

## **The Role of Management School's Committees in the Implementation of Public Elementary School Education**

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Article History: Received on 5 January 2023, Revised on 17 March 2023  
Published on 8 April 2023

**Abstract:** The purpose of this research is to investigate the role of school committee empowerment management in a public elementary school unit in Plakat Tinggi District, Musi Banyuasin Regency. The qualitative descriptive technique is used in the research process, which includes observation, interviews, and documentation. The Chairperson/Management of the School Committee, Principal, Teachers, Parents/Guardians of Pupils, and Students from Plakat Tinggi District, Musi Banyuasin Regency served as research subjects. The findings (1) school committees have a planned program based on the school's requirements, requests, and ideas; (2) In comparison to the program for establishing the Organizational Structure and Work Program, the program for producing the Statutes and Bylaws is pretty good. (3) The Empowerment Management of the School Committee as Fundraising and Educational Resources from the Community and in Following Up Aspirations, Ideas, Complaints, Suggestions, and Criticism from the Community and Student Guardians is quite good in relation to the School Committee fundraising and carrying out its functions and duties following up on complaints, suggestions, criticisms, and aspirations from students, parents/guardians, and the community.

**Keywords:** Elementary School, Management, School's Committee

### **A. Introduction**

Education is an important and main factor in developing human resources in a country, therefore education should have more attention from the government, because it is a tool and a goal to achieve national development and aspirations (Ojiambo, 2009). Based on this, every educational program must be managed properly and optimally to develop character, discipline, impart knowledge and improve student achievement.

Human resource development carried out by the government through educational institutions, both formally and informally. In formal educational institutions the educational process is carried out in schools through face-to-face learning conducted

by teachers to students. This is based on the National Education System Law Number 20 of 2003 Article 1 paragraph 20 that learning is a process of interaction between students and educators and learning resources in a learning environment. The learning process in schools must be carried out properly and with quality by the teacher. Good preparation will produce quality learning. This preparation includes planning and selecting learning strategies, a success in the learning process is highly dependent on the effectiveness of the initial programming of the preparation of the plan and how well the plan is put into action. Planning is considered as the key to learning that can make students learn effectively, interesting, varied and progressive. Through good planning, teachers can identify how students are learning and making progress.

In order to carry out the learning process properly and with quality, each school must prepare an Activity Plan and School Budget as a guide in implementing school activity programs. With the detailed program activities and budget, the allocation of financing and maintenance becomes clearer. One of the supporting factors for the implementation of educational programs is the availability of a number of funds owned by schools. Sources of funds owned by schools can come from the government, parents of students, and the community, as said by Harapan (2018) that the preparation of funds owned by the school is related to the origin of the source of school funds, is from the government, parents of students, assistance from non-binding foreign parties, the community, and profits from school operations.

To cover the shortfall in the education budget in each school, the central government has assisted school finances in a number of ways, namely: (1) grants and operational costs for schools; (2) Paying teacher salaries and other allowances (certification allowance); (3) Helping schools to organize fundraising projects by providing technical assistance including materials and equipment (DAK for Education) and (4) funding the construction and rehabilitation of school buildings.

The government also makes indirect contributions to schools, such as training principals and teachers, preparing syllabus and materials, and supervising them. Various efforts have been made by the government in the implementation and management of national education, in addition to training principals and teachers, procuring books and learning tools, the government has also implemented improvements to educational facilities and infrastructure and improved the quality of school management. However, in various indicators the quality of the implementation and management of education has not shown significant improvement, for example the lack of educational facilities and infrastructure and learning facilities.

Based on these problems, in an effort to improve the quality of the implementation and management of education in addition to the methods above, efforts are also needed to increase effectiveness in the implementation of quality-oriented controls. The implementation of these activities can be carried out by the education supervisor or by

the school principal. As according to Mulyasa (2013) The factors that cause the quality of education do not increase evenly: (1) national education policy and implementation uses an education function or input-output approach, an analysis that is not carried out consistently. This approach sees that educational institutions function as production centers, which if all the required inputs are met in these production activities, these institutions produce the desired output. This approach assumes that if inputs such as teacher training, procuring books and learning tools, and repairing other educational facilities and infrastructure are met, then the quality of education (output) will automatically occur. But in reality, the quality of education that we expect does not happen. It all pays little attention to the educational process. In fact, the educational process determines the output of education. (2) the implementation of national education is carried out in a centralized manner so that schools as education providers are highly dependent on bureaucratic decisions that have a very long path and sometimes policies are issued, this is not in accordance with the conditions of local schools. (3) the participation of the school community, especially teachers and the participation of the community, especially parents of students, in the implementation of education so far has been minimal.

Community participation so far has generally been limited to financial support, while other supports such as ideas, morals and goods/services have received little attention. What is the benchmark for the quality of a nation, is the extent of success in the implementation of education carried out by a nation itself? The higher the level of public education in a nation, the higher the quality of its people. However, the reality of the education system in Indonesia has not shown the expected quality and success. National education has not been able to create good and superior human resources, both in terms of intellectuality, morality, spirituality, professionalism and the ability to compete or national competition. And in reality, education in Indonesia is difficult to make significant progress (Utamy et al, 2020).

As executor of implementation in the education unit, the principal has an important role to mobilize educators and educational staff properly, so they must form good managerial methods through a clear task management system. A good managerial system can be formed by implementing leadership functions. right principal. The principal through his competencies must be able to apply the proper leadership function so as to be able to motivate his subordinates to achieve the goals that are their hope. The school principal must be able to make innovations, direct his subordinates and the school as an educational organization towards changing mindsets, improving the vision and mission by exploring the talents, skills and abilities of its members (Andriani et al, 2018; Marce et al, 2020).

Principal leadership is very influential in achieving effective and efficient school management. Leadership concerns the process of social influence, in this case the influence exerted by a person on another person in order to structure activities and

relationships within a group or organization. Leadership includes three meanings, namely effort, the ability to run a business and the authority that makes someone considered capable of leading. The leader of an institution must be able to play an active role and be able to position himself strategically in directing his institution. The communication process requires openness and harmonious cooperation between school principals and teaching staff, so that the goals to be achieved by these educational institutions can be achieved. Education has a strategic role and function to produce children's creativity (Aprilana et al, 2017; Kartini et al, 2020).

School is a system in which there is a process of interaction between the principal, educators, employees, supervisors, school committees and students. The entire interaction process takes place because it is influenced by the organizing function, motivational authority and example that the principal has as an organizational leader because it is an important influence in the formation of human resources. The school principal as a leader in an organization must have the ability to be able to fulfill basic interests and supporting interests but must also cover a broader scope because education is used for all groups (Fitria, 2018; Damayani et al, 2020).

According to Hiryanto (2013) and Marlina et al (2020) that the world of education in Indonesia still faces several prominent obstacles, including: (a) low equity in education; (b) the quality and relevance of education is still low; and (c) education management is still weak. Education disparities also occur between geographic regions, namely between villages and cities.

The implementation of learning by teachers in student achievement is carried out by identifying objectives, benefits, planning steps, planning stages, including quality indicators or targets to be achieved as an increase in student achievement and to realize the quality of education, and also simultaneously has the impact of the principal's leadership and teacher competence in the learning process. While the inhibiting factor for learning management is the lack of awareness of the teachers to develop lesson plans, so that students are passive in implementing learning even though they have been given learning by the teacher and the lack of variation in the assessment carried out by the teacher and also the inhibiting factor is that there are too many students so that the allocation insufficient time to conduct an assessment (Maryati et al, 2020; Suratman et al, 2020).

Based on the facts mentioned above, it is necessary to make efforts to improve various educational programs, especially to increase the participation of the community and parents of students. In the implementation and management of education, it really needs the support and participation of the community and parents of students. In educational institutions to accommodate the participation of the community and parents of students in order to improve the quality of education, a body was formed, namely the School Committee (Suparlan, 2008). The birth of the Education Council and

School Committee as community participation in educational institutions in general is one of the implications of governmental autonomy and specifically educational autonomy. Therefore, in general, in running the wheels of government and in particular, the implementation of education must be with the participation of the community. Furthermore, with the existence of regional autonomy in the field of education, School-Based Management was born.

The characteristics of school-based management include the involvement of the community and parents in programs, policy making, and school activities. As Ananda and Amiruddin (2017) argue that school-based management of school and community relations is the arrangement of school-community relations which includes planning, organizing, implementing and evaluating programs of school-community relations activities guided by the principles of implementing school-based management.

Based on the Law on the National Education System Number 20 of 2003, Article 8 states that the community has the right to participate in planning, implementing, monitoring and evaluating educational programs, then Article 9 states that the community is obliged to provide resource support in the implementation of education. Between school and community there is a reciprocal relationship and are two communities that complement each other and can even color the growth, improvement and development of the school. The growth of school institutions in practice is to fulfill the needs of the surrounding community.

The school committee is an independent institution as a place to accommodate community participation in equity, togetherness, quality improvement, and efficient management of education in educational units. This is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 75 of 2016 concerning School Committees, namely Article 1 paragraph 2 which explains that the School Committee is an independent institution consisting of parents/guardians of students, the school community, and community leaders who care about education.

The school committee in its involvement needs to be maximized in the implementation of education both in its role and function. Apart from being involved in the funding sector, the community also needs to be involved in the development and construction of schools in education units. So that every educational unit or several educational units have a school committee. The school committee is able to exercise control over each education policy, the performance of the education unit in implementing each education policy. This is based on Regulation of Minister of Education and Culture No 75 of 2016 concerning School Committees states that: a) the School Committee is located in each school; b) School Committees function in improving the quality of education services; c) The School Committee performs its functions in a cooperative, democratic, independent, professional and accountable manner.

In carrying out the functions, the School Committee has the task of: a) Providing considerations in determining and implementing educational policies related to: 1) school policies and programs; b) School Revenue and Expenditure Budget Plan/School Work Plan and Budget; c) school performance criteria; d) criteria for educational facilities in schools; and e) criteria for school cooperation with other parties. Then Raising funds and other educational resources from the community, both individuals/ organizations/business/industrial world and other stakeholders through creative and innovative efforts; Supervise education services in schools in accordance with the provisions of laws and regulations; and follow up on complaints, suggestions, criticisms, and aspirations from students, parents/guardians, and the community as well as the results of the School Committee's observations on school performance.

The School Committee in carrying out its role or duties has limitations. In the opinion of Umaedi et al (2015) that the School Committee, even though its role is large and broad, is not an executive agency or one that manages implementation. The implementation of policies is the responsibility of the education bureaucracy at the central, provincial and district/city levels, as a working partner of the Board of Education according to their scope. Meanwhile, the implementation of school policies is in the hands of the education unit concerned: the principal along with teachers and other staff. The Board of Education and the School Committee must not interfere in the way teachers teach, use methods, and evaluate learning outcomes. It is a professional responsibility.

The involvement of the School Committee at strategic activity points, such as discussing school planning with its fund, monitoring implementation, and evaluating overall implementation results, in addition to making efforts to support program implementation both financially and non-financially. The School Committee is a forum for some of the people who live around the school who will participate in efforts to improve school progress. This causes an image that schools cannot possibly stand alone without other parties helping, that is the importance of empowering school committees.

Based on the Law on the National Education System Number 20 of 2003 in Article 8 which states that the community has the right to participate in planning, implementing, monitoring and evaluating educational programs, and furthermore in Article 9 it states that the community is obliged to provide resource support in the implementation of education. Thus, it can be argued that regional autonomy will give birth to school autonomy which is supported by direct community participation through the media and forums that conform to the demands for autonomy in the education sector. Community participation can be realized through a forum called the school committee.

According to (Jamaluddin, 2018) based on his research report "School Autonomy and Efficiency Some Critical Issues and Lesson" it is explained that in America and Australia in the implementation of education the participation of the community and parents is very high. This is reflected in the tax payments by the public that the State government allocates for education. It is not surprising, then, that the community and parents, represented by the Board of Education at the district/city level or the school board at the school level, have very high legal rights in determining the quality of education and have a high authority. very high also to participate in dismissing teachers and school principals.

According to Damanik (2019) based on the results of his research "The Influence of School-Based Management and School Committees on School Quality" explained that school committees, which are measured based on school quality, have a positive and significant influence on the high and low quality of schools explained by the school committee and the magnitude of the influence of school committees on school quality of 0.389 (38.9%). Therefore, to optimize school quality, efforts must be made to increase school committees.

According to Ningsih et al (2021) based on the results of his research "The Influence of School Committees and Principal Leadership on Improving Education Quality" it is explained in the conclusion that there is an influence of school committees on improving the quality of education, there is an influence of the leadership of the school principal on improving the quality of education and there is an influence of the school committee as a whole together on the quality of education.

Furthermore, according to Sakdiah and Zamzami (2018) based on the results of their research "Empowerment of School Committees in Improving the Quality of Education in Public Elementary Schools of the Shia Kuala District of Banda Aceh" in conclusion stated that the efforts made by the school principal in empowering school committees are by holding regular meetings every three months and the end of the semester which discusses important matters regarding improving the quality of education and other matters deemed necessary, the involvement of the school committee in preparing work programs in schools in general can be categorized as going well because in each work program the school committee really knows, and the role of the school committee in improving the quality of education in terms of authority based on SBM which is implemented in schools is not the same as the school principal including in managing school finances, the school committee's authority is limited to providing input and certain considerations related to school programs, this is the authority of the school committee not optimal, especially financial management.

With the formation of the school committee, the management of the school committee must immediately prepare the constitution and bylaws (AD and ART), as stipulated in the Minister of Education and Culture Number 75 of 2016 states that the School

Committee which has been determined by the school principal must prepare the bylaws and bylaws stating that AD and ART contain at least: (a) name and domicile; (b) basis, objectives and activities; (c) membership and management; (d) the rights and obligations of members and administrators; (e) finance; (f) working mechanism and meetings; (g) amendments to AD and ART; and (h) dissolution of the organization.

The School Committee as an autonomous institution in real conditions in the field shows indications that it has not functioned in accordance with applicable regulations in carrying out its role, only the name of the board of directors, functions when receiving assistance or input of funds from the government and in the implementation of education has not participated actively. The implementation of a transformation of the school committee concept requires a gradual process from time to time, from the socialization stage to providing an understanding of the importance of the function and role of the school committee both to the community and education providers as a means of community participation and participation in education.

To empower the community and the environment around the school, the principal has a very important role as the key to success who must pay attention to what happens to students at school and what parents and the community think about school. Principals are required to carry out efforts to foster and encourage good cooperative relations between schools and the community so that effective and efficient schools will be implemented. This harmonious relationship will form (1) mutual understanding between schools, parents, the community and other institutions in the community, including the world of work, (2) mutual assistance between schools and the community because they know the benefits, meaning and importance of their respective roles (3) close cooperation between schools and various parties in the community and they feel partly responsible for the success of education in schools (Mulyasa, 2013).

Based on the results of preliminary research carried out by researchers at several public elementary schools in Plakat Tinggi District, Musi Banyuasin Regency, from the data and information obtained from each school in an outline are: (1) School Committees have been formed since the beginning of the 2020/2021 school year, and forming a school committee consisting of a chairman, secretary, treasurer and sections. The school committee does not draw up the Statutes (AD) or Bylaws (ART) but conducts deliberations in raising funds for both the new program and continuing the old program. Unresolved, (2) The school committee administrators do not understand what the role and function of the committee is. schools based on applicable regulations, (3) management of school committee empowerment has not been implemented properly, (4) school committees are in principle still only holding meetings or deliberations either with parents/guardians of students or with the school principal when needed.

Based on the description above, the researchers carried out research on the role of school committee empowerment management in the implementation of public elementary school education in Plakat Tinggi District, Musibanyuasin Regency. Then the formulation problems are 1) How is the school committee empowerment management program planned in implementing public elementary school education in Plakat Tinggi District, Musi Banyuasin Regency? 2) How is the preparation of the school committee's statutes and household budgets in the implementation of public elementary school education in Plakat Tinggi District, Musi Banyuasin Regency? 3) What is the role of school committee empowerment management as a fundraiser and educational resource from the community in organizing public elementary school education in Plakat Tinggi District, Musi Banyuasin Regency? 4) What is the role of school committee empowerment management in following up the aspirations, ideas, complaints, suggestions and criticisms of the community and parents/guardians of students in organizing public elementary school education in Plakat Tinggi District, Musi Banyuasin Regency?

## **B. Methods**

This study was conducted at public elementary schools in Plakat Tinggi District, Musi Banyuasin Regency: (1) Sialang Agung State Elementary School; (2) Sidorahayu 1 Public Elementary School; (3) Air Putih Ulu State Elementary School 1; (4) Air Putih Ulu Public Elementary School 2; (5) Tanjung Keputran 1 Public Elementary School; and (6) Tanjung Keputran 2 Public Elementary School. As a consideration for researchers in choosing the location of this research are that (1) because the public elementary school is in a strategic location, easy to reach so that it can expedite the process of carrying out the research. (2) there are more specific and most important considerations in this study regarding the feasibility of objects that are very supportive and make it possible to obtain accurate information in achieving the required research objectives.

In this study, the method used is descriptive qualitative, which is a method that aims to describe how the actual situation and phenomenon is, then it is described in a research report. The qualitative method is a research process that is carried out fairly and naturally in accordance with objective conditions in the field without any manipulation, as well as the type of data collected (Arifin, 2011). Data collection techniques in this study used observation, interviews, and documentation. The interviews used to communicate with related parties or research subjects, including the Chairperson and Management of the School Committee, the Principal, the teacher council, community leaders, parents and students. In this study, data analysis techniques were carried out in three stages, data reduction, data presentation and conclusion.

#### **D. Results and Discussion**

Planning is the process of determining the goals or objectives to be achieved and determining the paths and resources needed to achieve these goals, as effectively and efficiently as possible. Planning is very important to do, because without a plan it means that there are no goals to be achieved, without a plan there are no implementation guidelines, so there is a lot of waste, and plans are the basis of control, because without a plan control cannot be carried out (Mursidi, 2013).

In preparing the plan according to Mr. S as the principal of the Sialang Agung Public Elementary School committee that: "we carry out planning in carrying out the school committee organization, for example we offer committee members and parents/guardians what we will build, whether to continue the previous year's development unfinished or new construction that is needed/urgent by the school then we calculate what range of budget is needed and finally we decide how much donation will be charged to parents/guardians of students in one year".

Based on the results of research from six public elementary schools in Plakat Tinggi District, Musi Banyuasin Regency, the School Committee formed in each school compiled a planning program well. Where is the preparation of the planning program? It was carried out in accordance with the needs, requirements, requests and suggestions from the school. For example, the school needs a gate, a wall around the school, a motorbike parking area, a prayer room and other things for which there is no budget for this, while this is an urgent need for the school. After there are needs, needs, requests and suggestions from the school, the School Committee then holds a school committee meeting attended by the school committee chairman, deputy school committee chairman, secretary, treasurer and other administrators and members to discuss the planning program as a school committee work program. This means that the planning program as a school committee work program is raising funds from the community or parents/guardians of students for the construction of facilities and infrastructure needed by the school and the school does not have a budget for that.

The work program is carried out in one school year. At the end of the academic year the School Committee conducts a work evaluation after carrying out its work program for one year, what obstacles and obstacles occur, then a solution is sought. Surjana (2017) based on the results of his research, it is known that the school committee is quite good at raising funds from the community and establishing communication and collaboration with parents of students and community leaders in order to develop the quality of school education. As a legal umbrella in raising funds from the community, school committees based on Regulation of Minister of Education and Culture Number 75 of 2016 concerning School Committees which were established and promulgated on December 30 2016 are very clear. That the school is absolutely not allowed to charge

students and guardians of students, this is as stipulated in Article 10, Article 11 and Article 12.

In preparing the statutes and bylaws according to BM as Treasurer of the SD Negeri 2 Air Putih Ulu school committee, that the Management of the SD Negeri 2 Air Putih Ulu school committee, had never made the statutes and household budgets, we only compiled a planning program and budget what is needed according to the demand for development, both facilities and infrastructure needed by the school.

According to the research results of Zulfadli et al (2020) that in Regulation of Minister of Education and Culture Number 75 of 2016 it is explained that the completeness of school committee administration includes the School Committee Organization Manual, AD/ART, SK, Organizational Structure and Work Programs. It is different from the findings in the field, that the school committee organization for SMP Negeri 3 Bandar, Bener Meriah Regency, only has AD/ART. While other elements are not owned by the school committee, namely among them; School Committee Organization Manual, School Committee Decree, Organizational Structure, and School Committee Work Program. The administrative completeness of this school committee can directly or indirectly make the school committee organization a focused and focused organization goal oriented. Each of the administrative elements of the school committee has its own benefits and uses.

The results of the study proved that the School Committees of the six public elementary schools in Plakat Tinggi District did not draw up statutes and household budgets based on applicable regulations. Only has a program for preparing the Organizational Structure and Work Program of the School Committee. The reasons are because: (1) this institution was formed temporarily; the most important thing is that there is a management structure and they are responsible for carrying out their mandate as school committee administrators; (2) School Committee administrators are volunteers/ do not receive a salary; and (3) the School Committee is not a business organization (for profit).

Nursanti et al (2020) in their research results stated that the School Committee was considered negligent because they did not compile AD and ART, even though AD and ART were very important in determining the direction of school committee work. This is in accordance with what was stated by Zulfa (2018) and Nursanti et al (2020) regarding the low performance of school committees because the committees do not know about the rules, duties and functions so that their performance is not optimal. If the school committee already knows its main duties and functions from the start, understands the AD/ART, the school committee will be able to carry out its duties and roles properly.

Nursanti et al (2020) in their research results stated that the school committee's performance in raising funds and other educational resources from the community was not carried out well. There are several administrative deficiencies including submission of proposals before raising funds or resources from the community, bookkeeping of fundraising results in a joint account between the school committee and school, the use of fundraising proceeds is carried out by the school with the approval of the school committee, and committee financial reporting school periodically. Even though it is clearly stated in Ministerial Regulation No. 75 of 2016 Article 10 concerning making proposals that are known by the school before carrying out fundraising and other educational resources from the community. Fundraising that has been carried out so far is through deliberation and mutual agreement between the school committee, the teacher council and parents.

According to the research results of Zulfadli et al (2020) that fundraising by school committees is in the form of assistance or non-collection donations. This means that the fundraising carried out by the school committee is not binding and coercive. Fundraising is a form of carrying out the functions of the school committee in providing support for personnel, facilities and infrastructure as well as educational supervision. The results of this fundraising can be used for many things such as; covering the shortfall in unit costs of education, financing of work programs and development of educational facilities or infrastructure.

Based on the results of research from the six public elementary schools in Plakat Tinggi, that schools are really helped in organizing education by having a school committee institution in schools so that schools give flexibility in carrying out their roles, in other words schools carry out the management role of empowering school committees in implementing education. All School Committees carry out fundraising in accordance with the needs, needs, requests and suggestions of the school, because the need is very urgent and there is no budget for it. This is carried out in accordance with applicable regulations, even though in the implementation of fundraising there are still obstacles and obstacles from parents/guardians of students and the community, the best solution is immediately sought.

Based on Regulation of Minister of Education and Culture Number 75 Article 3 Paragraph (1) letter d, that in carrying out its functions, the School Committee is tasked with following up on complaints, suggestions, criticisms, and aspirations from students, parents/guardians and the community as well as the results of the school Committee's observations on school performance. Nursanti et al (2020) in her research results stated that the school committee's performance in following up on complaints, suggestions, criticisms, and aspirations from students, parents/guardians, and the community as well as the results of the committee's observations on school performance can be said to have been carried out properly. The school committee is always open to accommodate input from both the school and the community by

taking several steps, including: (1) always listening to all input; (2) accommodate input; (3) analyzing/sorting inputs according to the vision, mission and goals of education in schools; (4) coordination and confirmation of related parties; (5) looking for the best solution.

According to S, as the Chairperson of the Sidorahayu 1 Public Elementary School Committee, we, as administrators of the Sidorahayu 1 Public Elementary School Committee, understand that from an economic point of view, some parents/guardians of these students are capable and some are less affluent, especially in difficult times like today, so we continue to provide the best solution or become a mediator to convey complaints, ideas, suggestions, criticisms and aspirations from the community or parents/guardians of students to the school, especially those related to raising funds for parents/guardians of students who are less fortunate, we provide relief in accordance with economic level so that payments are made voluntarily.

The research results show that there is a School Committee in six Public Elementary Schools in Plakat Tinggi District carry out their functions and duties to follow up on complaints, suggestions, criticisms, and aspirations from students, parents/guardians and the community. The School Committee in receiving complaints, suggestions, criticisms, and aspirations from parents/guardians of students and from the community selectively, seen from the weight, value and which should be prioritized.

## **E. Conclusion**

In the School Committee Empowerment Management Planning Program, the School Committee established in each school prepares a fairly good planning program. That the School Committee has a planning program. Where the preparation of the planning program carried out is in accordance with the needs, requirements, requests and suggestions from the school. For example, the school needs a gate/gate, a wall around the school, a motorcycle parking area, a prayer room and other things for which there is no budget for this, while this is an urgent need for the school. The Program for Compiling the Statutes and Bylaws (AD/ART) is quite good in terms of the drafting program Organizational Structure and Work Program.

Even though the School Committees of the six public elementary schools in Plakat Tinggi District did not prepare the constitution and bylaws (AD and ART) as a whole, this has not implemented the applicable provisions. The reasons are because: (1) this institution was formed temporarily; the most important thing is that there is a management structure and they are responsible for carrying out their mandate as school committee administrators; (2) School Committee administrators are volunteers or do not receive a salary (wages); and (3) the School Committee is not a business organization (for profit). The Role of School Committee Empowerment Management as Fundraising and Educational Resources from the Community and in Following Up

on Aspirations, Ideas, Complaints, Suggestions and Criticism of the Community and Parents/Guardians of Students quite well related to the School Committee conducting fundraising according to needs, needs, requests and proposal from the school, because the need is very urgent and there is no budget for it. This is carried out in accordance with applicable regulations and carries out its functions and duties following up on complaints, suggestions, criticisms and aspirations from students, parents/guardians and the community quite well in relation to the School Committee in receiving complaints, suggestions, criticism and aspirations from other people. parents/guardians of students and the community selectively, seen from the weight, value and which one should be prioritized.

## **F. Acknowledgement**

Thanks to the Principal of SD Negeri Sialang Agung, Plakat Tinggi, Musi Banyuasin, Rector of Universitas PGRI Palembang and respondents in this article.

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