMK Negeri 2 Metro. In conclusion, the role of the school committee as a provider of support has been implemented in improving the quality of education, including in the form of support for educators and education staff, infrastructure, and budgets.*

**Keywords:** *Increased; Quality of Education; School Committee.***INTRODUCTION**

Education is a shared responsibility among governments, schools, communities, parents, and other stakeholders (Runhare et al., 2021). The government has granted autonomy to training units to manage and conduct training with communities (Watts et al., 2019). With the enactment of Law Number 22 of 1999 concerning Regional Autonomy and Government Regulation Number 25 of 2000 concerning the Division of Power of the Central and Regional Governments, Regional Governments (districts/cities) are affected to improve the quality of development, including in the field of education so that community participation becomes more open.

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## The Role of School Committees in Improving the Quality of Education (Study Case at Smk Negeri 2 Metro)

With the enactment of Law Number 22 of 1999 concerning Regional Autonomy and Government Regulation Number 25 of 2000 concerning the Division of Power of the Central and Regional Governments, Local Governments (regencies/cities) are affected to improve the quality of development. Including the field of education, so that social participation becomes more open. SMK Negeri 2 Metro responded positively to the government's policy by improving the quality of education by streamlining the roles and functions of all elements, including the school committee. Improving primary and secondary education is one way to improve the quality of school and community education through the establishment of education councils and school boards (Angelle & M. Teague, 2014).

The application of autonomy in education is a growing response from society to the world of education as a result of improvements in education (Tayan, 2017). On the decentralization that extends to the regions to regulate their regions including in the field of education, ideas, and ideas for the development of regional education systems in the implementation of national education (Colbert & Arboleda, 2016). To increase the participation and responsibility of the city government in the implementation of education at the education unit level, the Ministry of National Education issued Permendiknas Number 044 / U / 2002 concerning the Board of Education and School Councils. School boards in education units reflect/represent school stakeholders, whose roles are to advise on the development of school policies, assist with the implementation of policies and programs, monitor the implementation of programs and policies, and take action. For example, the relationship between the school and the government, the community, and other parties.

Delegation of power to the regions is one way to raise awareness of the community and the region to realize the standard of living of the community in all fields, including education. To implement and channel the aspirations of the community and the participation of the community in education, it is necessary to form an organization that distributes these aspirations as a school committee with the hope of transparency, accountability, and integration in the implementation of education in education units.

School committees are formed to improve the implementation of school management (SBM) in education units and hope that school management is in education units. The implementation of education in education units follows the principles of participation, transparency, and accountability, namely in the implementation of schools in education units, especially in school boards that cooperate with the academic community (Lašáková et al., 2017). So a forum is needed that can be used by the community to be involved in the implementation of the mission, namely the school board of the education unit. All education units in Indonesian schools have school committees because the community is very enthusiastic, hoping that participation from all parties can contribute more.

The Committee of SMK Negeri 2 Metro is an independent institution that as a representative of the community participates in the formation of educational units and

carries out their duties, including: (1) Parents and communities are involved to increase their participation in the planning, monitoring, and implementation of educational programs in self-education units, namely school boards. (2) The role of the community through the school committee can be strengthened by performing the role of examining, supporting, and controlling the formation of educational units. (3) The mission of the community through the school committee is to improve the quality of education by improving services as an intermediary between the government, the community, and schools.

The Committee of SMK Negeri 2 Metro is an independent institution as a representative of the community to participate in the implementation of education in the education unit and perform its roles, including: (1) parents and the community participate in increasing their participation in planning, supervising, and carrying out evaluations of education programs in the education unit of an independent body, namely the school committee. (2) The role of the community through the school committee may be enhanced by implementing the role of consideration, providing support, and providing educational supervision in the education unit. (3) The role of the community through the school committee is to improve the quality of education by improving services as mediators of the government, community, and schools

The Committee of SMK Negeri 2 Metro is an independent institution as a representative of the community to participates in the implementation of education in the education unit and perform its roles, including: (1) Parents and communities are involved to increase their participation in the planning, monitoring, and implementation of educational programs in the independent education unit, namely the school board. (2) The role of the community through the school committee can be strengthened by performing the role of examining, supporting, and controlling the formation of educational units. (3) The mission of the community through the school committee is to improve the quality of education by improving services as an intermediary between the government, the community, and the school.

Unlike the state of the school after 1998, the changes were quite drastic. SMK Negeri 2 Metro has regressed from year to year. The interest of applicants is declining, many school facilities are damaged and learning opportunities are lost, causing a further loss of public trust. Geographically, SMK Negeri 2 Metro has sufficient development potential. Because it is a public agricultural school in Metro City which is supported by the Lampung area as an agricultural and plantation area.

There is also a similar study conducted by (Surjana, 2018), in his research entitled "The Function and Role of School Committees in Improving the Quality of Education: Studies in SMK Negeri 2 and SMK Negeri 3 Tasikmalaya." The result of his research is that the school committee understands the mission and role of the school committee in the preparation of work plans and school budgets that are sufficiently capable of analyzing problems, eliminating them, and coordinating and integrating all school activities so that the goals can be achieved by the school. to achieve.

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The purpose of this study is to analyze and describe the role of the school committee as an observer, supporter, supervisor, and facilitator in improving the quality of learning at SMK Negeri 2 Metro.

The benefit of this research is that it can increase understanding and awareness of the role of school committees in improving the quality of education, both among the community and educational actors. Thus, a better understanding of the importance of the role of the school committee will be created and motivate the school committee to be more active in improving the quality of education.

### RESEARCH METHODS

This type of research is field research using qualitative methods. Qualitative research methods are naturalistic methods because research is carried out in natural conditions (in the natural environment) (Bresler & Stake, 2017). In addition, the data collected is more qualitative. Data analysis techniques can be carried out after the data is collected using data analysis techniques, namely. Observation, interviews, and documentation. The next step is to then analyze the data. The population of this study was all school committee members, teachers, and students enrolled in SMK Negeri 2 Metro. However, because this study uses a case study approach, the research subjects studied are only limited to school committee members, teachers, and students involved in case studies at SMK Negeri 2 Metro.

### RESULTS AND DISCUSSION

Kepmendiknas with tags stated that the school committee is an independent business entity that accommodates the participation of the community to improve the quality, equity, and efficiency of education management in education units. In kepmendiknas number 044/U/2002, it is asserted that the board of education is domiciled in the district or city, while the school committee is in the position of education unit, whether school or madrasa education or luar school education. The school board also has the following four roles: (a) Judges to establish and implement education policies in education units. (b) Support in the form of funds, ideas, and personnel to carry out training in training units. (c) The Registrar for the conduct of training sessions and the transparency and accountability of results. (d) The Ministry of National Education is an intermediary between the government and the community.

The role of school boards in building education into a quality education unit is not as simple as turning the palm (Cook et al., 2015). To achieve this, the synergy between the school committee and the principal, and the teacher council is needed. Without them, schools cannot improve the quality of teaching. On the one hand, the principal is responsible for the management of the school, on the other hand, the school board has the right to handle the principal's plan. Therefore, a common understanding of the role of the school committee is needed. In Petrosyan (2019) mentions five important aspects of the role, namely: 1) The role is impersonal, and the position of the role itself determines expectations, not the individual. 2) Role refers to work behavior (task

behavior), which is the expected behavior in a particular job. 3) Roles are difficult to control (role clarity and role ambiguity). 4) Roles are easy to learn and can lead to significant behavioral changes. 5) Roles and jobs are not the same - a person performing a task can be in several roles.

Article 56 of Law Number 20 of 2003 concerning the Board of Education and School Boards. Community involvement in improving the quality of education is regulated in Article 56 (1) which states that the community plays a role in improving the quality of education services, including planning, monitoring, and evaluating educational programs by the Board of Education and school boards. Paragraph 3 of the same article states that the School/Madrasah Committee is an independent institution and plays a role in improving the quality of services by considering, directing, and supporting personnel, infrastructure, and supervision of education at the education unit level. Therefore, the role of the school board must be able to strengthen the role and active involvement of stakeholders. From the results of observations and interviews with the Metro Committee of SMK Negeri 2, it is known the role of evaluator, supporting role, supervisory role, and the role of ombudsman. Through these four roles, the School Committee is expected to improve the quality of education at SMK Negeri 2 Metro, especially since it is trusted as a reference school.

Appendix 3 data a certain role of the Government through Permendiknas 044/U/2002. Meanwhile, appendix 5 is an expected role through the school committee as a reference school for SMK-SMK in Indonesia. The real role of the school committee of SMK Negeri 2 Metro can be explained as follows:

### **1. The Role of the School Committee as a Consideration**

The role of the school committee of SMK Negeri 2 Metro as a consideration plays a role in providing input on the preparation and ratification of RKS / CTR / RKAS, following the plenary meeting for the ratification of RKAS with parents and teacher councils, including considering changes in RKAS. The role of consideration is conveyed in the context of managing and implementing the construction of school infrastructure assistance through (block grand) and DAK, ADB Fund. Invest and referral funds known as sewa manage. The role of consideration is conveyed by the School Committee in the context of accepting new students by helping to socialize PPDB to the community. Meanwhile, in the education budget, the School Committee fully submits to the school for the use of funds from committee dues and boss funds based on the RKAS that has been prepared. The school committee considers the preparation of budget planning both from BOS funds, committee funds, and other funds. The role of the school committee as a consideration body in the implementation of education policy means that every policy issued by the principal must go through the consideration of the School Committee (Krainer, 2021). The role of the school committee as an advisory agency reflects the expectation of synergy between the principal and the committee of SMK Negeri 2 Metro. Without synergy, it will affect the output of the program being run.

According to Kepmendiknas Number 044 / U / 2002 concerning the Board of Education and School Committees, mentioning the role of the School Committee is to provide school consideration to identify school resources, learning processes, manpower, the need for school infrastructure, school policies, school budgets, and so on. [Anugrah \(2022\)](#) mentioned several activities that require the participation of the community (school committee) to improve the quality of education, including (1) preparation of school work plans, (2) preparation of school revenue and expenditure plans (RAPBS), (3) implementation of educational programs, and (4) transparency and accountability of education.

## **2. The Role of the School Committee as a Supporter**

Producing quality programs in schools requires the role of financial support, thinking, and action. Those two things are the main ones. Mutual understanding affects the development of quality education. The role of the school board as a supporting institution is not only in the form of financial support such as sustainable costs but also in the form of energy and thoughts related to the implementation of quality education ([Krainer, 2021](#)). To fulfill its role as a supporting institution for the Metro Commission, SMK Negeri 2 has improved the quality of education, among others. as labor support as well as attendance in schools and school activities, and infrastructure support as evidenced by the construction of 6 classrooms in 2011 to fulfill the learning and rehabilitation plan of the mosque approved by parents. Education budget support for improving learning facilities as well as student self-development support. In carrying out its role as a supporting institution, the Committee of SMK Negeri 2 Metro shows that it has provided support because, in the learning process, the committee always emphasizes improving discipline and improving ethics.

The committee's emphasis is on how children can perform congregational prayers. This mandate was followed up by the principal, which requires students to perform dhuhr and Ashar prayers in congregation at school. And students who do not perform dhuhr and Ashar prayers will get compensation for carrying out cleanliness in the school environment. Likewise, students who are late will get the same compensation, namely doing cleanliness in the school environment. Quite a proud result that the level of morality and discipline of students increased quite significantly. In addition, the role of the school committee as a supporter has strategic reasons, especially related to fundraising which has a great opportunity in improving the quality of SMK Negeri 2 Metro. As stated by the head of the school committee, the role of providing support is carried out through the involvement of the preparation of RKS/RCT/RKAS, supporting schools in the implementation of extracurriculars, supporting schools in formulating the vision and mission and activities and objectives of the school.



Thus, the support provided by the SMK Negeri 2 Metro committee is in line with the government's efforts that support is not only in the form of funds or finances, but also in the form of energy, ideas, and ideas.

### **3. The Role of the School Committee as a Controller**

As a supervisory body, the Committee of SMK Negeri 2 Metro has a role that can control school work policies or programs so that they do not deviate from the rules. As explained in Kepmendiknas Number 044/U/2002, school committees can supervise the education planning process, monitor budget allocations in the implementation of school programs, or monitor school outputs such as final exam results, repeat numbers, participation rates, and survival figures. The role of the controlling agency committee of SMK Negeri 2 Metro has partly gone well, but there are still school committee members who do not know, understand, and carry out this role.

The role of a controlling agency aims to minimize the occurrence of deviations in school programs and policies in improving quality. Based on interviews with informants, the supervisory role carried out by the SMK Negeri 2 Metro committee is in the form of monitoring the use of committee funds, routine dues, boss funds, and other aid funds. And also monitoring the condition of infrastructure, and the environmental conditions of SMK Negeri 2 Metro are more concern, this is proven every day some students are involved in cleaning work in the scholar environment. Monitoring of the learning process, graduate outcomes, and the class increase has also been carried out by the committee although it is still limited to requests for reports at the end of the semester. This is an effort to transparency and accountability for the implementation and output of quality education at SMK Negeri 2 Metro. The role of the school committee as a controller is in line with the opinion expressed by [Arkedis \(2021\)](#) that transparency and accountability will encourage the quality of schools.

### **4. The Role of the School Committee as a Liaison**

Apart from being a consideration body, supporters and supervisors of the school committee have one important role, namely as a liaison or mediator agency ([José Chambel, 2014](#)). As explained in the school committee's performance indicators, in carrying out the role of mediator agency, the school committee can carry out the following activities: (1) become a liaison between the community and the school, (2) assist the school in socializing school policies, (3) convey community aspirations in policy proposals, and so on.

The role of the mediator agency of the SMK Negeri 2 Metro committee as a national pilot school has not been running optimally, because cooperation with parents and the surrounding community is still minimal in supporting school programs. The role of the school committee of SMK Negeri 2 Metro as a liaison that has been carried out includes socializing school programs to the community,

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socializing school policies such as students being required to carry out dhuhur and ashar congregational prayers, school rules, compensation for students who violate the rules, etc. In addition, the roles that have been carried out by the school committee include mobilizing and coordinating assistance from parents of students for school financing and rehab contributions and adding school infrastructure such as adding new classrooms, rehab mosques, building showrooms, etc. So that as a mediator agency, the school committee has played a role in bridging between students and schools, parents with schools, communities with schools, and schools with the government (Figueiredo & Perkins, 2013).

Seeing the demands of the community and the government on vocational schools of this era, school committees need to understand and carry out their role in improving the quality of education. One way is by encouraging public and private participation to take an active role in the field of education. School committees and communities can carry out their roles by involving themselves in the process of planning, implementing, supervising, and evaluating school programs. With direct involvement, the community that has been accommodated in the school committee will feel that they have and manage educational institutions so that the good and bad quality of education becomes a shared responsibility. Good management of education in schools will affect the improvement of the quality of the educational process (Masino & Niño-Zarazúa, 2016). If the quality of the learning process increases, the chances of increasing the quality of student learning outcomes will be greater.

### CONCLUSION

Based on a case study at SMK Negeri 2 Metro, it can be concluded that the School Committee plays a very important role in improving the quality of education, monitoring and supervising the implementation of school programs and activities. The School Committee plays a role in monitoring and supervising the implementation of school programs and activities. Thus, the School Committee can provide input and suggestions to the school to improve the quality of education.

The role of the school committee as a supporter has been carried out in improving the quality of education, including in the form of support for educators and education staff, infrastructure, and budgets.



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