

# THE EFFECTIVITY AND PERFORMANCE OF SCHOOL COMMITTEE IN IMPROVING QUALITY OF EDUCATION BASED ON COMMUNITY PARTICIPATION IN BOGOR DISTRICT

ABDORRAKHMAN GINTINGS

Professor of Educational Policy at Islam Nusantara in Bandung.

E-mail: [abdorrakhman.gintings@yahoo.com](mailto:abdorrakhman.gintings@yahoo.com)

## ABSTRACT

This research aims to analyze and describe the understanding of School Committee members, support to School Committee, the effectiveness of communication School Committee on School Committee performance in Bogor district. The Results of this research shows that the understanding of School Committee, support for School Committees and the effectiveness of communication of the School Committee as a whole are good enough., the performance of School Committee members in public and private primary and junior high schools in Bogor district is considered good enough. It is recommended that the School Committee's understanding of its role and function, and improve the effectiveness of communication in the organization by maximizing the five dimensions of effective communication of the School Committee's.

**Keywords:** *School Committee, Communication Effectiveness, Performance.*

## 1. INTRODUCTION

Article 56 of Law No. 20 Year 2003 regarding the National Education System states that, the community has a role in improving the quality of education services which includes the planning, supervision and evaluation of education programs through the Education Council and School Committee. At the end of 2016, the Ministry of Education and Culture revitalized the role of the School Committee by issuing the Minister of Education and Culture Regulation No. 75 of 2016 on School Committees. Through the Permendikbud, it is expected that the School Committee can maximize its role in improving the quality of education with the background of the issuance of Permendikbud is to improve and encourage the quality of education services, thus revitalizing the function and role of the School Committee on the principle of mutual cooperation.

In the current era of regional autonomy, it has brought various changes in all lives of society. This change is very important, among others is to encourage public participation in the implementation of various government programs, especially in the management and improvement of the quality of national education. One of the

containers that can accommodate the views, aspirations, and explore the potential of the community to achieve the improvement of education quality at the level of educational unit is the school committee. This container is formed as a consequence of the increasing complexity of school organization, in addition to maximizing community participation to take responsibility for the success of education. The concept that is currently being optimized by schools as part of the community is to maximize the school committee work program as part of school stakeholders structurally representing the community within the scope of education. Formally, the existence of the School Committee as part of the education service system.

To achieve the quality and competitiveness of education, schools should encourage and provide opportunities for school committees to carry out their roles and functions to the maximum through various policies, communicating programs, and creative and innovative operational activities. In order to realize a quality school and towards a community of civil education, the School Committee serves as a bridge of communication between the school and all education stakeholders.

## Research Purposes

The purpose of this study is to analyze and describe (1) the understanding of school committee management, support to school committees and school committee effectiveness. (2) To analyze whether there is a difference between the performance of public and private schools in Bogor Regency. (3) This study also examines how much School Committee performance and the factors that influence it.

## 2. LITERATURE REVIEW

The success of an organization including the School Committee is measured by the concept of organizational effectiveness. In the context of organizational effectiveness, Handyaningrat (1996) says that effectiveness is a measurement in the sense of achieving a predetermined goal or goal. According to Gibson (1995) the notion of effectiveness is: Assessment made in relation to the achievements of individuals, groups, and organizations. It means that the closer their achievement to the expected achievement, then it is the more effective to assessing them.

Based on Steers (1985), the organization is a complex entity that seeks to allocate its resources rationally for the achievement of goals. Understanding the effectiveness of the organization by Steers can be explained by understanding the three concepts are interconnected as shown in Figure, namely optimization of goals, systematic and pressure on the aspect of human behavior in the organizational structure.

In optimizing goals, the success achieved by an organization depends on its ability to acquire and utilize its resources. In this case, the organization must overcome obstacles that can hinder the achievement of objectives and seek the best alternative to achieve optimal organizational goals. To measure the high level of organizational effectiveness it is necessary to consider effectiveness criteria as suggested by Sondang (2000).

Furthermore, Sondang revealed several things that become criteria in measuring the effectiveness of: clarity of goals to be achieved, clarity of goal achievement strategy, analysis process and formulation of stable policy, careful planning,

preparation of appropriate programs, the availability of facilities and work infrastructure,

effective implementation and efficient, supervisory and controlling systems.

Various studies on the role of communities in education managers show two trends. The first trend, the role of school committees that accommodate the participation of parents is more emphasized on their contribution financially in the provision of education in schools Faith. et.al (2015), Ugwulashi (2012), Bambang (2014). The second trend, in the research of Suratman (2012), Wardiah.et.al (2014) found that the participation of the School Committee had an effect on the effectiveness of School management, the increased participation of school committees would lead to increased effectiveness of school management. Lane (2004) produced his study of the schools revealed one of the importance of school development of partnership relationship with the community, in this case the parents of students.

An organization has effectively run its roles and functions so the performance of the organization is measurable. The performance of the School Committee is the result of the work of school committee members in performing their roles and duties in educational units that have been achieved, demonstrating the ability and achievement of the School Committee. The performance of the School Committee is measured by the executive functions and roles of the School Committee, support for the implementation of annual school programs, partnerships with school managers, and partnerships with business and industry

## 3. RESEARCH METHODS

This research uses survey method with quantitative approach. Bungin (2005) said that quantitative research with descriptive format aims to explain, summarize the various conditions, various situations on various variables that arise in the community that became the object of research. This research uses the positivism paradigm that is measuring objective facts through the concept derived on the variables and elaborated on the indicators with respect to the aspects of reliability. Based on the relationship between one variable with another variable Sugiyono (2010).

The data used in this study is primary data related to the research variables obtained through questionnaires distributed to respondents that

consist of 72 respondents who came from 24 elementary and private and public Junior High School in Bogor Regency. To analyze the data as a whole used path analysis (path analysis. The path analysis is to examine how the role of intermediate variables in regression analysis (Bungin 2005). Path analysis is a method used in the causal model that researchers have formulated on the basis of specific theoretical and knowledge considerations (Sudjana, 2003).

**4. RESULTS AND DISCUSSIONS**

The result of the calculation using Kolmogorov Smirnov normality test can be concluded that the data of the board's understanding, the support of the school committee, the effectiveness of communication and the performance of the board at the public school has a significance value smaller than 0.05, as well as in private schools it can be concluded that the data is normally distributed. Statistical analysis using two sample independent parametric test, in this research will be used independent t-test statistic.

**4.1 Understanding of The School Committee Members**

The average score for variable the understanding of the school committee members in relation to the role and function of the school committee as a whole is categorized as good enough, indicates the liaison is considered good as well as the dimension which has the average of greatest score of 3.20. The dimensions of the advisor with an average of 3.12 and categorized good enough. The dimensions of the support and the controller of the categorization are good enough with an average score of 3.09 and 2.79. The school committee's understanding of the four roles of the School Committee in giving consideration, support, as supervisor and liaison is good enough, but the highest role is as a liaison between all stakeholders in the school.

Table 1: The understanding of school committee members related to the role and function of the committee in private and public schools

Dimension	Score		Average Board Understanding	
	Public	Private	Public	Private

Giving Consideration	884	912	3.07	3.17	0.393 <sup>ns</sup>
Supporter	1440	1577	2.67	2.92	0.014 <sup>**</sup>
Controller	1168	1276	2.95	3.22	0.018 <sup>**</sup>
Liaison	894	949	3.10	3.30	0.118 <sup>ns</sup>
Board Understanding	4386	4714	2.90	3.12	0.013 <sup>**</sup>

Notes: \*significant at  $\alpha = 0.1$ , \*\* significant at  $\alpha = 0.05$ , \*\*\* significant at  $\alpha = 0.01$ , ns = non significant

Based on the results of data processing above it can be seen that the understanding of school committee members related to the role and function of the committee in private and public schools have a real difference ( $p\text{-value} = 0.013 < \alpha = 0.05$ ). Overall private schools have the acquisition average score Which is higher than 3.12 when compared with the average score of understanding of school committee members in the public school environment which has an average of 2.90. Although the overall understanding of school committee members on the role and function of school committees at private and public schools is categorized good enough, but in terms of providing support both have the lowest average achievement when compared with the dimensions of giving consideration, controller and liaison. While the best achievement in private and public schools is in terms of its function as a liaison.

**4.2. Supports to The School Committee**

The average score for variable the Support to School Committee indicates as a whole is categorized good enough. The dimensions of the central government 2.42, the dimensions of the district government 2.72, the dimensions of the foundation an average score 2.44, the dimensions of the principal an average score 2.73, the dimensions of the teacher an average score 2.74, the dimensions of the parents an average score 2.92, the dimensions of the student an average score 2.86 and the dimensions of the business 3.04 which has average of the greatest score. The result shows the support to school committee on primary education in Bogor District is still good enough category which means is not maximal.

Table 2. *Support of the School Committees in Private and Public Schools*

Dimension	Score		Average Support		P-value
	Public	Private	Public	Private	
Central Government	556	664	2.21	2.63	0.014**
City Government	903	1058	2.51	2.94	0.004***
Foundation	398	481	2.21	2.67	0.005***
School Principal	638	739	2.53	2.93	0.002***
Teacher	453	534	2.52	2.97	0.005***
Parents	478	574	2.66	3.19	0.000***
Students	469	562	2.61	3.12	0.002***
Business and Industries	823	926	2.86	3.22	0.007***
School support to Committee	4718	5538	2.52	2.96	0.000***

Notes: \*significant at  $\alpha = 0.1$ , \*\* significant at  $\alpha = 0.05$ , \*\*\* significant at  $\alpha = 0.01$ , ns = non significant

Based on the results of data processing above it can be seen that the support of school committees in private and public schools have a real difference (p-value =  $0.000 < \alpha = 0.05$ ), it is also seen in each dimension significantly different, where as a whole private schools had a higher average score of support for school committees of 2.96 when compared with the average of support scores in public schools that had an average of 2.52. Although overall support for school committees in private and public schools is categorized as good but not maximal.

#### 4.3. Communication Effectiveness of the School Committee

The average score for variable the communication effectiveness of the school committee is categorized good enough, where the dimension that has the highest average score is the clarity of the goals to be achieved with an average score of 3.00. The dimension preparation of the right program an average score of 2.86, the dimension effective implementation an average score of 2.85, the dimension availability of facilities and infrastructure an average score of 2.83, the dimension educating super visual an average score 2,90.

Table 3. *Communications Effectiveness of the School Committee in the Private and Public Schools*

Dimension	Score		Average Communication Effectiveness		P-value
	Public	Private	Public	Private	
Exact Goal to be Achieved	407	457	2.83	3.17	0.021**
Preparation of the right program	1395	1490	2.77	2.96	0.144 <sup>ns</sup>
Effective and efficient implementation	584	646	2.70	2.99	0.021**
Availability of facilities and infrastructure	775	853	2.69	2.96	0.019**
Educating Super visual System	495	548	2.75	3.04	0.031**
Communication Effectiveness	3656	3994	2.74	3.00	0.021**

Notes: \*significant at  $\alpha = 0.1$ , \*\* significant at  $\alpha = 0.05$ , \*\*\* significant at  $\alpha = 0.01$ , ns = non significant

Based on the results of data processing above can be seen that the Communications effectiveness of school committee in private and public schools have a real difference (p-value = 0.021 <  $\alpha$  = 0.05), it is also seen in the dimension of clarity of goals to be achieved, Effective and efficient, the dimensions of the infrastructure facilities and dimensions of the educational system are significantly different, while the appropriate dimensions of programming both private and public schools have almost the same achievement. Overall private schools have a higher average communication effectiveness average of 3.00 when compared with the average communication effectiveness of school committee members in public school environments that have an average of 2.74 although both have a fairly good communication effectiveness category.

**4.4. Performance of The School Committee**

The average score for variable performance of the school committee overall is good enough, this is not separated from the board of the School Committee that supports the implementation of the annual program of schools and conduct partnerships with school managers are implemented good enough as well as dimensions that have the highest average score of 2.83. The dimension implements the function and role of the school committee an average score of 2.78 and dimension conduct partnership with business and industry are low with average score 2.53

*Table 4. Board Performance in Both Private and Public Schools.*

Dimension	Score		Average Management Performance		P-value
	Public	Private	Public	Private	
Implement the function and role of the School Committee	1095	1311	2.53	3.03	0.000 ***
Support the implementation of annual school programs	837	995	2.58	3.07	0.000 ***

Conduct partnerships with school managers	557	664	2.58	3.07	0.001 ***
Conduct partnership with business and Industry	670	785	2.33	2.73	0.009 ***
School Committee Management Performance	3159	3755	2.51	2.98	0.000 ***

Notes: \*significant at  $\alpha$  = 0.1, \*\* significant at  $\alpha$  = 0.05, \*\*\* significant at  $\alpha$  = 0.01, ns = non significant

Based on the results of data processing above it can be seen that the performance of school committee committees that occur in private and public schools have a real difference (p-value = 0.000 <  $\alpha$  = 0.05), it is also seen in all dimensions significantly different, especially in terms of implementing the function and role of the school committee, whereby the overall private school has a higher average performance of the management board of 2.98 when compared with the average performance of administrators in public schools that have an average of 2.51.

Overall, the performance of the school committee members in private and public schools is categorized sufficient, mainly due to the partnerships built with business and industry by public and private schools are considered less than optimal. While the best achievement in private and public schools is to support the implementation of annual school programs and partnerships with school managers.

The results of this study confirm the results of previous research, (Suratman (2012) Hendarmoko Syamsudin (2009), Ivan (2015) where the results show the differences in school committee performance between public and private schools, where the performance of private school committees is higher than the School Committee. Shinta et al (2014), Elizabeth (2016)



**4.5. Performances of the School Committee Relationship with Factors Affection***Table 5. The result of Pearson test regarding the relationship of The School Committee Performance with the factors that affecting it.*

	Variables	Pearson Coefficient Correlation
School Committee Performance (Z)	School Committee Understanding (X <sub>1</sub> )	0.740**
School Committee Performance (Z)	Supports to School Committee (X <sub>2</sub> )	0.729**
School Committee Performance (Z)	Communication Effectiveness (Y)	0.762**
Communication Effectiveness (Y)	School Committee Understanding (X <sub>1</sub> )	0.737**
Communication Effectiveness (Y)	Supports to School Committee (X <sub>2</sub> )	0.664**

\*\* very significant relation on  $\alpha = 0,010,100-0,199$   
 = very low 0,200-0,399 = low 0,400-0,599 = strong / moderate 0,600-0,799 = strong 0,800-1000 = very strong (Suyono 2016)

The relationship of the board's understanding and support to the school committee with the communication effectiveness of 0.737 and 0.664 indicates a strong and meaningful positive relationship. The relationship of the School Committee understanding with the performance of the school committee is 0.740 which shows a positive relationship with the strong level of closeness and gives a real relationship, the support of the school committee with the performance of the school committee has a correlation coefficient of 0.729 showing a positive relationship with a strong and meaningful level of closeness real.

While the relationship of communication effectiveness with performance has a correlation coefficient of 0.762 indicates a strong relationship and significant meaning.

**5. CONCLUSION**

Based on the results of data analysis, it can be drawn as follows: Understanding the school committee members to the four roles of the School Committee in giving consideration, support, as supervisors and liaison is good enough. Support for the school committee as a whole is categorized good enough. The effectiveness of the communication of the school committee as a whole is categorized good enough, where the dimension that has the highest average is the clarity dimension of the objectives to be achieved.

Based on the research results, it can be seen that the performance of the School Committee measured through 4 dimensions has a fairly good. The performance of the school committee executives in the private and public schools has a significant difference, whereby the overall private schools have a higher average performance of school committee members than the average performance of the school board.

**6. SUGGESTION**

In order for the School Committee to have a high performance in achieving its objectives it is necessary to improve the effectiveness of its organizational communication. Increasing the effectiveness of the organization can be done by maximizing the five dimensions of organizational effectiveness of the School Committee. To increase participation and support for the execution of the role and function of School Committees, efforts should be made to improve the understanding of school management and other stakeholders on the role and function of the School Committee. Bogor District Education Office should proactively socialize and provide debriefing and assistance to the school committee officials. In addition, regular technical guidance as well as the democratic selection of School Committee management are some solutions to improve the performance of the School Committee.

**REFERENCES**

1. Bungin B. 2005. Quantitative Research Methodology Communication, Economics

- 
- and Public Policy. Jakarta: Prenamedia Group.
2. Gibson, James L. 1995. Organizations Behaviour Structure and Process.
  3. Handyaningrat S. 1996. Organization Management Principles. Jakarta: Mas Agung
  4. Hendarmoko, Samsyudin. 2009. Effectiveness of Role and Function of School Committees at Private Junior High School. *Jurnal Lingkar Mutu Pendidikan*. 1(3)
  5. Ivan H, Mufti M. 2015. Analysis of Education Policy Implementation. The Role of School Committees In Vocational Secondary Schools. *Jurnal Cakrawala Pendidikan*. 34(1): 58-66.
  6. Lane AB. 2004. Chalk (inter) Face: The Role of Public Relation in the Dialogue Between School and Parents in South East Queensland *Proceeding Australia and New Zealand Communication Association*. Sydney (AU): University Sidney.
  7. Law Number 20 Year 2003 Regarding National Education System
  8. Novianty E, Pudji M, Djoko S, Basita G. (2016). Organizational Communication in Implementing School Committee Role in South Tangerang City. *Journal of Education and Learning*. Vol.11(1)
  9. Regulation of the Minister of Education and Culture No. 75 Year 2016 Regarding School Committee
  10. Shinta D, Bambang S, Bambang I. 2014. The Difference Between School Committee's Performance of Public and Private Elementary Schools in Tingkir District, Salatiga. *Portal Jurnal UPI*.
  11. Steers MR. 1985. Organization Effectiveness. Jakarta: Erlangga.
  12. Sudjana. 2005. *Statistic Methods*. Bandung: Tarsito
  13. Sugiyono. 2010. Research Methods of Administration. Bandung: Alfabet.
  14. Suratman. 2012. The Effect of Entrepreneurship Principals Commitment, Duties and School Committee Participation on The Effectiveness of Public Elementary Management of Samarinda City. *Dissertation*. Jakarta (ID): Universitas Negeri Jakarta.
  15. Sondang Siagian,P. 2000. Organizational Development Theory. Jakarta: Penerbit Bumi Aksara
  16. Ugluswashi CS. 2012. Parent Teachers Association (PTA) Roles and Funding Private School Administration in Nigeria. *Asian Journal of Management Science and Education*. 1(2).
  17. Sri Wardiah, Murniati, Djailani. 2015. School Committee Strategic on Improving the Quality of Education on Elementary School in Lhoknga. *Education Administration Jurnal Syah Kuala*. Vol 3. No.2 Mei 2015. Issn 2302-0156. Pp.12-21
  18. Faith J Kiprono, Mary Nganga and DrJoyce Kanyiri, 2015. An Assessment of School Management Committees'Capacity in the Implemen-tation of Funds in Public Primary Schools: A Survey of Eldoret, East District, Kenya. *International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064 Index Copernicus Value (2013): September. 2015, vol 4 issues 9. pp.2102-2107*
  19. Bambang Ismanto. Public Participation in Budget Management School in Salatiga of Central Java Province, Indonesia. *Australian Journal of Basic and Applied Sciences*, 8(8) Special 2014, Pp: 234-238