

The Challenges of Involvement School Parent and Community to Improve Elementary Education Quality

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Abstract: This article aims to finding new concept about strategy improving involvement people in education. This research using survey method. The subjects in this study were school committee members, principals, and teachers at Elementary School in Banda Aceh, Aceh, Indonesia. Data were collected through interviews, and questionnaires distributed through seminar and Focus Group Discussion (FGD). The results, firstly, some school principals, teachers, and school committees have not fully understood the position, function, and role of school committees. Secondly, the management of school committees is still largely perceived as a formality and functioned only as a fundraiser to finance school physical programs. Third, the school committee still unable to partner with the school. Fourth, the student's parents need the speed and accuracy of the information, a coordination line. Based on the findings of the problems analyzed with SWOC, found the following strategies (1) improving the understanding of the school committee's on the position, role, and function (2) Improving and assist in capacity building of school committee organization. (3) Forming a professional forum focusing on improving the performance of the school committee (4) designing information media about the fulfillment of school needs (5) Conducting guidance on the performance of the school committee.

1 INTRODUCTION

School as one of educational organization which the existence cannot be separated from the society participation in realizing vision, mission and its goals. The establishment of the school committee is one of step to involve the society. According to Government Regulation Number 75 of 2016 school committee is independent institution consisting of parent/guardian of the learner, school community, and socialite who care about education.

School committee is a refinement and expansion of partnership agency and communication between school and society. The organization of school committee has become a global concern, each country has a policy that regulates the participation of society in education. Some terms of school committee, according to (warul walidin, 2017) Different countries, as described below, Malaysia calls the term committee as a school committee, Singapore calls it the parents' committee, the USA calls it the Sommerville School Committee, Newton

Public School, Northbridge Public School, and Canada calls it the School Council.

School committee is independent institutions consisting of parents/guardians of learners, school communities, and socialite who care about education. (Ministry of Education and Culture, 2016). Society in school level are parent or called parent involvement in educational activity at school, one of school-based management indicators were successfully implemented at the school. School committee is a refinement and expansion of partnership agency and communication between school and society. One of communication form between school and society is the establishment of a school committee program in the form of activity/action to develop the quality of education service in the school. Through this action reflected the performance that has been executed. The performance becomes good or bad, influenced by several factors. Mullins designed the framework for the study of job satisfaction and work performance, influenced by many factors.

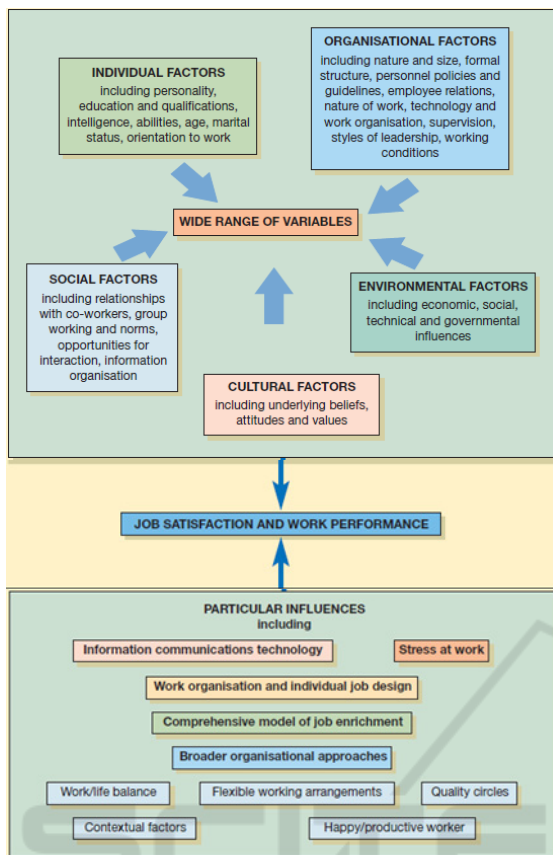


Figure 1. The framework of job Satisfaction Study and Work Performance. (Mullins, 2005)

Based on the framework above, it was found that job satisfaction and work performance were influenced by several factors, these are (1) individual factor, (2) organizational factor, (3) social factor, (4) cultural factor, and (5) environmental factor. It can also be influenced by certain factors that more specific such as Information Communications Technology (ICT), stress at the workplace, organizational work and job design employee individually, contextual factor and so on.

The performance of school committees on improving the quality of education service, based on research findings has shown varying results. A number of researchers have found that school committee has played a role well, while other researchers have found that school committees have not been able to play well. The performance of the school committee as a controlling agency is good enough, the monitoring is carried out passively through a report given by the principal. The performance of the school committee as an operator is also quite good, but the operator between the school committee and the education council has not been implemented. (Sulasmono, 2017). To answer

the problem above, an approach is needed that can produce an effective strategy for improving the performance of school committee.

A strategy is a general approach that has long-term. (Suriansyah, 2015). One of the strategies that must be built is through synergy.

The synergy of schools, parents, and the community is expected to be applied in improving the quality of education, especially in shaping generation that has a character in accordance with the aims of Indonesian education. Some of the basic principles in character education are cohesiveness, continuity, and synchronization in which all parties jointly make it happen. The strategy used by parent and society through effective communication, reciprocity with the school and effective partnership that are mutually beneficial, needed, and equitable between parent and society with school. (Suriansyah, 2015).

Based on the findings of some studies above, required an effective strategy model to establish school synergy, school committee, and society. The problem is how to improve the performance of school committee to be effective through society participation. To produce a strategy in improving the performance of school committee to be effective necessary an analysis of the strengths, weaknesses, opportunities, and challenges of the school committee's organization is further developed in the form of strategic planning, and incorporated into the draft of society participation model for improving the performance of the school committee.

2 METHODOLOGY

In order to analyses about challenges the parents' and school community involvement in Elementary Education, two types of research methods for data collection and analysis will be integrated: the quantitative method, where the data will be collected using standardised questionnaires by SWOC analysis based on Government Regulation Number 75 of 2016 school committee, and the qualitative method, where in-depth interviews will be individually performed. Thus, in this study we will use a mixed methodology, namely quantitative methods and the qualitative methods.

2.1 Instrument and Participant.

In this mixed study, we aim to use instruments specific to each type of method, i.e. for the quantitative part, we will use standardised

questionnaires to four elementary school for committee organization school in each school, and for the qualitative part, we will use in-depth interviews and focus group discussion.

The aim behind the usage of the in-depth interviews is to examine other people's experience in regards to the investigated variables

2.2 Participant

A number of 20 parents, in each school consist of 5 school committee and school community consist of teachers, headmaster, education council, businessmen, community leaders, village heads, and ordinary community representatives. The interviews and questionnaires will include representative all of them. The researcher will individually interview 20 school committee and representative of all school community. The school will be selected based on partner school of Universitas Serambi Mekkah.

The results of the study show the analysis of strengths, weaknesses, opportunities, and challenges of the school committee, which are then visualized on the draft concept of society participation model for improving school committee performance.

3 RESULTS AND DISCUSSION

3.1 SWOC Analysis Results

The tool used in constructing the strategic factors of an organization is the SWOC matrix. This matrix describes how the opportunities and challenges faced by the organization can be customized to its strengths and weaknesses.

The results of process field data analyzed based on the SWOC matrix found a map of strengths, weaknesses, opportunities, and threat from school committee performance.

3.1.1 Strengths

The strengths of the school committee's organization at Banda Aceh Elementary School are as follows: (1) Availability of facilities for school committee in school, (2) Having strong legal aspect, (3) Gaining support from government and education observer, (4) Have clear positioning as a provider of consideration, support, controller and mediator between government and society, (5) Institutional and financial independence, (6) Position parallel to the principal, referred as a school partner.

3.1.2 Weaknesses

The weaknesses of the school committee's organization at Banda Aceh elementary schools are as follows: (1) school's members lack understanding security of the about the position, role and function of school committee, (2) school committee has limited time to involving in school, (3) the lacking capacity of the school committee and synergy among members of education observer as school committee administrator (4) the performance of the school committee collided with the President's Regulation number 87 of 2016 about the sweeping of illegal charge, (5) the empowerment of school committee's organization is not maximized, (6) communication between school and school committee held only if schools need by inviting to the meeting, (7) communication among school committee and students' parent of in school has not spread evenly, (8) the process of selecting school committee not fully in accordance with Ministerial Regulation of Education and Culture number 75 of 2016 about school committee.

3.1.3 Opportunity

Opportunity that can be a reference become the strengths of school committee's organization in Banda Aceh Primary School as follows: (1) Ministry of Education and Culture Regulation number 75 of 2016 about school committee and Ministerial Regulation of Education and Culture number 28 of 2016 about quality assurance system of elementary and secondary education, (2) increased the need of training on school committee performance, (3) school committee need to improve their welfare through the establishment of regulation, (4) opportunity to cooperate with educational council, education office, and other stakeholders; (5) the number of resources untapped productively, (6) the number of cost resources such as CSR funds and others that can be utilized through cooperative relation.

3.1.4 Challenge

Challenge faced by the school committee's organization at Banda Aceh Elementary School are as follows: (1) Demands from School-Based Management about changing based on agreement, commitment, awareness. Readiness to build a new culture and professionalism, (2) the present of school committee is considered only a formality, (3) realizing "school community" that has a loyalty on improving school quality, (4) creating a compact and

synergistic of school society, (5) Cooperate with the society (individual/organization/business/industry) and government (6) Collecting and analyzing the aspiration, idea, demand, and various educational needs proposed by the society. which can be utilized through cooperative relationship

Based on SWOC analysis obtained, then arranged strategy as follows:

Table 1. The framework of SWOC analysis standard.

	Strengths	Weaknesses
Opportunities	S-O Strategy	W-O Strategy
Challenges	S-C Strategy	W-C Strategy

Source : (Freddy Rangkuti, 2017)

S-O Strategy is a strategy that is structured by using all the strengths to seize the opportunity. W-O strategy is strategies that are structured by minimizing the weaknesses to utilize of existing opportunity. S-C strategy is strategy that is structured by using all the strengths to face challenges. W-C strategy is strategy arranged by minimizing weaknesses to face challenges.

Planning of strategy that has been compiled based on the Framework of SWOC analysis standard, formulated into three aspects namely input, process, and output.

Aspects of Input strategies planned as follows:

1. Arrange an organization/ school committee forum independently and professionally at sub-district, district, province, and national levels.
2. The school committee information system is designed in an open, transparent, reliable and accountable embedded by the school committee forum.
3. School committee forum is responsible for guiding and teaching the new school committee so that there is a transfer of knowledge about the performance of the school committee.
4. Committee's organization requires a program on capacity building of school committee's organization, arranging program plan, increasing the understanding of position, role, and function of the school committee.
5. The School is required to involve parent participation starting from registration of new students by making a contract between school and parent.
6. The school needs to explore school resources through good communication with the school committee and parent starting from recruiting new students.
7. Increasing society awareness about the quality of education, through the socialization of

quality by making decorations, display board, announcement, wall painting that has quality.

8. Establish a school committee performance program, and conduct a regular meeting to control and assurance a quality on the implementation of education in school.

Aspects of strategy process are planned as follows:

1. School committees improve communication with government, education council and education observer through regular meetings organized by school committee forum.
2. The government conducts training of motivation improvement, participation awareness of parent and society in school, training of organizational capacity building, creating an article of Association (AD / ART), and school committee work program.
3. School committee forum cooperate with society and mediate society with a school to assist school needs openly, transparent and accountable.
4. Socialization is needed for school society, especially school committee on differences in charge, donation and how to manage the cost of the school committee.
5. To improve communication among school, school committee, parent of the student, and society through changing the organizational structure of school committees and through the flowchart.
6. To improve communication among school - school committee - parent of the student in planning, socializing, conducting, and evaluating school program.
7. School is a social system that must be developed through a process of "self-renewal capacity" to respond the demands of stakeholders on the quality of education.
8. The formulation of policies, decision making, and problem-solving in school would effective if done by whom they have skill, interest and engaged in the daily work.
9. To increase the awareness that school committee is independent, and protected from other organization which serves as a link between school and society.
10. Establish a structure of organization committee that can coordinate with the parent of the student in each class through the selection of class coordinator as a form of the communication network and coordinate committee management with the parent. Optimizing the implementation of school-based

management by increasing the capacity of the principal as a driver of all school members participation.

11. To increase the capacity of school committee resources through synergy built among school-committee-society.

Aspects of Output Strategy is planned as follows:

Establishment of society synergy through the forum of the school committee of sub-district/district/province/national school committee-administrator of the school committee in schools.

1. The synergy among different society related to the establishment of the school committee's membership, facilitated by the school committee forum (administrator forum of school committee based on Ministry of Education and Culture Regulation number 75 of 2016 on school committee) which provides advice and recommendations for school to cooperate with stakeholder of school committee forum.
2. Increase the capacity of school principal and teachers as a professional staff with special skills and professional experience in school management and learning. Professional staff in the school are people who have the authority of professional autonomy.

Determination of strategy based on SWOC analysis is categorized into three aspects, namely input, process, and output above, researchers/writers formulate as follows: *Aspect of Strategy Input* more focused on the internal evaluation of school committee's organization by utilizing professional organization to conduct coaching and training to members and school committee's organization. Improving communication through the openness of information system, so that awareness and motivation of the society can be increased. *Aspects of Strategy Process*, focusing on improving the internal communication of school and externally with out of school. Coaching and training by empowering professional institution of education observers, so that synergy of school, parents, and society can be realized. *Aspects of strategy output*, including the establishment of society synergy-district/province/national school committee forums-school committee administrator in schools. The synergy among the society of three aspects mentioned above is determined based on the findings of the SWOC analysis that the performance of the school committee, starting from input, process, and output aspects are categorized as good and needs improvement.

In accordance with the analysis of the study, it is necessary to improve the overall performance of the school committee from the input, process and output stage. Through this research, one of the draft models developed based on the findings of the problem and required improvement includes improvements to the input, process and output stages. This model was developed based on Ministry of Education and Culture Regulation number 75 of 2016 about the school committee. The policy states that the supervisor of all school committees is regent/mayor, sub-district head, village head in accordance with their working areas. School committee administrator is appointed by the school principal, and execute their function and task through coordination and consultation with province/district education council, province/district education department, and other stakeholders. Furthermore, school committee performs the function and task coordinate with the school related. Based on the explanation, the researcher/writer visualizes in the following way:

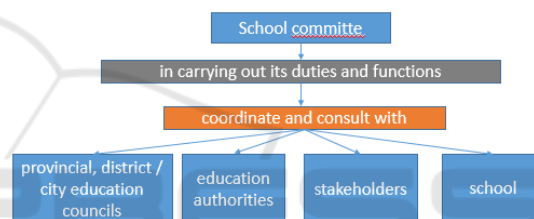


Figure 2. Coordination and consultation with school committee in accordance Ministry of Education and Culture Regulation number 75 of 2016

The model of society participation in improving school committee performance based on Ministry of Education and Culture Regulation number 75 of 2016 still found obstacles in coordination and consultation by the school committee. It required active participation from school committee to coordinate and consult with the group mentioned above, while school committee only coordinates with the school.

The statement is supported by the research findings (Sulasmono, 2017), stated that the performance of school committee as the operator is quite good, but the operator between the school committee and education council has not been implemented. Finally, the researchers drew the conclusion that the problem of coordination and consultation is the findings of this research, so it takes a model of community participation to facilitate communication with the aim of the community to be easily involved in the process of implementing education in schools.

Based on SWOC analysis results, stated that the active participation of school committee is low, most committees play a passive role in school activities. This is a fundamental concern that needs to be explored.

The performance of school committee as overall needs the process of improvement starting from input, process and output stages. One of the draft models developed through this research, including the improvement from input, process and output stages. This model was developed from government policy number 75 of 2016 on the school committee. The administrator of school committee carried out the function and duty through coordination and consultation with education council of province/district, the education department of province/district, and other stakeholders, and school committee coordinate with the school related. Coordination and consultation with the parties outside school need to be evaluated since the research findings require coaching, training, socialization to the school committee and school in improving the capacity building of each institution. Schools still have difficulties in formulating work program involving school committee and society, most of the work program implemented is not based on vision and mission, so that affected on the ineffective of society participation, parents involvement in education. In addition, school committee is also not optimal in implementing the organization.

Based on the findings described above, empirically found: *first*, some school principals, teachers, and school committees have not fully understood the position, function, and role of school committee affected by the lack of participation in school committee. *Second*, the management of school committee largely perceived only as a formality without planning a program arranged jointly between school and school committee, so the school committee being passive by waiting for the announcement of meeting from the school principal. School committee functioned only as fund-raiser, to charge the school physical program and rather than the non-physical program. *Third*, the school committee as an independent institution but still unable to coordinate and consult with school, education council, education department due to time constraints, cost, knowledge, network, and insight. *Fourth*, in fact, that the parent of student needs the speed and accuracy of information, with the number of parents who are unreachable if contacted one by one, so that necessary the coordination among school, school committee and class coordinator represented by one of the students' parent.

Based on the problem above, emerged thought of researchers/writers on the coordination innovation model visualized as follows:

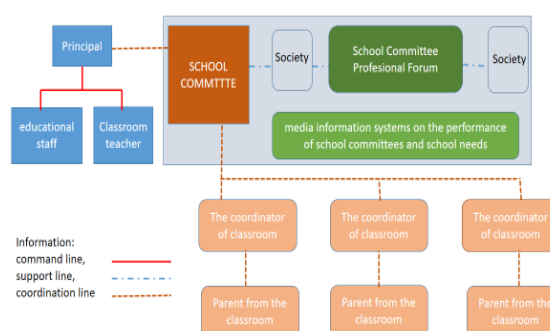


Figure 3. Coordination and consultation with school committee in internal school.

The figure above visualized that education council, education department, other stakeholders are synergistically conducted a coaching, training, socialization to school committee and school in improving the capacity building of each institutions, so that through this coaching established a similar vision in achieving a goal, centrally, starting from the stage of planning, implementing, controlling and evaluating with the goal to establish a quality culture in school organization and school committee.

Internally school and school committee required embracing all parents of students to work together in achieving the educational goal. In fact, the information that school delivered through the administrator of school committee does not spread evenly, and needs an additional time for the information to be received. In addition, communication form seems ineffective because each of teachers has to serve every question of the students' parents almost at the same time. Therefore, required a model of coordination among school (principal, teachers), school committee, and parents described as follows:

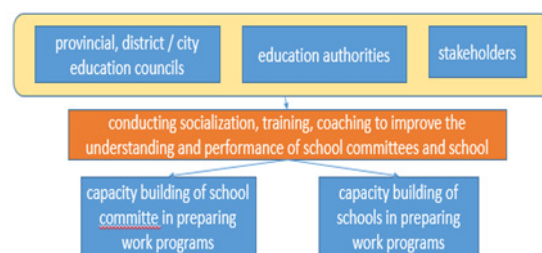


Figure 4. Conceptual study of school communication, school committee, and society.

The figure above visualized that school communication in internal should be planned

systematically so that coordination, speed, and accuracy of information can be received effectively and efficient. In addition, the local society should also be involved in coordination to increase awareness and participation of society and affected by the changes in the society.

Furthermore, to improve the performance of school committee effectively in arranging should be planned systematically, so that the researchers can draw the thought empirically through the draft model.

3.2 Discussion

Determination of strategy based on SWOC analysis is categorized into three aspects, namely input, process, and output. *Aspects of Input Strategy* focused more on the internal evaluation of school committee organization by utilizing professional organization to conduct coaching and training on the member and organization of school committee. Improve communication through the openness of information system, so that awareness and motivation of the society can be increased. *Aspects of Strategy Process* focused on improving internal communication of school and externally with out of school. Coaching and training by empowering professional institution of education observer, so that synergy of school, parent and society can be realized. *Aspects of Output Strategy*, including the establishment of society synergy-district/province/national school committee forum - school committee administrator in schools.

Synergy among society from SWOC analysis that has been conducted found that the performance of school committee, starting from aspects of input, process, and output is categorized as quite good and needed for the improvement. This is supported by (Mustadi & Zubaidah, 2016) through the results of the study can be concluded that (1) the antecedent stage (input and planning) of respondents' understanding of the design of the program implementation of the school committee has not been fully compatible with the standard with the percentage 36%, (2) transaction stage of the implementation of school committee program has been implemented with good category (58%). (3) Outcomes stage, evaluate the implementation of school committee role to antecedent and transaction stage is categorized sufficient (47%). Implementation of the school committee program at Kabupaten Bantul Elementary School has not achieved 100% standard.

This required an improvement on the overall performance of school committee from the input, process and output stages. One of the draft models developed through this research, including improvement starting from input, process and output stages. This model was developed from government policy number 75 of 2016 on the school committee. The policy mentioned that the supervisor of all school committees is regent/mayor, sub-district head, village head in accordance with their working areas. School committee administrator is appointed by the school principal, and execute their function and task through coordination and consultation with province/district education council, province/district education department, and other stakeholders. Furthermore, school committee performs the function and task coordinate with the school related. Based on the policy mentioned above, the development of society participatory model in improving the performance of school committee needs to be explored more deeply.

4 CONCLUSIONS

The performance of the school committee of some schools that have been studied in average is still quite good. School committee participation only when the school principal needs. Some school principals, teachers, and school committees have not fully understood the position, function, and role of school committees. The management of school committees is still largely perceived as a formality and functioned only as a fundraiser to finance school physical programs. The school committee as an independent institution but still unable to partner with the school due to time, cost, knowledge, network, and insight so that a union organization such as the school committee of Indonesia is integrated at the city, provincial and national level. In the real condition of the student's parents need the speed and accuracy of the information, a coordination line between school, school committee, and class coordinator is required. Based on the findings of the problems analyzed with SWOC, found the following strategies (1) improving the understanding of school people, especially the school committee on the position, role, and function of the school committee. (2) Improving and assist in capacity building of school committee organization. (3) Forming a professional forum focusing on improving the performance of the school committee (4) designing information media about the fulfillment of school needs (5) Conducting guidance

on the performance of the school committee so that it can synergize with the school

Based on the conclusion above, there are several suggestions as follows: recognizing the culture of committee organization and the leadership type of committee to facilitate inactivate committee organization in school. Change the understanding of school members that performance of committee is only related to fundraising, whereas it can be in the form of services. Strengthen the committee organization through coaching, training provided by related parties such as District Education Council, education department, and college. The sustainable training from the previous committee to the subsequent committee on strengthening the capacity of the organization through a professional institution established that focuses on improving the performance of school committee.

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