



Social Construction of School Committee for Quality Education in Elementary Schools

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Abstract: This study aims to analyze the social construction of the school committee in efforts to improve the quality of education in Public Elementary Schools (SDN) in Tulungagung Subdistrict, Tulungagung Regency. This research employs a qualitative approach by collecting data through observation, interviews, and document analysis. The findings of this study indicate that the school committee, in its role of providing considerations, support body, control body, and mediator in the school, has made a significant contribution to improving the quality of education in SDN. The school committee is involved in lesson planning, school budget decision-making, and educational program development. Additionally, the school committee acts as a mediator between the school, parents, and the community in conveying aspirations, input, and socialization related to school programs. Supportive factors such as cooperation among the school, committee, and parents, as well as accountability reports on community assistance, also contribute to the improvement of education quality. The school committee actively participates by providing financial support, manpower, and intellectual support, as well as supporting school facilities, infrastructure, and financial procurement. The implications of this research highlight the importance of the school committee's role as an actor influencing the quality of education in SDN, emphasizing the need for good collaboration among the school committee, school authorities, parents, and the community to achieve optimal educational quality improvement.

Keywords: Social construction, school committee, education quality, participation, control, mediator.

1. INTRODUCTION

The School Committee plays a crucial role in shaping a school community with the aim of implementing education at the elementary school level (SD). Their role is highly significant, as the success of educational delivery relies heavily on various stakeholders, including students, teachers, principals, parents, community figures, stakeholders from government and private sectors. All these contribute to the school committee community that plays an important role in the success of education (Hakim, 2020).

According to the provisions stated in Regulation of Minister of Education and Culture Number 75/2016 Article I Section I, the school committee is an independent institution consisting of parent/guardian members, school communities, and community figures who are concerned about education. The role of the school committee serves as a platform for educational stakeholders to actively participate so that schools can provide the best services to students. The function of the school committee is not limited to fundraising and monitoring educational implementation but also aims to enhance decision-making quality and planning within schools. This can transform thinking patterns, skills distribution among individuals and society thus improving human capabilities and living standards within the context of empowering school management (Nelliraharti 2018).. Therefore it is important for schools to ensure they build trust among parents, local governments business world, and society as whole by showing support towards programs established aimed at improving service quality.

Numerous studies have investigated the importance of roles played by School Committees in enhancing education quality. For example, in a study conducted by Kilewo & Frumence (2015), it was found that rural communities often hold negative perceptions towards primary education feeling its

impact on children's lives was minimal. On contrary Godfrey (2016) argued that communities could contribute toward provision basic educations through providing support such as food, school uniforms, and stationery supplies for children. Moreover research carried out by Pandoyo and Wuradji (2015) concluded Government-funded Elementary School committees in Mlati sub-district showed high level of participation in executing educational programs.

Significant improvements are observed in terms of the number of students, learning processes, and graduation rates at Tulungagung District Elementary Schools. However, challenges still remain such as lack of community participation in enhancing the quality of education services, especially in terms of procuring and maintaining educational facilities.

It has been found that the presence School Committees at Tulungagung District Elementary Schools has a significant influence on student learning. The school committees have worked towards improving the quality of education within these institutions, evident from increased student graduation rates and achievements across various fields. Extracurricular activities within these institutions also excel. However, the role of teachers, principals, and educational staff is also crucial to enhance education quality..

2. LITERATURE REVIEW

Research conducted by (Herawati, et al., 2021) on School Committee Support for Improving the Quality of Education Services found that school committees have four roles: advisory, support, governing, and mediating. When school committees are empowered optimally, they provide positive support in enhancing the quality of school education services.

A school committee is an independent and non-hierarchical entity, meaning its members are not structurally subordinate to individuals holding positions outside the committee itself. School committees consist of autonomous individuals who are only bound by the basic rules and norms they establish themselves (Khairil, 2012).

In a study conducted by Khairil (2012), it was revealed that school committees are independent entities not subject to individuals or structures outside the committee itself. Committee members have autonomy and are only bound by the basic rules and norms they establish themselves. This indicates that school committees have the freedom to make decisions and act according to the needs and educational goals of the educational unit.

Furthermore, Rusman (2008) explains that School Committees embrace community participation in efforts to improve the quality, equality, and efficiency of education management at educational units, whether at the preschool level, formal education path, or non-formal education path. The name of this body can be adapted to the situation and needs of each educational unit, such as School Committee, Education Committee, Non-formal Education Committee, School Council, School Assembly, or any other agreed-upon name.

The study conducted by Rusman (2008) emphasizes that school committees play a significant role in involving the community in education management. Through their active participation, school committees contribute to enhancing the quality, equality, and efficiency of education management at various levels of education. The name and form of the school committee can be adapted to the needs and context of each educational unit, demonstrating flexibility in adapting the role of the school committee according to the characteristics and educational goals of the region.

In conclusion, this describes that a school committee is an independent and non-hierarchical entity with decision-making autonomy. They embrace community participation in efforts to improve the quality of education at educational units. The name and form of the school committee can be adapted to the needs and context of each educational unit. Further research on the role and contribution of school committees in education management can provide a better understanding of the importance of community participation in enhancing educational quality.

3. RESEARCH METHOD

Research Design: This study employs a qualitative research design. The qualitative research design used can be a case study, phenomenology, or a descriptive approach aiming to gain in-depth understanding of the phenomenon under investigation (Ibrahim, JT. 2020).

Research Subjects: The research subjects in this study are school committees involved in committee activities over approximately the past 5 years. They actively engage in discussions, design, and implement quality improvement measures and are willing to be subjects of the research.

Data Collection: Data collection is conducted through interviews. The researcher interviewed school committee members to gather information about the role of the school committee in enhancing the quality of education. Interview conducted individually or in groups, depending on the preferences and availability of the informants.

Interview Instrument: The researcher used a structured or semi-structured interview instrument. This instrument guided the interview and include questions related to the role of the school committee, experiences, challenges, and implemented solutions.

Data Analysis: Data obtained analyzed qualitatively. The data analysis process involves coding, categorizing, and identifying patterns or themes that emerge from the data. The researcher looked for similarities, differences, and important aspects in the understanding and experiences of the research subjects regarding the role of the school committee.

Validity and Reliability: Validity and reliability of data in qualitative research are ensured by carefully selecting informants with relevant knowledge and experiences, as well as through data triangulation by collecting data from multiple sources or involving other researchers in the data analysis process.

Interpretation and Interpretation: The researcher interpreted the research findings. In qualitative research, the researcher aims to understand the social construction of reality and the meanings attributed by the community to the role of the school committee in enhancing the quality of education.

4. RESULTS AND DISCUSSION

This research demonstrates that the School Committee provides significant support in maintaining the continuity of learning implementation in the school institution by creating comfort, tranquility, and security for students. The support provided by the School Committee can take the form of manpower support, moral support, and promotional support for school programs and non-academic activities.

In the context of manpower support, the research shows that some parents voluntarily agree to train extracurricular activities such as "reog kendang" so that students can prepare themselves for competitions. This demonstrates active participation and contribution from the School Committee members in providing extracurricular training to students.

The moral support provided by the School Committee is related to school programs and learning. The School Committee assists in ensuring understanding of the programs to be implemented by the school and helps with budgeting. This support aims to gain support and approval from parents so that they can unite in supporting the school programs being implemented.

Additionally, the research also indicates that the School Committee supports non-academic programs on the school's agenda by promoting these activities to parents and the wider community. This is done to increase participation and attendance in school activities such as motorbike prize walks.

Overall, this research shows the active role of the School Committee in providing support both in terms of manpower and moral support, as well as promoting school programs and non-academic activities to parents and the wider community. This support aims to create an environment that supports quality and enjoyable learning for students.

In future research, further analysis can be conducted on the impact of the support provided by the School Committee on the sustainability and effectiveness of learning in the school institution. Evaluation of the School Committee's role in achieving learning objectives and school development can also be conducted to obtain a more comprehensive understanding of their contribution to improving the quality of education.

Based on the above presentation, it can be concluded that the School Committee has played a controlling role in efforts to improve the quality of learning in elementary schools. The School Committee is involved in educational planning by providing input and criticism on school programs and budgets. This can be seen in the example of the camping program, where the School Committee

provided criticism and input, resulting in changes to the program to include only grades IV and V, while grades I-III were replaced with a community service activity. The School Committee also monitors the implementation of school programs and provides feedback, criticism, and evaluations to the school. For example, in the case of a fun walk program, the School Committee requested that parental contributions be eliminated. Additionally, the School Committee conducts checks on the Minimum Service Standards (SPM) for elementary schools using the government's SPM guidelines.

The School Committee also exercises control over educational outputs by monitoring the implementation of teaching and learning. They provide direct assistance in classrooms and through the Class Council during parent meetings. The assistance in teaching and learning includes student learning outcomes, teacher instructional methods, and examination or test items. If the School Committee identifies teachers who are not managing the classroom effectively, they will inform the school administration for appropriate follow-up actions.

In this context, the School Committee plays a crucial role in performing control functions to ensure that school programs and learning are conducted in accordance with established standards. Through their active participation, the School Committee is able to provide constructive input and criticism to the school. The control actions undertaken by the School Committee are expected to address weaknesses and improve the quality of learning in elementary schools.

However, it is important to note that although the School Committee has a controlling role, they should still collaborate with the school administration to achieve common goals in improving the quality of learning. Communication and cooperation between the School Committee and the school administration are essential to ensure the implementation of necessary improvements. School committee members through externalization, objectivation, and internalization processes (Hancock, 1999). There is a dialectic from school committee members in the process of helping to improve school quality (Ritzer & Stepnisky, 2018).

In future research, further analysis can be conducted to examine the effectiveness of the control measures undertaken by the School Committee in improving the quality of learning. Evaluations of the implementation of input and criticisms from the School Committee can also be conducted to assess their impact on learning and school development.

5. CONCLUSION AND RECOMMENDATIONS

The conclusion of this research is that the social construction of the school committee plays a crucial role in the quality of education in SDN in Tulungagung District, Tulungagung Regency. This social construction involves several aspects: externalization, objectification, and internalization.

In the aspect of externalization, the school committee acts as a decision-maker, supporter, controller, and mediator within the school environment. They participate in participatory planning to develop the vision, mission, and potential of students, as well as collaborate with government institutions. The school committee's programs are implemented to convey aspirations in improving the quality of education according to the objectives stated in the committee's Articles of Association.

In the aspect of objectification, the school committee supports programs related to improving the quality of education. They provide both material and non-material support, report community assistance accountability, and play a role in fulfilling school facilities and fundraising activities at the school.

In the aspect of internalization, the school committee participates in various aspects through financial support, manpower, and intellectual support. They also play a role in addressing school facility issues, infrastructure, financial resources, and fundraising activities at the school.

Based on these conclusions, several suggestions can be given. For educational institutions, it is important to provide extensive opportunities for the school committee's role to be enhanced and for community participation to be directed through the school committee. For the school committee itself, it is recommended to evaluate their performance and identify the inhibiting factors that are currently impeding their progress. For the community, voluntary participation in supporting educational programs and providing the necessary facilities and infrastructure for schools is expected as a shared responsibility to improve the quality of education.

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