

# THE ROLE OF THE SCHOOL COMMITTEE IN IMPROVING SCHOOL EFFECTIVENESS AND THE PERFORMANCE OF JUNIOR HIGH SCHOOL PRINCIPLES IN ACEH TAMIANG REGENCY

**Aini Safitri**

Email: [aini.safitri@staindirundeng.ac.id](mailto:aini.safitri@staindirundeng.ac.id)

State Islamic High School (STAIN) Dirundeng Aceh

**Ahmad Fauzi**

Email: [ahmadfauzi@staindirundeng.ac.id](mailto:ahmadfauzi@staindirundeng.ac.id)

State Islamic High School (STAIN) Dirundeng Aceh

**Abstract:** Principals have a strategic position in realizing quality school committees. The level of participation of the community, parents/guardians, and low school committees, was promoted by the principal as a driving force with the principle of mutual cooperation *Mutual cooperation (Gotong Royong)*. The principal must have straight intentions, be generous, dedicated, and obey the rules. School committees, they are selected and carry out functions according to Minister of Education and Culture Regulation number 75 of 2016, become quality school committees. The collaboration of school principals with quality school committees improves the quality of education services. The school principal must strive to be the driving force for the re-election of the school committee with the guidelines of Minister of Education and Culture Regulation number 75 of 2016. The quality of education services is a shared responsibility, parents/guardians of students, the community, school committees, teachers, education staff, and all parties to work together increase their participation. The school committee is an independent institution that accommodates community participation consisting of people who care about education, formed and playing a role in efforts to improve the quality, equity and efficiency of education management and provide consideration, direction, support and supervision at the school level.

**Keywords:** The role of the school committee, school effectiveness and principal's performance

## INTRODUCTION

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 75 of 2016 concerning School Committees states that school committees are defined as independent institutions consisting of parents/guardians of students, community leaders, and school communities who care about education. The function of the school committee is to improve the quality of education services.<sup>1</sup>

Prior to the implementation of the Minister of Education and Culture Regulation number 75 of 2016, school committees were formed based on the Decree of the Minister of National Education Number 044/U/2002 concerning the Board of Education and School Committees. There are many problems related to the function of the school committee. The existence of the teacher element as a member of the school committee allows conflicts of interest from teachers, education staff, school administrators, and other stakeholders. This regulation also does not include a nomenclature that clearly distinguishes between levies, donations, and assistance. This opens the gap for levies wrapped in donations or assistance.<sup>2</sup>

The government takes the problem of illegal levies seriously. Evidence of seriousness is the issuance of the Presidential Regulation of the Republic of Indonesia Number 87 of 2016 concerning the Illegal Charges Sweeping Task Force. The education sector is ranked second out of seven public service sectors that are prone to extortion (data from the Inspector General of the Ministry of Home Affairs). Extortion activities in schools certainly burden the poor.<sup>3</sup>

Observing the contents of Minister of Education and Culture Regulation number 75 of 2016, we will think, "This is a breath of fresh air to create a quality school committee". This is true considering that the content of this regulation is a revitalization of the school committee. Several important points in this ministerial regulation which constitute the

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<sup>1</sup> Kemendikbud, *Peraturan Menteri Pendidikan dan Kebudayaan, Nomor 22, Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah*, (Jakarta: Kemendikbud, 2016,) h. 374

<sup>2</sup> Candra Wijaya et al., "Management of Islamic Education Based on Interreligious Dialogue in The Learning Process in Schools as An Effort to Moderate Religion in Indonesia," *Review of International Geographical Education Online* 11, no. 5 (2021), <https://doi.org/10.48047/rigeo.11.05.310>.

<sup>3</sup> *Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2016 Tentang Satuan Tugas Sapu Bersih Pungutan Liar*, (Jakarta: Perpres, 2016)

revitalization of school committees are: (1) school committees act as checks and balances for school administration in order to improve the quality of education; (2) the mechanism for recruitment and membership of the school committee has changed so as to reduce the possibility of conflicts of interest from the teacher and staff councils, school administrators, and other stakeholders; (3) accountability mechanisms regarding the availability and use of budgets in schools that can be known by all school stakeholders; (4) nomenclature that clearly distinguishes the meaning of: levies, donations, and assistance; (5) the position, function, and duties of the school committee are getting clearer.<sup>4</sup>

Fresh wind can be just a passing wind if we are not able to catch it and make use of it. We don't get oxygen as a source of health and strength, because there are many gaps that can make the fresh air decrease or even disappear. Even though the regulations are good and clear, if there are many irregularities in their implementation, the regulations are only a mere administrative supplementary document.

Many parties are involved in implementing Minister of Education and Culture Regulation number 75 of 2016. As an illustration, the flow of the implementation of this ministerial regulation from the district/city level is: (1) the district/city education office disseminates information to the head of the district education office and school supervisors; (2) school supervisors disseminate information to school principals; (3) school principals disseminate information to parents/guardians of students, community leaders, school communities who care about education, and school members; (4) selection of school committees; (5) school committees carry out their duties. If there are parties mentioned above who do not carry out their functions properly, it is possible that a quality school committee will not be realized.<sup>5</sup>

One of the worrying conditions is the low level of community participation in the process of formulating and implementing school policies. When a plenary meeting of parents was held, the participants were dominated by women and elderly parents. Based on the research results of the Research and Development of the Ministry of National

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<sup>4</sup> See Kemendikbud, *Peraturan Menteri Pendidikan dan ...*, h. 375

<sup>5</sup> Firmansyah Firmansyah, "Pengembangan Kurikulum Pendidikan Agama Islam Berbasis Multikultural," *Anthropos: Jurnal Antropologi Sosial Dan Budaya (Journal of Social and Cultural Anthropology)* 5, no. 2 (2020), <https://doi.org/10.24114/antro.v5i2.14384>.

Education of the Republic of Indonesia in Zulkifli, the level of participation of parents of students and the community in terms of support for the implementation of education in schools is still low.<sup>6</sup>

Participation in terms of: determining program policies and their supervision, developing school climate, extracurricular activities, and regular meetings with an average participation of 57.10% obtained from the author's 2018 field research data. The participation of the community and parents of students is actually high in terms of: supervising school quality, meeting parents of students, and paying money for the benefit of new students.<sup>7</sup>

Low participation also occurs in school committees. The school committee is expected to contribute to the progress of the school, but in general it has not delivered what is expected. The school committee is impressed only as a complementary symbol of the organizational structure, submits the formulation of policies to the principal and signs the document when it is finished, signs the RAPBS and RKAS without seeing the contents.

The low participation of parents, community, and school committees is a reality. There is a gap between ideals and reality. Synergy between school committees and school principals is very necessary for the realization of quality schools. Facing this problem, there must be parties who strive to realize the school committee as a quality independent institution. Observing the description above, the principal is one of the parties who have a strategic position to realize this dream.

The school principal is named as one of the parties who may commit extortion. All human-made rules must have loopholes. School principals who are less responsible may commit extortion, but those who are honest and dedicated will not only avoid extortion but will appear as a fighter to create a quality school committee. The fighter here does not mean appearing alone, but as a driving force for other fighters with the principle of mutual cooperation (*Gotong Royong*). Parties that can be invited to cooperate are, for example: school supervisors, educational

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<sup>6</sup> Zulkifli, 2015, Komite Sekolah di antara Cita dan realita, *Jurnal Potensia* vol.14 Edisi 1 Januari-Juni 2015

<sup>7</sup> Alice W Chuang et al., "To the Point : Reviews in Medical Education – Taking Control of the Hidden Curriculum," *YMOB* 203, no. 4 (2010): 316.e1-316.e6, <https://doi.org/10.1016/j.ajog.2010.04.035>.

leaders, community leaders, parents of students, the community, and the business/industry world.

The efforts of the principal in realizing a quality school committee is not an easy job. The low level of participation of parents of students and the community in terms of support for the implementation of education in schools is a major factor. Facing such conditions, school principals must do two things, namely: (1) facilitating the re-election of school committees based on Minister of Education and Culture Regulation number 75 of 2016; (2) empowering school committees to be of high quality.<sup>8</sup>

Facilitating the re-election of school committees is carried out by taking the following steps: (1) socializing the Minister of Education and Culture Number 75 of 2016; and (2) implementation of school committee elections. These steps must be sequential. Minister of Education and Culture Regulation socialization activities should be the first step. Through this socialization, all parties involved have the right knowledge and understanding so that they can carry out their functions properly.

Socialization can be done through cooperation with several parties who master the material: (1) school supervisors; (2) educational leaders; (3) community leaders; (4) parents of students; and (5) community. Socialization participants are: (1) parents/guardians of students; (2) community; (3) educational leaders; (4) community leaders; and (5) the business/industrial world. The socialization material is Minister of Education and Culture Regulation number 75 of 2016 with an emphasis on several important things: (1) the duties and functions of the school committee; (2) the meaning of school committee revitalization; (3) the definition of donations, assistance, and levies; (4) school committee membership; and (5) encourage collaboration to improve the quality of education.

Some of the criteria for prospective school committee members are: (1) parents/guardians of students; (2) community leaders, i.e. have a job and live a good life as role models for the community and/or members or administrators of organizations or community groups concerned with education; (3) education experts, namely retired educators or people with experience in the field of education. Election provisions must refer to and

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<sup>8</sup> Lenny Marzulina et al., "Challenges in Teaching English for Efl Learners at Pesantren: Teachers' Voices," *Theory and Practice in Language Studies* 11, no. 12 (2021), <https://doi.org/10.17507/tpls.1112.10>.

must not conflict with Minister of Education and Culture Regulation number 75 of 2016. The elected school committee members are determined by the school principal.

School committees selected with the guidelines of Minister of Education and Culture Regulation number 75 of 2016 are school committees that have the potential to be of high quality. The principal acts as a driving force to increase the participation of school committee members with the principle of mutual cooperation to become a quality school committee.<sup>9</sup>

Principals have a strategic position in realizing quality school committees. The level of participation of the community, parents/guardians, and low school committees, was promoted by the principal as a driving force with the principle of mutual cooperation (Gotong Royong). The principal must have straight intentions, be generous, dedicated, and obey the rules. School committees, they are selected and carry out functions according to Minister of Education and Culture Regulation number 75 of 2016, become quality school committees. The collaboration of school principals with quality school committees improves the quality of education services.

The school principal must strive to be the driving force for the re-election of the school committee with the guidelines of Minister of Education and Culture Regulation number 75 of 2016. The quality of education services is a shared responsibility, parents/guardians of students, the community, school committees, teachers, education staff, and all parties to work together increase their participation.

The school committee is an independent institution that accommodates community participation consisting of people who care about education, formed and playing a role in efforts to improve quality, equity and efficiency of education management and provide consideration, direction, support and supervision at the school level.

## **THEORITICAL REVIEW**

### **1. The Role of the School Committee**

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<sup>9</sup> Asad Asad, Sri Hidayati, and Fridiyanto Fridiyanto, "Education and Human Resources: Retaining Future Human Resources' Behaviours to Nature Through Environmental Education," *Journal of Higher Education Theory and Practice* 22, no. 2 (2022), <https://doi.org/10.33423/jhetp.v22i2.5043>.

The school committee is an independent institution that accommodates community participation consisting of people who care about education, is formed and plays a role in efforts to improve quality, equity and efficiency of education management and provide consideration, direction, support and supervision at the school level.

Minister of Education and Culture Regulation number 75 of 2016, is a revitalization of school committees. Several important points in this ministerial regulation which constitute the revitalization of school committees are<sup>10</sup>: (1) school committees act as checks and balances for school administration in order to improve the quality of education; (2) the mechanism for recruitment and membership of the school committee has changed so as to reduce the possibility of conflicts of interest from the teacher and staff councils, school administrators, and other stakeholders; (3) accountability mechanisms regarding the availability and use of budgets in schools that can be known by all school stakeholders; (4) nomenclature that clearly distinguishes the meaning of: levies, donations, and assistance; (5) the position, function, and duties of the school committee are getting clearer.

Many parties are involved in implementing Minister of Education and Culture Regulation number 75 of 2016. As an illustration, the flow of the implementation of this ministerial regulation from the district/city level is: (1) the district/city education office disseminates information to the head of the sub-district education office and school supervisors; (2) school supervisors disseminate information to school principals; (3) school principals disseminate information to parents/guardians of students, community leaders, school communities who care about education, and school members; (4) selection of school committees; 4) school committees carry out their duties. If there are parties mentioned above who do not carry out their functions properly, it is possible that a quality school committee will not be realized.

Mulyasa<sup>11</sup> explained that: School-Based Management is a concept of school empowerment in order to improve the quality and independence of schools. With school-based management, it is hoped that school residents and local community members can carry out education in accordance with

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<sup>10</sup> See Kemendikbud, *Peraturan Menteri Pendidikan dan ...*, h. 378

<sup>11</sup> Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2007) p. 67

the needs, developments of the times and global demands. One of the rationales for implementing School-Based Improvement Management is to make policies or decisions closer to all parties with an interest in education (stakeholders), so that the results are truly the aspirations of stakeholders. For this reason, School-Based Quality Improvement Management requires the participation of all parties related to the implementation of education in schools, both school residents such as teachers, principals, students, and other education personnel, as well as residents outside the school such as parents, academics, community leaders and other parties representing the community. Participation is necessary so that every school policy and decision truly reflects the aspirations of school stakeholders. Currently, the school committee is a forum for stakeholders to participate directly or indirectly in the school development framework.

To carry out its role as a supporting agency, according to the education board and school committee development team, the school committee has the following functions: (1) encouraging parents and the community to participate in education, which is described in operational activities in: (a) monitoring regular and incidental meetings with parents and the community, (b) seeking financial assistance from the business world and industry for tuition fees for students from underprivileged families, (c) urging and approaching parents and the community who are deemed capable of being resource persons in intracurricular activities for students, (e) providing support to schools in a preventive and curative way in eradicating the causes of drugs in schools, and (f) providing support to schools in extracurricular activities; (2) mobilizing parents and the community in financing the implementation of education, which is described in operational activities: (a) verifying the RAPBS submitted by the school principal, (b) providing ratification of the RAPBS after the verification process in the plenary meeting of the school committee, (c) motivate the middle and upper class community to increase their commitment to efforts to improve the quality of education in schools, and (d) assist schools in raising public funds for the collection of endowments; and (3) encourage the growth of parental and community commitment to the provision of quality education, which is described in operational activities (a) implementing the concept of cross subsidies in the withdrawal of fees from parents of students, (b) conducting innovative activities to increase community commitment, and (c) assisting schools in



creating relationships and cooperation between schools and parents and the community.

To carry out its role as controlling, according to the development team of the education board and school committee, the school committee has the function to evaluate and supervise educational policies, programs, implementation, and outputs, which are described in operational activities, including: (1) holding meetings or regular/incidental meetings with school principals with teachers, (2) frequent visits or gatherings to schools or with the teacher council at schools, (3) asking schools for explanations about student learning outcomes, and (4) collaborating with schools in activities alumni tracing.

To carry out its function as a mediator, according to the development team of the education council and school committee, schools have the following functions: (1) cooperate with the community, which is described in operational activities: (a) foster harmonious relations and cooperation with all education stakeholders, especially the world business and industry, (b) conducting an assessment of the possibility of being able to enter into a cooperation or MoU (Memorandum of Understanding) with other institutions to promote schools, and (2) accommodating and analyzing aspirations, ideas, demands, and various educational needs carried out by community, which is described in operational activities: (a) distributing questionnaires to obtain input, suggestions, and creative ideas from the community, (b) submitting a written report to the school on the results of his observations of the school.

## 2. School Effectiveness

According to Gunter in Syafaruddin<sup>12</sup> there are several factors that determine effective schools, which are described in the following table:

1)	Professional leadership (Principal)	Target institutions with a participatory approach and professional leadership
2)	Share vision and goals	Consistent unity of goals and implementation of friendly cooperation
3)	Learning environment	Attractive work environment and regular academic atmosphere
4)	Concentration on teaching	Maximization of emphasis on study

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<sup>12</sup> Syafaruddin, *Manajemen Organisasi Pendidikan* (Medan: Perdana Publishing, 2017) p. 204

	and learning	hours and achievement
5)	Purposeful learning	Organizational efficiency that clearly targets adaptive learning structures
6)	High expectations	High expectations of all communicated to respond to intellectual challenges
7)	Positive reinforcement	Fair and clear disciplinary feedback
8)	Progress monitoring	Monitoring student achievement and evaluating school performance
9)	Student rights and responsibilities	The emergence of student self-esteem and responsibility control
10)	Collaboration between school and family	Parental involvement in children's learning
11)	Organizational learning	School-based staff development

### 3. Principal's Performance

The roles of principals, teachers, and parents are key players in the work of schools. When cooperation takes place, it forms their concentration in leadership which is full power in the school. If the influence is by an expert principal, then teachers will always build cooperation to form a professional team that invites parents and students into leadership work.<sup>13</sup>

### RESEARCH METHODOLOGY

This type of research is a qualitative research with the research method used is descriptive qualitative. According to Hamdi<sup>14</sup>, qualitative research is research that can explain and analyze phenomena, events, and social activities, beliefs, perceptions of a person or group of things. This study prioritizes direct data and researchers themselves who go into the field to conduct observations and interviews with junior high school personnel in Aceh Tamiang district.

### DISCUSSION RESULT

<sup>13</sup> See Syafaruddin, *Manajemen Organisasi ...*, p. 207

<sup>14</sup> Hamdi Asep Saepul, Baharuddin E, *Metode Penelitian Kuantitatif Aplikasi Dalam Pendidikan*, (Yogyakarta: Budi Utama, 2014), p.9

In this study, it can be said that the cooperation between the principal and the school committee tends to be lacking, and from field observations and interview data obtained by the author in the field. The implementation of training for school committees in this study also tends to be less than the results of field observations. This data creates an opportunity for school principals and the Aceh Tamiang District Education Office to activate better patterns of organizational development so that there is an increase in collaboration between school principals and school committees in junior high schools throughout Aceh Tamiang Regency. A conducive and healthy collaboration between principals and school committees will have a positive impact and is expected to increase school effectiveness.

This is in line with what Fatta emphasized that the objectives of the school committee are: (1) to accommodate and increase the participation of education stakeholders at the school level, (2) to participate in formulating, establishing, implementing and monitoring the implementation of school policies and accountability that focus on the quality of students. proportionally and openly, (3) accommodate the participation of stakeholders to participate in school management in accordance with their roles and functions with regard to planning, implementation and evaluation of school programs voluntarily (volunteer) observers or education experts who care about school needs, and (4) bridging and socializing school policies to parties who have relevance and authority at the regional level.

Several important points in Minister of Education and Culture Regulation number 75 of 2016 which are the revitalization of school committees are: (1) school committees act as checks and balances for school administration in order to improve the quality of education; (2) the mechanism for recruitment and membership of the school committee has changed so as to reduce the possibility of conflicts of interest from the teacher and staff councils, school administrators, and other stakeholders; (3) accountability mechanisms regarding the availability and use of budgets in schools that can be known by all school stakeholders; (4) nomenclature that clearly distinguishes the meaning of: levies, donations, and assistance; (5) the position, function, and duties of the school committee are getting clearer.

The role of the school committee in education can be realized in the form of financial support, infrastructure, or material things, but this participation can also be in the form of something that cannot be measured by material such as contributing ideas, encouragement, building situations that allow community members to be interested. to take part as participants, observers or other moral support. When this role goes well, it is believed that it will have a positive impact on the progress of the school and the effectiveness of the school in achieving its quality. In particular, the role of the school committee which is manifested in its performance with school principals, teachers, and employees with the committee has a positive impact in the form of encouragement to continue working for the progress of the school and school effectiveness.

#### **CONCLUSIONS AND RECOMMENDATIONS**

The role of the school committee in its active performance will affect the effectiveness of the school in achieving good quality. This will also have a positive impact on improving the principal's performance and school effectiveness. However, the activeness of the school committee in carrying out its programs has not shown its maximum totality. The role of the school committee in improving school effectiveness and the performance of junior high school principals in Aceh Tamiang Regency is still low, the authors say. This can be considered for school principals to activate the roles of school committees, conduct re-election, to hold ongoing meetings and meetings in order to establish good relations and increase understanding and the role of school committees in their involvement in the world of education or schools. Given the many benefits that will result from the role of school committees, the education office can also implement or improve training for school committees whose activities are no longer visible, by inviting speakers from experts in the world of education. The role of the school committee in education can be realized in the form of financial support, infrastructure, or material things, but this participation can also be in the form of something that cannot be measured by material such as contributing ideas, encouragement, building situations that allow community members to be interested. to take part as participants, observers or other moral support. When this role goes well, it is believed that it will have a positive impact on the progress of the school and the effectiveness of the school in achieving its quality.

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