

MANAGEMENT OF SCHOOL COOPERATION AND SCHOOL COMMITTEE IN IMPROVING THE QUALITY OF EDUCATION IN MASAGI ISLAMIC MIDDLE SCHOOL SUKABUMI DISTRICT

RICKY YOSEPTRY

Lecturer of the Postgraduate School of the Nusantara Islamic University, Bandung.
Email: rickyyoseptry@uninus.ac.id

NUR DEVI YUSIAWATI GUMELAR

Mujahidin Integrated Islamic Kindergarten Teacher in Bandung

M. ASEP ABDULAH

Masagi Islamic Middle School Teacher, Sukabumi Regency.
Email: masepabdullah_s2adm_19@uninus.ac.id

Abstract

This research is motivated by the role of the existence of school committees, one of which is to develop strategies and implementations that can be accepted and implemented by schools, so that the existence of school committees will become a new force that supports the achievement of school goals. This research was conducted at Islamic Middle School Masagi, Sukabumi Regency. In general, the purpose of this study is to obtain a clear picture of the implementation of cooperation between school committees and schools to improve the quality of education at Islamic Middle School Masagi, Sukabumi Regency. This study uses a qualitative method with the consideration that education as a system is not only result-oriented but also process-oriented in order to obtain optimal results. This study does not intend to test hypotheses but describe and analyze the data so that general trends are found which will be used as material for further study in this study. The conclusion in this study is to analyze aspects of planning, organizing, implementing, supervising school committees with schools in improving the quality of education at Islamic Middle School Masagi, Sukabumi Regency, which was studied showed that there was a relationship between the School Committee empowerment activity program carried out with teaching and learning activities by paying attention to supporting substance in this case understanding and socialization efforts as well as the formation of the School Committee.

Keywords: Management, Cooperation, School Committee, Education Quality.

A. INTRODUCTION

The development of science and technology that characterizes the 21st century or the third millennium has an influence on the global order of life. Entering the 21st century or the third millennium, there will be a paradigm shift or way of thinking in dealing with various phenomena, including mindsets related to education. The current and future paradigm shift seems to have been anticipated by the Government of Indonesia, especially in terms of education. The Government of Indonesia on July 8, 2003 has ratified the Law on the National Education System under the name of Law of the Republic of Indonesia Number 20 concerning the National Education System in 2003.

School is a systemic social institution, consisting of interrelated components and influences. The main components of the school are students, educators and other education personnel, curriculum, and educational facilities. In addition, there are stakeholders who also have a great influence on the process of organizing educational activities in schools, in terms of parents and community stakeholders who must be able to work together synergistically with schools. In a decentralized education system to optimize community participation, school management is more focused on efforts to empower schools. The main objective of decentralization of education itself, especially at the school level is to direct and empower parents to work together better in improving the quality of education in schools. This concept can foster public awareness of parents of students to participate in providing support and responsibility for the school. As a forum for channeling the aspirations and initiatives of the community in producing operational policies and educational programs at the school, it is called the school committee. The school committee is also a model of community participation which is manifested in the form of participation in decision-making in schools.

Changes in improving the school committee organization will certainly have a positive impact, economic income benefits, and benefits (profits) on the world of education in Indonesia. An educational institution will be successful in carrying out its activities if it can integrate itself in the life of the community that surrounds it. This success is shown by the compatibility of values between the institution concerned and the community. More than that, educational institutions will be of interest to children, parents and the whole community if it is able to meet their needs for science and technology.

The existence of a school committee is a positive condition to build synergy between schools and the community in realizing quality education. This is shown by the lack of accountability, transparency and community participation in school management. Thus the main problem of the existence of school committees is felt to be dominant at the level of policy implementation so that the crucial thing that needs to be addressed is formulating strategies, implementing the role of school committees that can be accepted and carried out by schools and the community in general, so that the existence of school committees will become a new force that can contribute support the achievement of school goals.

The interesting thing is that there is community participation in supporting teaching and learning activities in schools even though community participation is not yet significant and not evenly distributed at the level and type of education unit. It is proven that community participation in the form of school committees in several schools has shown a better direction but there are still many schools that are not/less supported by the community, so that community participation through school committees must be further improved, in this case schools that are not supported by the community. must empower school committees so that school programs that have been planned can be realized properly in accordance with educational goals, namely quality education.

The quality of education has implications for the importance of efficiency and effectiveness in the management of educational resources, both from the government and from the community. Likewise, it is necessary to recommend the management of educational resources to education managers and implementers as well as education stakeholders so that there is a synergy in the management of education at every level and type of education unit. Permadi and Arifin (2007:30) stated that: "As a consequence to accommodate the aspirations, hopes and needs of school stakeholders, it is necessary to develop a forum to accommodate and distribute them, the container is named the school committee".

Thus the school committee as a school partner in empowering schools, has a very strategic role and function in an effort to support teaching and learning activities in schools to improve the quality of education.

From the conclusions above, the reality on the ground shows that so far the role of the community in the field of education presented in the school committee organization is considered to be still not significant. Therefore, various strategic steps are needed to explore the potential of the community so that its contribution in the field of education, especially in supporting teaching and learning activities in schools can be felt by all parties. One of the steps towards this direction is through collaboration between schools and school committees to improve the quality of education. Through this collaboration, it is expected to increase community participation in the field of education, especially in improving the quality of education.

B. RESEARCH METHOD

This study uses a qualitative approach, where researchers observe directly how collaborative management and school committees in improving the quality of education are carried out at Masagi Islamic Middle School, Sukabumi Regency. Qualitative research is used to uncover facts that occur in the field to be studied in depth, so that in the end the findings of the data needed according to the research objectives are obtained, which is not only to explain what the object under study looks like, but also to explain how the existence and why the case occurred.

Qualitative research methods are used to obtain in-depth data, a data that contains meaning, meaning is actual data, definite data which is a value behind visible data. Therefore, qualitative research does not emphasize generalization, but emphasizes more on meaning. Generalization in qualitative research is called transferability, meaning that the results of the research can be used in other places when the place has characteristics that are not much different. The data collection techniques in qualitative research are carried out by means of observation, interviews, and document studies that are asked to provide data, opinions, thoughts, and perceptions (Syaodih, 2012:94). Thus, qualitative research is an effort to find, describe, analyze, and interpret empirical data in the field with the right interpretation of a problem related to collaborative management and school

committees in improving the quality of education carried out at Masagi Islamic Middle School, Sukabumi Regency. Based on the opinions of the experts above, qualitative research can be defined as a study that describes the phenomena that occur in the field.

The collection of data used in this research is participatory observation techniques, in-depth interviews and documentation studies.

1. Participatory Observation Techniques: In participatory observation, researchers must be directly involved with all parties being observed or used as sources of data in research;
2. Interview Techniques: The interview referred to in this study is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer in this case the researcher who asked the question and the interviewee (informant), the principal and the head of the school committee as sources who provided answers to the question;
3. Documentation Study: The documentation study in this study was carried out to collect data sourced from archives and documents at the Islamic Middle School Masagi, Sukabumi Regency, which are related to technical cooperation management, for further analysis.

This research was conducted at Islamic Middle School Masagi, Sukabumi Regency, which is located at Jalan Pelabuhan II Kilometer 10, Kampung Pasirmalang, Kebonmangu Village, Gunungguruh District, and Sukabumi Regency. The subjects in this study were the principal, the head of the school committee, teachers and students at Islamic Middle School Masagi, Sukabumi Regency. The researcher believes that the research subjects above are able to become respondents and sources of data that will help the smooth running of this research. Another reason, because researchers see: they master or understand the management of school cooperation and school committees in improving the quality of education.

The data source in this study used a purposive sample of data sources and was snowball sampling. This is because the data source participants are still temporary, and will develop later after researchers in the field. Another reason is because the data source was chosen based on certain considerations and objectives, and wanted to obtain adequate, accurate information, to be able to explore broader information that had been obtained previously. Thus, it can be seen that there are information gaps found in the management of school cooperation and school committees in improving the quality of education at Masagi Islamic Middle School, Sukabumi Regency.

C. RESULTS AND DISCUSSION

The purpose of this study was to examine the collaborative management of schools and school committees in improving the quality of education at Islamic Middle School Masagi,

Sukabumi Regency, with a focus on 1) Planning; 2) Organizing; 3) Implementation 4) Supervision.

1. Research Results

a. Planning for School Cooperation and School Committees in Improving the Quality of Education at Masagi Islamic Middle School, Sukabumi Regency

Based on the results of interviews with school principals, teachers and school committees, it was found that the first step in planning is to analyze the school community, intended to identify the strengths and weaknesses of the school's human resources. This analysis needs to be done so that the curriculum that will be compiled and developed is in accordance with the school's ability and can be implemented optimally. In identifying, at least it is necessary to obtain information regarding: the number of educators and their details, physical and mental fitness of educators, educational background and/or certificates of expertise, educator competencies (pedagogic, personality, professional, social), average teaching load of educators, ratio educators and students, interest of educators in professional development, number of education personnel and their details, physical and mental fitness of education personnel, type of expertise, background of education personnel, and interest of education personnel in professional development.

The curriculum is prepared by the school to allow the adjustment of educational programs to the needs and potentials that exist in the region. Analysis of the strengths and weaknesses of the programs includes: educational programs (among others: selection of subjects with national content and local content, selection of self-development activities, determination of life skills education, determination of education based on local and global advantages), learning programs, remedial programs, and enrichment programs. The existence or absence of a program, its implementation, and the suitability of the program with the needs and potentials of the school/region are an analysis that is indispensable for developing a curriculum.

Based on the results of the documentation study that the School Committee is a party involved in the preparation of the curriculum in addition to resource persons and other related parties. The curriculum drafting team consists of educators, counselors, and school principals as chairpersons and members. At the final stage, the school committee must also give consideration to the preparation of the curriculum. In the National Education Standards Agency (BSNP) (2006:5) it is stated that curriculum development refers to content standards and graduate qualification standards that are guided by the guidelines for curriculum preparation prepared by BSNP, and take into account the considerations of the school committee.

In relation to decision-making, the SNP Article 51 paragraph 2 states that decision-making in primary and secondary schools in non-academic fields is carried out by a school committee attended by the principal. In addition, the school committee also decides on the guidelines for the school's organizational structure and school operational costs. The

school committee also provides input on school rules and regulations, which at least include the rules for educators, education staff and students, as well as the use and maintenance of facilities and infrastructure. School leaders and school committees also conduct monitoring to assess school efficiency, effectiveness, and accountability. As for the implementation of education management at the primary and secondary education levels, the principal is accountable to the board of educators and school committee meetings. Based on these things, an analysis of the opportunities and challenges of the school committee needs to be done to develop the curriculum. The school committee consists of people who care about education. In preparing the curriculum, the school committee acts as an institution that can participate in monitoring and evaluating the implementation of the curriculum. Based on this, an analysis of the concerns of school committees needs to be carried out to further strengthen curriculum development.

According to the results of interviews with resource persons, it is explained that there are several professional associations in general that support the professionalism of educators. However, more specifically, professional associations for subject educators/teachers in junior high schools are manifested in Subject Teachers' Consultations (MGMPs) which include school, district/city, and provincial MGMPs. The MGMP can also act as a team that compiles the syllabus for certain subjects. The existence of this team will greatly assist curriculum development. Opportunities and challenges for the existence of MGMP need to be analyzed for curriculum development.

One of the principles of curriculum development is relevant to the needs of life. In this case, curriculum development is carried out by involving stakeholders to ensure the relevance of education to the needs of life, including community life, the business world, and the world of work. Therefore, the development of personal skills, thinking skills, social skills, academic skills, and vocational skills is a necessity (BSNP, 2006).

In addition, the curriculum is prepared by taking into account various things, including the world of industry and the world of work as well as the development of science and technology. In the curriculum, learning activity plans must be able to support the personal growth of students who have an entrepreneurial spirit and have life skills. In this case, the industrial world around the school can be empowered to support the education program of the school concerned. Example: near the school there is a craft industry, students can carry out various activities to achieve basic competencies according to the context of the craft industry. Based on these things, an analysis of the opportunities and challenges of the industrial world and the world of work in the school environment needs to be carried out for curriculum development.

b. Organizing School Cooperation and School Committees in Improving the Quality of Education at Masagi Islamic Middle School, Sukabumi Regency

Based on the results of Observations, Interviews and Documentation Studies, it is found that capacity building efforts at the school level in order to improve the quality of education are generally carried out through training, both by the Government and other institutions.

Indeed, regular training or workshops are the first step to socialize a new idea, whether it is a new approach or paradigm in learning, or in school management. However, what is key to the capacity building program is the follow-up program or activity that is planned and implemented after the training because it is precisely these follow-up activities that will determine the success or failure of implementing a new concept in the field.

The success of quality improvement programs in schools depends on the commitment and ability of those who are closely related to teaching and learning activities and school management, namely: Principals, teachers, members of the School Committee, and Community Leaders, as well as officials related to the education sector. Therefore, practitioners' understanding and understanding of School-Based Management, Active, Creative, Effective and Fun Learning, and Community Participation need to be deepened and their perceptions also need to be equalized. In the short term, the expected outcomes include: 1) an increase in the understanding of all officials and individuals involved in education about aspects of school-based management, and community participation. 2) There is an increase in school performance in terms of transparent and accountable school-based management, and increased community participation in general school problems. The expected long-term results include the following two aspects: 1) In general there is an increase in the quality of basic education in the target schools which results in an increase in the performance of students by increasing the value of learning achievement, a more pleasant learning environment for learning, as well as teaching staff more professional; 2) These piloted primary and junior secondary school improvement models are imitated and disseminated to other schools and regions, both by the Government and by stakeholders.

All elements involved in the school will be given the same training, although the level of depth of discussion will be adjusted according to the type of task of the trainees from these elements. These elements are school principals, teachers, members of the School Committee, community leaders and ranks of education offices from departments and agencies. In the implementation of the training, the participants consisting of various parties (principals, school supervisors, teachers, school committees, community leaders, and education officials) will be made into one group so that there is understanding and understanding between them. To better appreciate each other's tasks, they will share their perception of their task and their expectations of the other groups and this will be discussed together.

Thus there is no more exclusivism. They will understand the limitations and duties of each group so that it is hoped that they will know their duties better and there will be a better mutual understanding of each other's duties. The quality improvement program for the school level is carried out through a series of activities that include multilevel training, mentoring and group activities for teachers, school principals and supervisors in clusters or districts.

c. Implementation of School Cooperation and School Committees in Improving the Quality of Education at Masagi Islamic Middle School, Sukabumi Regency

Based on the results of Observations, Interviews and Document Studies with resource persons, it was found that the analysis of the implementation of cooperation, one of which was through an analysis of infrastructure, including land, classrooms, school leadership rooms, educator rooms, administrative rooms, library rooms, laboratory rooms, classrooms, workshops, production unit rooms, canteen rooms, power and service installations, places to exercise, places of worship, places to play, places to be creative, and other spaces/places needed to support an orderly and continuous learning process (SNP article 42 paragraph 2). An analysis of the strengths and weaknesses of infrastructure in schools includes its existence, the ratio of its number, its feasibility, and its cleanliness.

Continued based on the results of Observations, Interviews and OBS Document Studies with resource persons, that cooperation between schools and the community is a school activity that involves the community both individually and in an organization with voluntary principles, mutual benefit and mutual interest in a forum in order to help smooth implementation education at school. The collaboration is carried out with the aim of utilizing the potential of the community in helping the smooth implementation of education in schools with the goals that have been set together. The parties that can be invited to collaborate with schools are community members. The cooperation is carried out either on a scheduled, planned and continuous basis through meetings with community leaders and related parties incidentally as needed.

At the beginning of the new school year, parents of prospective students are invited to the school. During the meeting, the principal emphasized to parents that education is actually a shared responsibility between parents, schools and the government. Schools are not child care centers so parents simply leave the education process to the school, and schools play a role in helping parents realize a good education for their children.

Then usually in a meeting with the school, they ask several questions related to the willingness of parents to participate and help with school activities. The questions were asked so that parents of students gave a good initial commitment to the progress of the school.

Then the strategy to increase the role of the School Committee in improving the quality of education by schools in the provision of facilities and infrastructure and school financing is as follows:

- 1) Facilities and Infrastructure:** The provision of school facilities and infrastructure reveals that until now the network or access with stakeholders has not worked as expected, so planning for the procurement of educational facilities and infrastructure is still sourced from the education budget, both from the government and from parental assistance. Student. This kind of thing becomes work arrears

for schools and school committees to the maximum extent possible together to explore the potential that exists around the school, so that the provision of facilities and infrastructure can be more complete according to needs. Then it can be stated that the program for the procurement of facilities and infrastructure carried out by the school with the School Committee is proposed by the school and the School Committee in accordance with the priority scale to the Education Office, parents and other stakeholders in a meeting forum between the school and the School Committee with the Education Office. , between the school and the School Committee as well as with parents. At this stage, the three schools studied showed similarities in terms of the procurement of school facilities and infrastructure, the procurement of school facilities and infrastructure largely relied on assistance from the government and the participation of parents through the Education Contribution Fund (DSP), and only a small amount of assistance from entrepreneurs. and among universities around the school environment.

- 2) **Financing:** Making a financing plan or school budget is another skill that must be possessed by school administrators and school committees. From the results of interviews and observations made, it can be revealed that basically the three schools studied already have the ability to prepare school financing planning budgets. In the formulation of the education financing plan, it is formulated and prepared jointly between the school and the School Committee. The results of the formulation are then compiled in the school financing formula (RAPBS). This RAPBS formulation is information material to be conveyed by schools and school committees to parents and stakeholders at the meeting at the beginning of the school year. Meanwhile, the analysis or identification of educational funding sources is carried out by offering superior school programs to parents, the community and business circles and universities in the school environment. With this program, according to the Head of the School Committee, education financing plans can be formulated jointly according to the need to support teaching and learning activities to improve the quality of education. Another strategy taken based on the findings is to establish an intensive relationship that is carried out by the school and the community. This is very important considering that good communication will facilitate the implementation of programs run by the school.

In carrying out its activities, the school committee together with the school makes a plan of activities/work programs that involve raising / participation from the community. The aim is to increase awareness and participation of the community in participating in providing education budgets/costs. In addition to covering the lack of funds for operational activities of teaching and learning activities.

d. Supervision of School Cooperation and School Committees in Improving the Quality of Education at Masagi Islamic Middle School, Sukabumi Regency

Based on the results of Observations, Interviews and Document Studies on supervision that the activities and supervisory steps carried out by the Education Office and the school are:

- 1. Direct Observation:** Supervision by means of direct observation by the school is absolutely necessary to take a closer look at the process of implementing the main tasks and functions, whether it is in accordance with the existing tupoksi or there are some obstacles faced in carrying out the main tasks and functions, so that if this process is carried out any existing problems can be immediately found and a solution is sought.
- 2. Direct Assessment:** This supervision process is carried out by comparing incoming reports with actual conditions in the field, so it is hoped that with this monitoring activity there will be no errors in reporting / making fictitious reports so that there is no difference between reports with reality or conditions what actually happens on the ground. The process of inherent supervision and functional supervision of schools includes principals, teachers and administrative staff as well as administrators and members of the School Committee. This supervision activity is carried out by enabling and assigning school supervisors to come to school more intensively by carrying out more careful supervision related to programs implemented in schools, including the School Committee empowerment program in supporting teaching and learning activities to improve the quality of education.

Meanwhile, community supervision is also expected to be better by following up on the types of complaints made by the community either through mass media/electronic media and also direct reports that come to schools or to the relevant Education Office, so that any complaints can really be received. be a motivation for both the school and the government to improve the quality of education.

From the view above, it can be seen that supervision is implemented through several techniques by choosing which supervision is the most effective to use. This really depends on the needs and commitments that have been set previously. A leader must be able to carry out integrated supervision in realizing the strategy that is used as a target, so that no matter how many goals to be achieved, it can be controlled through systematic supervision in accordance with the priority scale and needs that have been determined.

Thus the focus of supervision carried out is the supervision of the School Committee, so that information processes can be found about the consistency or inconsistency between the collaborative design of the School Committee and the actual implementation in supporting teaching and learning activities to improve the quality of education.

According to the results of the study, supervision activities are carried out to ensure that the implementation of activities and objectives are achieved in accordance with the

predetermined plan. Likewise in the world of education, supervision is carried out so that the process of teaching and learning activities can be carried out properly in accordance with the work program that has been set, while based on another opinion that supervision is the process of supervising organizational activities to find out whether the actual performance is in accordance with the standards and goals of the organization set forth. Expected. Actual performance is known from efforts to optimize the utilization of resources and implementation of tasks while the suitability between actual performance and expected goals is known by comparing the results achieved with organizational standards.

Based on field findings, the supervision process carried out by the Sukabumi District Education Office and schools in the School Committee's collaborative activities in supporting teaching and learning activities to improve the quality of education is based on several things, namely:

1. Determination of the size or standard guidelines (standards).
2. Assessment or measurement of the work that has been carried out.
3. Comparison between the implementation of the work with the standards that have been set to find out the deviations that occur.
4. Improvements to deviations that occur, so that the work is in accordance with what has been planned.

Thus, based on the explanation above, it can be seen that the supervision process is carried out so that there are no deviations or departures from the stated goals, so that organizational goals can be achieved properly and efficiently. In this case, the goal of national education in improving the quality of education can be achieved immediately.

2. Research Discussion

The discussion of research results is carried out to deepen empirical findings from the scientific side or conceptual reference, so that the phenomena expressed in this study obtain scientific conceptual clarity.

The results of the study obtained several findings and their implications are:

a. Planning for Cooperation between School Committees and Schools to Improve Education Quality

Based on the results of the research above, it can be explained that education is not a simple effort but a dynamic activity, full of challenges and always changing with the times. Education is often the focus of attention and the target of dissatisfaction. This happens because education concerns the needs of everyone, therefore education needs improvement and improvement so that it is relevant to the needs and demands of society. Schools as organizations designed to contribute to quality improvement need to empower school committees, because basically the acceleration of quality improvement will be

achieved if it is built with the community. Within operational limits, the school committee produces policies for managing public funds, increasing the responsibility and active role of the community, as well as creating a conducive, transparent, accountable, and democratic atmosphere in the provision of education. Efforts to improve quality will be achieved earlier if the Principal and the School Committee become a compact and intelligent team.

The similarity is based on the idea that the School Committee was formed and developed with the aim of accommodating the aspirations and participation of the community in the field of education. This includes the needs and expectations of other education stakeholders. In the sense that the School Committee is a non-political and non-profit agency or institution, formed based on the principle of deliberation to reach consensus democratically by the community, parents of students, and education stakeholders as a form of concern for the various elements responsible for the process of improving the quality and outcomes of education.

In addition, the implementation of socialization efforts carried out by the Sukabumi District Education Office and by the school aims to increase public understanding and insight into responsibilities regarding the implementation of quality and quality education, including the application of the concept of School-Based Management by increasing community participation through the cooperation of the Committee. Schools are good and right in order to realize the figure of an independent school committee and be able to become a school partner to increase community participation in supporting teaching and learning activities to improve the quality of education.

The above is in line with the theory of cooperation that: “there are some initial prerequisites for successful partnership work involving the interests of all parties involved, namely government agencies and departments and local communities themselves. Bryden and colleagues further proposed guidelines for the implementation of this process, which include training of all parties involved, careful use of the language used when interacting with local people, use of examples and liaisons, accountability and open governance, breaking down goals into achievable tasks, parties of success, keeping local communities informed, and continuous adaptation to new changes and needs (Bryden, et al., 1998)”.

b. Organizing Cooperation between School Committees and Schools to Improve Education Quality

The formation of the School Committee as stipulated in the Decree of the Minister of National Education No. 044/U/2002, is also a mandate from Law no. 25 of 2000 concerning the National Development Program (Propenas) 2000-2004, which states that the targets to be achieved in the primary and secondary education development program include the realization of school/community-based education management by introducing concepts and pioneering the establishment of school (education) councils in each

district/city, as well as empowerment or formation of school committees in each education unit.

Decree of the Minister of National Education Number 044/U/2002 dated April 2, 2002 concerning the Board of Education and the School Committee. In the Kepmendiknas it is stated that the roles that must be carried out by the Board of Education and the School Committee are: a) As an advisory agency; b) As a supporting agency (Supporting educational service activities); c) As a controlling agency (controlling educational service activities); d) As a mediator or liaison or link of communication between the community and the government.

The organization of cooperation between school committees and schools to improve the quality of education is carried out using the following strategies: First, there is an activity to map the conditions of the School Committee carried out together with schools. To be able to carry out these activities, schools create a special team/facilitator who has the task of mapping the School Committee. This mapping activity was coordinated with the Sukabumi District Education Council and the school. Second, the facilitation and mentoring is an improvement from the previous mapping activity between the Sukabumi District Education Office and the Masagi Islamic Junior High School School Committee in Sukabumi District.

In connection with the new paradigm shift in facilitation and mentoring activities, it is now more directed to the following matters: a) Fostering the preparation and implementation of school committee work programs; b) Guidance and preparation of the structure and rules of the school committee; c) Determination of the organizational structure and objectives of the school committee.

The activities of fostering and compiling the work program of the School Committee need to be carried out by the School Committee as material for carrying out activities so that these activities are more focused and in accordance with the needs of the community in the field of education. Especially in supporting teaching and learning activities to improve the quality of education. Aspirations expressed by the community can be stated in a work program and its implementation is adjusted to the needs and support for existing facilities and infrastructure.

Then facilitation and other assistance is the determination of the organizational structure and objectives of the School Committee, namely the type of mentoring activity to facilitate the performance of the School Committee in carrying out its duties and functions so that the structure of the School Committee is clearly visible, and will be able to describe each School Committee personnel in carrying out their duties. So the administrators and members of the School Committee divide up their duties according to the fields of work and abilities of each administrator and member of the school committee.

c. Implementation of Cooperation between School Committees and Schools to Improve Education Quality

The role of the School Committee as a mediator in the implementation of education programs is more to facilitate various inputs from the community on educational policies and programs set by the Education Office. In order for the implementation of cooperation between school committees and schools to improve the quality of education to be successful, the efforts that must be made in implementation are as follows:

- 1) Schools should increase their partners and involve them in school administration, for example school committees, non-governmental organizations, the private sector, community leaders, professional organizations, government representatives, and parents.
- 2) Re-formulate the school rules, the role of school elements including school partners, habits, the relationship between subordinates and superiors, the relationship between school elements and partners.
- 3) Increase school openness through increasing transparency in management, increasing intense communication to the community, turning schools into community schools, increasing accountability for what is done to the community, and strengthening school-parent-student relationships.
- 4) Share information and experiences and strengthen networks within and across school systems.
- 5) Clarification (tasks, plans, programs, limitations/rules of the game/conditions, control/intervention actions, and positive impressions from subordinates).
- 6) Formulate limits of authority, accountability, and responsibility.
- 7) Build school capacity (planning, human resources, curriculum, students, facilities and infrastructure, funding, leadership, organization, administration, school regulations, school information systems, accountability, action research, and school-community relations (participation)).
- 8) Provide information for (decision making, policy, planning, programming, and evaluation).

The roles carried out by the school committee are: a) Giving consideration in the determination and implementation of education policies in the education unit; b) Supporters in the form of financial, thought, and energy in the implementation of education in the education unit; c) As a controller in the context of transparency and accountability in the implementation and output of education in the education unit; d) As a mediator between the government (executive) and the community in the education unit.

To carry out its role: a) The School Committee has the function of encouraging the growth of public attention and commitment to the implementation of quality education. This

agency also cooperates with the community, both individuals and organizations, the business world and the industrial world and the government, with regard to the implementation of quality education; b) Accommodating and analyzing aspirations, views, demands, and various educational needs proposed by the community; c) Provide input, considerations, and recommendations to the education unit regarding education policies and programs; d) Encouraging parents and the community to participate in education and raise public funds in the context of financing the implementation of education in the education unit.

d. Supervision of Cooperation between School Committees and Schools to Improve Education Quality

Based on the results of the author's study and field findings that the activities and supervisory steps carried out by the Education Office and the school in collaboration between school committees and schools to improve the quality of education, are: a) Direct observations made by the management in this case the Dinas Education and schools to take a closer look at the tasks and functions and the implementation process; b) Direct assessment by comparing incoming reports with actual conditions in the field; c) By using other forms of supervision such as embedded supervision, community supervision, and functional supervision.

From the view above, it can be seen that supervision is implemented through several techniques by choosing which supervision is the most effective to use. This is very dependent on the needs and commitments that have been set previously. A leader must be able to carry out integrated supervision in realizing the strategy that is used as a target, so that no matter how many goals to be achieved, it can be controlled through systematic supervision in accordance with the priority scale and needs that have been determined.

D. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

The general conclusions in this study are aspects of planning, organizing, implementing, monitoring, supporting and inhibiting factors and the results of the collaboration between school committees and schools to improve school quality which includes the main elements that can support teaching and learning activities by paying attention to supporting substances in this is an effort to understand and socialize the School Committee in improving the quality of education.

2. Suggestions

Based on the research findings, several problems were obtained, namely:

- a) The school committee management should be able to further enhance cooperation with the school and parents and avoid potential conflicts that can harm students and other parties, the deliberation process for consensus that is most beneficial to all parties and prioritizes the continuity of teaching and learning activities in a

responsible and oriented manner. Interests of national education and encourage schools to improve activities to improve the quality of education both academically and non-academically.

- b) For further researchers who are interested in the problems that the authors examine, it is recommended to expand the study, especially those related to the cooperation of the School Committee in supporting teaching and learning activities to improve the quality of education, not only limited to public schools but also including private schools, especially those that have implemented the existence of the School Committee and institutions/stakeholders who care about improving the quality of education.

Reference

- ❖ Hamalik, Oemar. (2001). Pengembangan Sumber Daya Manusia. Pelatihan Ketenagakerjaan Pendekatan Terpadu. Jakarta: Bumi Aksara.
- ❖ Lunandi, AG (1986) Pendidikan Orang Dewasa. Jakarta: PT Gramedia.
- ❖ Pidarta, Made (1988). Manajemen Pendidikan Indonesia, Jakarta: Bina Aksara.
- ❖ Sukmadinata, Nana Syaodih (2012). Metode Penelitian Pendidikan. Bandung: PT Remaja Rosda Karya.
- ❖ Undang-Undang Republik Indonesia No. 20 Tahun 2003, Tentang Sistem Pendidikan Nasional. Jakarta: Kemendikbud.