CONTRIBUTION OF THE ROLE OF THE SCHOOL COMMITTEE TO THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT IN ELEMENTARY SCHOOL

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A R T I C L E   I N F O

A B S T R ACT

This article explores the role of school committees in supporting educational programs at the elementary level through a literature review. Achieving educational goals requires active involvement from the community and stakeholders, especially parents as primary users of educational services. Their participation plays a crucial role in enhancing the quality of education and fostering a collaborative partnership with schools. Therefore, school committees should function as strategic partners in implementing school programs. The findings indicate that a strong partnership between schools and school committees contributes significantly to improving educational quality. Committees are actively involved in coordinating with schools in planning both academic and non-academic activities, including social and community programs. Their roles encompass providing input, support, supervision, and acting as a communication bridge between schools and parents. When the functions and partnerships of school committees are well-established, schools can effectively implement various programs aimed at improving educational outcomes. This collaboration helps schools achieve their vision and mission while also increasing parental satisfaction. Ultimately, the active role of school committees becomes a vital element in strengthening the quality of education at the elementary level.

I. INTRODUCTION

Education is an important element in national development, without education a country will not progress and develop. Education plays a role in producing quality human resources that are able to change the nation's civilization. Quality education is believed to be able to deliver students to become subjects who are pious to God Almighty, independent, have noble character, are capable, knowledgeable, resilient and democratic. This is in accordance with what is described in the National Education System Law Number 20 of 2003, articles 1 and 3 which read: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. National education functions to develop abilities and

shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens who are responsible.

Education plays a very important role in forming and developing the quality of Human Resources (HR), but the condition of the quality of education in Indonesia is currently in a less than good state. Based on the report of the Program for International Student Assessment (PISA), the quality of the Indonesian education system in 2013 Indonesia was ranked 71st out of 72 countries, while in 2015 Indonesia was ranked 62nd out of 72 countries (Meilani et al., 2022). Based on data from the Human Capital Index issued by the World Bank in 2018 Indonesia was ranked 87th out of 157 countries, Indonesia scored 0.53. When compared to countries in East Asia and Asia Pacific, Indonesia's position is still lower because the average score of the countries there is 0.62. Many factors affect the quality of education, namely the centralized implementation of national education, minimal participation of the community or parents in the implementation of education, and less than optimal school management. According to Mulyasa (2012) there are three factors that cause the quality of education not to increase evenly, namely:

1. National education policies and implementation use the education production function approach or input-output analysis which is not implemented consistently. In implementing the education production function approach, it focuses too much on education input and pays less attention to the education process so that the expected quality of education is not achieved.

2. The centralized implementation of national education has resulted in schools as education providers being very dependent on bureaucratic decisions, which have a very long path and sometimes the policies issued are not in accordance with local school conditions. Thus, schools lose their independence, motivation, and initiative to develop and advance their institutions, including improving the quality of education as one of the goals of national education.

3. The role of the community, especially parents of students in the implementation of education has so far been very minimal. Community participation in general is more in the form of input support than the education process. In relation to accountability, schools do not have the burden to be responsible for the results of the implementation of education to the community, especially parents of students.

This condition shows the need for various improvement efforts to improve the quality of education through appropriate management according to the needs of the community and

development. Efforts to achieve educational goals and improve the quality of national education require changes and improvements to education management in schools.

According to Law Number 5 of 1974 concerning the Principles of Regional Government, decentralization is the transfer of government affairs from the center to the regions. The delegation of authority to the Regional Government is solely to achieve efficient governance. The delegation of authority results in autonomy. Autonomy itself is the freedom of the people living in their own area to organize and manage their own interests. Therefore, the government issued a policy that there is a delegation of authority from the center to the regions regarding school management using the School-Based Management (SBM) approach. In accordance with Law Number 20 of 2003 concerning the National Education System, it is mandated that the management of educational units is carried out with the SBM principle. Law Number 20 of 2003 concerning the National Education System, Article 51 paragraph 1, which reads: "Management of early childhood education units, basic education, and secondary education is carried out based on minimum service standards with the principle of school-based management or madrasah. "

This is also in line with Law Number 22 of 1999 concerning Regional Government and Government Regulation Number 25 of 2000 concerning the Authority of the Central and Regional Governments which have implications for education management. School-Based Management (SBM) is a school management model that provides greater autonomy to schools in terms of the learning process, resource management, and community participation based on national education policies and applicable laws and regulations. In the implementation of SBM, schools are not dependent on centralized policies and bureaucracy. Schools have their own authority to create new innovations and be creative to improve school quality optimally. School Based Management (SBM) according to Chapman (1990) in Fattah (2003:) explains that: School Based Management (SBM) as a translation of School Base Management is a political approach that aims to improve, redesign school management, aims to provide power and increase school participation in efforts to improve its performance which includes teachers, students, parents of students, and the community. School Based Management modifies the government structure by transferring authority in making government and management decisions to each stakeholder at the local level (local stakeholders).

According to the Ministry of National Education, the characteristics that must be possessed by schools as indicators of successful implementation of SBM are as follows:

1. Educational Input (having a quality policy, resources available and ready, having high expectations and achievements

2. Process (high effectiveness of the teaching and learning process, strong school leadership, effective management of educational staff, schools have a quality culture, schools have a compact, intelligent and dynamic "teamwork", schools have authority, participation of school residents and the community, schools have openness (transparency) of management, schools have the will to change (psychological and physical), schools carry out evaluations and improvements and are sustainable, schools are responsive and anticipatory to needs, schools have accountability, and schools have sustainability.

3. Output (output in the form of academic achievement and output in the form of non-academic achievement).

According to Solichin Abdul Wahab (1997) Implementation is actions taken by individuals, officials, or government or private groups that are directed at achieving the goals outlined in policy decisions. Implementation of school-based management is an action taken to implement school-based management in real terms. According to Fatah, the stages of implementing school-based management are divided into three, namely the socialization stage, the piloting stage, and the dissemination stage. In implementing school-based management, it is necessary to involve all components of the school including the community (stakeholders) to support the school program that has been created (Damanik, 2019) . However, many schools experience difficulties and problems in the process of implementing school-based management. Based on the results of Yayah's research (2017) in the implementation of school-based management at the most of Priemery Schools, there are problems, namely the availability and readiness of educational inputs that support the implementation of the school-based improvement management program are not yet known, the openness of school management in terms of funds and programs is not yet in accordance with what is desired, the climate of cooperation between fellow school communities and the community has not been implemented properly, the effectiveness of the participation of the school committee and education council in raising school funds has not been detected and the accountability of the school to stakeholders has not been maximized (Abdul Majir, 2019).

This article conducted a preliminary study at the implementation of school-based management experienced obstacles, namely minimal community participation in policy making and compiling school programs, the relationship between the school and the community was not well implemented, and the lack of financial contributions from the community. In addition, the implementation of School-Based Management has been implemented, this is evident from community participation in student competitions between schools. However, the obstacle faced is the lack of community participation related to funds

for school development. With these problems, it shows that there are things that need to be improved in the implementation of school-based management. This improvement will affect the quality of the school. According to Nurkholis (2003: 264) there are six factors that support the success of the implementation of school-based management, namely: Political will, Financial, Human Resources, School culture, Leadership, Organization.

From the description above, it can be seen that the implementation of school-based management is greatly influenced by human resources, namely the role of the school committee, and then supported by political will, finance, school culture, principal leadership, and organization. The effectiveness of SBM will be realized if education managers are able to empower school resources and stakeholders in determining policies, administration, and curriculum innovations carried out in schools (Hakiki, 2021).

From the description above, it can be seen that the implementation of school-based management is greatly influenced by human resources, namely the role of the school committee, and then supported by political will, finance, school culture, principal leadership, and organization. The effectiveness of SBM will be realized if education managers are able to empower school resources and stakeholders in determining policies, administration, and curriculum innovation carried out in schools (Bisri, 2020).

In the SBM concept, community involvement in education is collected in one organizational forum called the school committee. The School Committee according to the Decree of the Minister of National Education (Kepmendiknas) Number 044 / U / 2002 concerning the education council and the School Committee, namely: "The School Committee is an independent body that accommodates community participation in order to improve the quality, equity, and efficiency of education management in educational units both in preschool education, school education pathways, and out-of-school education pathways."

Based on the Decree of the Minister of National Education Number 044/U/2002, the objectives of establishing a school/madrasa committee include:

1. Accommodating and channeling community aspirations and initiatives in creating operational policies and education programs in educational units.
2. Increasing community responsibility and participation in organizing education in educational units.
3. Creating a transparent, accountable, and democratic atmosphere and conditions in organizing and providing quality education services in educational units.

The roles carried out by the school committee in detail based on the Decree of the Minister of National Education Number 044/U/2002 are as follows:

1. Advisory agency in determining and implementing education policies in educational units.

2. Supporter (supporting agency) in the form of finance, ideas, and manpower in organizing education in educational units.

3. Controller (controlling agency) in the context of transparency and accountability for the implementation and output of education in educational units.

4. Mediator between the government (executive) and the community and educational units.

The contribution of the role of the school committee must be implemented properly in the implementation of School-Based Management, as explained above, namely referring to the Decree of the Minister of National Education Number 044/U/2002. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 75 of 2016 concerning the School Committee, the school committee functions to improve the quality of educational services. The School Committee raises funds and other educational resources to carry out its function in providing support for personnel, facilities and infrastructure, and educational supervision. The existence of a school committee is an absolute prerequisite in the implementation of effective and efficient school-based management. To create an independent, effective, efficient, productive, and accountable school, the contribution of the role of the school committee is needed. The effectiveness of school-based management will occur if the contribution of the committee's role is carried out as optimally as possible.

II. METHODS

Researchers in this study used the study literature method or library research. The data collection used is the documentation method. Some references that will not be separated from scientific literature Literature studies are related to theoretical studies. In literature research, the steps include 1) introduction, 2) main part, and 3) conclusion. The data sources for this research are obtained from relevant literature such as books, scientific articles, or journals related to the chosen topic (Loe, 2017). The data collection technique used in this literature study method is to obtain research data based on things or variables in the form of articles, journals, notes, books, and so on. The data analysis technique used is content analysis (Santosa, 2015).

Repeated reading of the literature and checking between libraries are carried out to maintain precise research results and minimize errors due to the researcher's shortcomings (avoiding errors in conveying information). This research is reported by compiling the findings based on the principles of convenience and simplicity. This is because the researcher

has limited abilities and has not been able to conduct an in-depth and more detailed literature review (Nur Latifah et al., 2021).

In general, the aim of this research is to obtain clarity regarding the contribution of the role of the school committee to the implementation of Schools-Base Management in Elementary Schools. The specific objectives to be achieved in this study are:

1. To obtain clear information regarding the role of the school committee in Elementary Schools

2. To obtain clear information regarding the implementation of SBM in Elementary Schools

3. To find out how much contribution the role of the school committee has made to the implementation of SBM in Elementary Schools

This article uses a school-based management approach. In terms of language, School-Based Management comes from three words, namely management, based, and school. Management is the process of using resources effectively to achieve goals. Based has the basic word basis which means basis or principle. School is an institution for learning and teaching as well as a place to receive and provide lessons. Based on this lexical meaning, school-based management can be interpreted as the use of resources based on schools in the teaching and learning process (Pujiastuti, 2021).

School-based management is a management model that provides autonomy (greater authority and responsibility to schools), provides flexibility/flexibility to schools, encourages direct participation from school residents (teachers, students, and principals) and the community (parents of students, community leaders, scientists and entrepreneurs) and improves school quality based on national education policies and applicable laws and regulations. With this autonomy, schools are given the authority and responsibility to make decisions according to the needs, abilities, and demands of the school and the community or stakeholders (Hartati, 2022).

School-based management is a decentralization in the field of education with a management model that becomes the autonomy of the school so that the school is more flexible in managing its resources that involve the community to control the management of education which aims to improve the quality of education. Based on the results of the explanation above, the researcher defines that school-based management is an approach that provides autonomy (greater authority and responsibility to schools) so that schools are more flexible and independent in managing their schools and involves active community participation to control the management of education (Junindra et al., 2022).

III. RESULTS AND DISCUSSIONS

3.1 Existence of School Committee

The existence of school committee and education council has been legally formalized in the Decree of the Minister of National Education Number 044/U/2002 concerning education council and school committee strengthened by article 56 of Law No. 20 of 2003 concerning education council and school committee. Based on this decision, the school committee is an independent body that accommodates community participation in order to improve the quality, equity, and efficiency of education management in educational units both in preschool education, school education pathways, and out-of-school education pathways (Zai et al., 2022).

In addition, the existence of the school committee is legally stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 75 of 2016 concerning the School Committee. Based on this regulation, the School Committee is an independent institution whose members are parents/guardians of students, the school community, and community leaders who care about education.

In the National Education System Law (2003) it is stated that the school committee is an independent institution whose members are parents/guardians of students, the school community and community leaders, and functions to provide considerations on school management. In addition, it is stated that the Education Council is an independent institution whose members are various elements of society and functions to provide considerations in order to empower and guarantee the quality of education at the central, provincial, and district/city levels. The existence of these two institutions is an absolute prerequisite for the implementation of effective and efficient school management. The existence of the school committee must be a strength and driving factor in the formation of an effective school. This can be realized if the principal is able to collaborate with the school committee in planning, implementing, developing and evaluating school programs. (Mulyasa, 2012).

3.2 Definition and Position of the School Committee

The School Committee according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 75 of 2016 concerning the school committee, namely: "The School Committee is an independent institution whose members are parents/guardians of students, the school community, and community leaders who care about education."

School Committee according to the Decree of the Minister of National Education (Kepmendiknas) Number 044/U/2002 concerning the education council and School

Committee, namely: "The School Committee is an independent body that accommodates community participation in order to improve the quality, equity, and efficiency of education management in educational units both in preschool education, school education pathways, and out-of-school education pathways".

The school committee is a special institution or body formed based on democratic deliberation by education stakeholders at the school level as a representation of various elements responsible for improving school quality (Septiana et al., 2018). According to Djam'an Satori in Mulyono (2009) states that the school committee is a body that functions as an official forum to accommodate and discuss matters concerning the interests of the school institution. Meanwhile, according to Mulyasa (2012) states that the school committee is an independent body that accommodates community participation in order to improve the quality, equity, and efficiency of education management in schools.

Based on the statement above, it can be concluded that the school committee is an independent body whose members are parents/guardians of students, the school community, and community leaders who bridge the school with the community in order to improve the quality, equity, efficiency and effectiveness of school management.

The school committee is located in educational units, both elementary education (Islamic Elementary School and Islamic Junior High School) to secondary education (Islamic Senior High School) both public and private. The school committee is an independent institution that does not have a hierarchical relationship with Islamic schools or other educational institutions. The school committee must work together with the school and the community in organizing education (Palettei et al., 2021).

3.3 Purpose of Establishing a School Committee

The establishment of a school committee is to create a community organization that supports and is committed to improving the quality of schools. Based on the Decree of the Minister of National Education Number 044/U/2002, the objectives of establishing a school/madrasa committee include: 1) Accommodating and channeling community aspirations and initiatives in creating operational policies and education programs in educational units. 2) Increasing the responsibility and participation of the community in organizing education in educational units. 3) Creating a transparent, accountable, and democratic atmosphere and conditions in organizing and providing quality education services in educational units.

According to Mulyasa (2012, p. 128), the objectives of establishing a school committee are: 1) Accommodating and channeling community aspirations and initiatives in creating

operational policies and education programs in madrasas. 2) Increasing the responsibility and participation of the community in organizing education in schools. 3) Creating transparent, accountable, and democratic conditions in organizing and providing quality education services in schools.

The institutional format of the school committee is directed at the following (Raberi et al., 2020): 1) Accommodating and increasing the role of education stakeholders at the school level in formulating and determining various school management policies and accountability for the quality of school education in a democratic and transparent manner. 2) Accommodating and increasing the role of education stakeholders at the school level in solving educational problems faced by schools and helping the government monitor education management in schools. 3) Facilitating efforts to improve the performance and professionalism of school principals, teachers, and other staff involved in the process of educating children at school in accordance with the vision, mission, and goals to be achieved by the school. 4) Providing various facilities needed by schools in an effort to improve the teaching and learning process, procurement and maintenance of good school facilities, procurement and maintenance of good learning support facilities, and improving the quality of staff in accordance with school needs. 5) Developing and establishing effective curriculum programs that are in accordance with the needs of children and society, the needs of global demands and various innovations that support improving the quality of education in schools. 6) Facilitate and control the implementation of a transparent and democratic school management system in the utilization of various available resources according to the priority needs of the implementation of school programs in achieving the stated goals.

The school committee is formed as an effort to improve the quality of education in each educational institution. The school committee can involve the active role of the community in planning, implementing, and evaluating educational programs held in each educational institution. The school committee is formed as a representative of the community whose task is to demand transparency, accountability, and democratization of the implementation of education in each educational institution (Kurniawati et al., 2020).

From the objectives of the formation of the school committee above, it can be concluded that the school committee is formed to accommodate the aspirations of the community in formulating and determining policies, community representatives who can create conditions for transparency, accountability and democratization, increase the responsibility and role of the community in managing education (Pratiwi, 2016).

3.4 Role and Function of the School Committee

According to Mulyasa (2012, p. 128) the school committee plays a role as: 1) Advisory agency in determining and implementing education policies in schools. 2) Supporter (supporting agency) in the form of finance, ideas, and manpower in organizing education in schools. 3) Controller (controlling agency) in the context of transparency and accountability of the implementation and output of education in schools. 4) Mediator between the government (executive) and the community in schools.

In more detail, the Development Team of the Education Council and School Committee of the Directorate General of Primary and Secondary Education, Ministry of National Education, put forward several indicators of the role of the school committee as follows (Pohan, n.d.):

1. School Committee as an Advisory Agency

In carrying out its role as an advisory body. The school committee must be able to carry out the three management functions in school planning, program implementation (curriculum, teaching and learning activities, assessment) and management of educational resources. The work indicators that must be carried out by the school committee in carrying out each of its management functions include: 1) School Planning (Identify educational resources in the community, Provide input for the preparation of the RAPBS, Hold RAPBS meetings (school, parents, community), Provide consideration for changes to the RAPBS, Participate in ratifying the RAPBS with the principal). 2) Program Implementation (Provide input on the education management process in schools, Provide input on the learning process to teachers). 3) Management of Educational Resources (Identify potential educational resources in the community, Provide consideration on educational personnel who can be assigned to the school, Provide consideration on facilities and infrastructure that can be assigned to the school, Provide consideration on the budget that can be utilized in the school).

2. School Committee as a Supporting Agency

The second role is as a supporting body. The school committee must be able to carry out the three management functions in resource management, facility and infrastructure management, and budget management. The work indicators that must be carried out by the school committee in carrying out each of its management functions include (Janan Asifudin, 2017): 1) Resource Management (Monitoring the condition of educational staff at school, Mobilizing volunteer teachers to overcome the shortage of teachers at school, Mobilizing non-teaching educational staff to fill the shortage at school). 2) Facilities and Infrastructure

Management (Monitoring the condition of facilities and infrastructure at school, Mobilizing assistance for school facilities and infrastructure, Coordinating support for school facilities and infrastructure, Evaluating the implementation of support for school facilities and infrastructure). 3) Budget Management (Monitoring the condition of the education budget at school, Mobilizing support for the education budget at school, Coordinating support for the education budget at school, Evaluating the implementation of budget support at school).

3. School Committee as a Controlling Agency

The third role is as a controlling or supervisory body. The school committee must provide three managements related to educational planning in schools, running school implementation programs, and promoting education in schools. By regulating schools in running each management process, discussing (Supardi et al., 2023): 1) Controlling Educational Planning in Schools (Controlling the decision-making process in schools, Controlling the quality of policies in schools, Controlling the educational planning process in schools, Supervision of the quality of school planning, Supervision of the quality of school programs, Controlling School Implementation Programs). 2) Monitoring school organizations (Monitoring school program scheduling, Monitoring budget allocations for program implementation, Monitoring school program implementer resources, Monitoring the participation of education stakeholders in implementing school programs). 3) Monitoring Education Output (Monitoring final exam results, Monitoring school participation rates, Monitoring school participation rates, Monitoring sustainability rates in schools).

4. School Committee as a Liaison Agency (Mediator Agency)

The school committee must be able to mediate between the government and the community in the education unit. In this case, the school committee must manage three management functions in the planning, implementation, and management of educational resources programs. As an indicator of work that must be carried out by the school committee in carrying out each of its management functions, it was agreed that: 1) Planning Program (Becoming a liaison between the School Committee and the community, the School Committee and the school, and the School Committee and the Education Council, Identifying community aspirations for education planning, Making proposals for education policies and programs for schools). 2) Implementation Program (Socializing school policies and programs to the community, Facilitating various inputs on program policies to schools, Accommodating complaints and grievances regarding school policies and programs, Communicating complaints and grievances from the community to schools). 3) Educational Resource

Administrator (Identifying the condition of school resources,Identifying community resources, Mobilizing community assistance for school education Coordinating community assistance).

Based on the Regulation of the Minister of Education and Culture Number 75 of 2016 in article 3, it is stated that the school committee functions to: 1) Provide considerations in determining and implementing education policies related to: 1) School policies and programs; 2) School Revenue and Expenditure Budget Plan/School Work and Budget Plan (RAPBS/RKAS); 3) School performance criteria; 4) criteria for educational facilities at the School; and 5) criteria for cooperation between the School and other parties. 2) Raising funds and other educational resources from the community, both individuals/organizations/business world/industrial world and other stakeholders through creative and innovative efforts; 3) Supervising education services at the School in accordance with the provisions of laws and regulations; and 4) 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 of the School's performance.

The school committee functions as follows (Megawaty et al., 2021): 1) Encouraging the growth of community attention and commitment to the provision of quality education in schools. 2) Cooperating with the community (individuals/organizations/business world/industrial world) and the government regarding the provision of quality education. 3) Accommodating and analyzing aspirations, ideas, demands, and various educational needs submitted by the community. 4) Providing input, considerations and recommendations to schools regarding: education policies and programs, the School Education and Expenditure Budget Plan (RAPBM), school performance criteria, education personnel criteria, education facility criteria and other matters related to education. 5) Encouraging parents and the community to participate in education in order to support improving the quality and equity of education. 6) Raising community funds in order to finance the provision of education in schools. 7) Conduct evaluation and supervision of educational policies, programs, implementation and outputs in schools.

3.5 School Committee Formation Process

Formation Principles

The formation of a school committee adheres to the following principles (Saidina et al., 2024): 1) Transparent, accountable, and democratic; 2) Is a partner of the school;

Formation Mechanism

Formation of a Preparatory Committee

a. The community and/or school form a preparatory committee. The preparatory committee consists of at least 5 people consisting of education practitioners (such as teachers, school principals, education providers), education observers (NGOs concerned with education, community leaders, religious leaders, the business world and industry), and parents of students.

b. The preparatory committee is tasked with preparing the formation of the School Committee with the following steps (Fithriah, 2018): 1) Holding a socialization forum for the community (including BP3 administrators/members, the School Committee and existing School Committees) regarding the School Committee according to this decree. 2) Compiling criteria and identifying prospective members based on proposals from the community. 3) Selecting prospective members based on proposals from the community. 4) Announcing the names of prospective members to the community.5) Compiling the names of elected members. 6) Facilitating the election of school committee administrators and members. 7) Submitting the names of school committee administrators and members to the principal. 8) Determination of the Formation of the School Committee. 9) The school committee is established for the first time with a decree from the principal, and is then regulated in the Articles of Association and Bylaws. The preparatory committee is declared disbanded after the School Committee is formed. (Mulyasa, 2012). Based on the results of the explanation above, it can be concluded that the principles of forming a school committee are transparent, accountable, democratic, and a school partner. The formation mechanism is the formation of a preparatory committee (at least 5 people and the determination of the formation of the school committee.

3.6 Membership of the School Committee

The membership of the school committee consists of (Holilah et al., 2023): 1) Elements of society can come from: parents/guardians of students, community leaders, education leaders, the business world, the industrial world, professional organizations of educational personnel, alumni representatives, student representatives. 2) Elements of the teacher committee, education organizing foundations, village advisory bodies can be involved as members of the school committee, a maximum of 3 people. 3) The number of school committee members is at least 9 people and the number is odd.

3.7 Dismissal of the School Committee

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 75 of 2016, the dismissal of the school committee is: 1) The term of office of the School Committee membership is a maximum of 3 (three) years and can be re-elected for 1 (one) term of office. 2) Membership of the School Committee ends if: a. resigns; b. dies; c. unable to carry out duties due to permanent impediment; or d. sentenced to a criminal penalty for committing a criminal act based on a court decision that has permanent legal force.

IV. CONCLUSION

As a concrete manifestation of the various roles and functions of the School Committee and the realization of a democratic education system, the organization of parents of students in the school committee forum establishes partnerships with stakeholders in elementary schools in the academic and non-academic fields, socio-cultural and religious, Thus, the progress, success and excellence of elementary education institutions both in the learning process and the direction of education can be known and the results can be felt by parents of students as users of quality education services from elementary education institutions.

This results in them as users/customers of education services and partners being satisfied with elementary education services. The purpose and function of the formation of the school committee at schools elementary can act as a school partner in organizing education, the committee provides many considerations (advisory agency), support (supporting agency), control (controlling agency) and liaison (mediator) with the surrounding community and parents of students as customers of education services organized by elementary education institutions.

If it is known that the school is experiencing decline, failure and deficiencies, the School Committee and its stakeholders will immediately make every effort to find a solution together with the committee, and the committee will provide full support in terms of ideas and finances for the success and improvement of the quality of education of its sons and daughters.

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