

## Implementation of the Roles and Functions of the School Committee in Improving the Quality of Education Services in the City of Cirebon

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**Abstract:** Parental support in improving the quality of education services in schools is needed. Awareness of the importance of quality education will help schools as education providers to realize quality education. There is a need for the support of the school committee as a forum for the participation of parents in education. This study wants to describe the implementation of the role and function of the school committee in supporting the improvement of education quality services at SMAN 9 Cirebon City. The data was collected through in-depth interviews, questionnaires, and documentation studies. The results showed that in general the school committee of has school carried out all its roles and functions, although not yet optimal. School committees consider more related to school programs that need to be implemented but are not covered by school finances. Communication with alumni is well established and has even been able to contribute to the renovation of the school mosque. Efforts to provide non-financial support are carried out by establishing communication and comparative studies with other schools deemed to have better quality infrastructure. The results of the comparative study are arranged in a priority program to support the progress of the quality of education services.

**Keywords:** Community Participation, Quality of Education Services, School Committee, Empowerment.

**Abstrak:** *Dukungan orang tua dalam peningkatan mutu pelayanan pendidikan di sekolah sangat dibutuhkan. Kesadaran pentingnya pendidikan yang bermutu akan membantu sekolah sebagai penyelenggara pendidikan mewujudkan pendidikan berkualitas. Perlu adanya dukungan komite sekolah sebagai wadah partisipasi orang tua siswa dalam penyelenggaraan pendidikan. Penelitian ini merupakan penelitian kualitatif dengan teknik analisis deskriptif, sehingga mampu memdeskripsikan pelaksanaan peran dan fungsi Komite Sekolah dalam mendukung peningkatan mutu pelayanan pendidikan di SMAN 9 Kota Cirebon. Pengumpulan data dilakukan melalui wawancara mendalam, kuesioner, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa secara umum komite sekolah telah melaksanakan seluruh peran dan fungsinya, meskipun belum optimal. Pertimbangan oleh komite sekolah lebih banyak berkaitan dengan program sekolah yang perlu dilaksanakan namun tidak tercover oleh keuangan sekolah. Komunikasi dengan alumni terjalin baik, bahkan telah mampu berkontribusi pada renovasi masjid sekolah. upaya memberikan dukungan non finansial dilakukan dengan menjalin komunikasi dan studi banding ke sekolah lain yang dianggap memiliki kualitas sarana prasarana lebih baik. Hasil studi banding disusun dalam sebuah program prioritas untuk menunjang kemajuan kualitas pelayanan pendidikan, sehingga mutu pelayanan pendidikan di sekolah menjadi semakin baik.*

**Kata Kunci:** *Partisipasi Masyarakat, Mutu Layanan Pendidikan, Komite Sekolah, Pemberdayaan.*

## INTRODUCTION

Education is one indicator of a nation's progress. Therefore, quality education must always be strive for. Currently Indonesian education quality is below that of neighboring country Malaysia. As reported by *Deutsche Welle*, currently, Indonesia is in position 108 in the world with a score of 0.603. In general, the quality of education in the country is below Palestine, Samoa, and Mongolia. Only 44% of the population has completed secondary education. Meanwhile, 11% of students fail to complete education or leave school (Sahroji, 2017). Furthermore, according to the Political and Economic Risk Consultant (PERC) Survey, the quality of education in Indonesia ranks 12th out of 12 countries in Asia. Indonesia's position is below Vietnam. According to data reported by The World Economic Forum Sweden (2000), Indonesia has low competitiveness, which only ranks 37th out of 57 countries surveyed in the

world (Kompasiana.com, 2019). This data shows that the quality of education in Indonesia is still low and needs to be continuously improved.

The government's effort in improving the quality of education is through community involvement in the delivery of education. The change in the paradigm of government from centralization to decentralization has indeed opened up opportunities for people to actively contribute to improving the quality of education. The concept of decentralization of education considers the community as the most determining party in the implementation and delivery of education, especially primary and secondary education in each region. The community is a source of inspiration, innovation, motivation, and a source of funds for the implementation of education in each region. The community plays a role in improving the quality of education services including planning, monitoring, and evaluating educational programs through the education board and school / madrasah committees (Santoso & Zulaikha, 2017). The community is a stakeholder in local education and community support is needed.

The concept of autonomy that was rolled out by the government through Law number 22 of 1999 gives regions the flexibility to regulate their respective regions, including the education sector. The logical consequence of this policy is that regions have the authority to manage community affairs in their regions according to the aspirations of the community by still referring to existing laws. Regarding authority in the field of education, education governance is no longer the sole authority of the center. Local governments (regencies/cities) have the authority to self-regulate the delivery of education in their territories.

In line with the concept of autonomy in education, the government is promoting the concept of governance by schools, where schools have the authority to regulate all policies in their respective schools. This is what is known as the concept of School-Based Management (SBM). Through the application of this concept, it is hoped that it can overcome the educational problems that arise with the implementation of educational autonomy. In several developed countries such as America and Australia, the concept of School-Based Management (MBS), or in Indonesia is known as MBS, has proven successful in overcoming and solving various educational problems that arise. Caldwell explains that "*School-based management is the systematic decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards, and accountability*" (Caldwell, 2010).

It can be understood that the implementation of school-based management is a form of education decentralization. The delegation of authority

in education governance is given at the level of the education unit. This allows schools to set their curriculum, educational policies, and standards, the goals to be achieved, in various forms of operational activities that can be accounted for as a form of school accountability. school governance is carried out under the characteristics, needs, and uniqueness of each school. Therefore, all educational resources can be optimized to support the implementation of this SBM. Principals, teachers, students, and parents have the same responsibility in the provision of education so that they can work together to solve problems that arise from the educational activities carried out. This is done so that the expected educational goals can be achieved.

To accommodate the participation of parents in the implementation of education in schools (educational units), a School Committee was formed. The School Committee is a non-profit and non-political institution, formed based on democratic deliberation by education stakeholders at the education unit level as a representation of various elements that are responsible for improving the quality of the process and educational outcomes (Misbah, 2009). The school committee is an independent institution consisting of parents/guardians of students, school communities, and community leaders who care about education, domiciled in schools, and function in improving the quality of education services (Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 75 Tahun 2016 Tentang Komite Sekolah, 2016). The School Committee is an institution formed by the Education unit as a partner to synergize with schools in providing education. Some research explains that the school committee has a significant contribution to the implementation of the education program in schools with a high enough role (Misbah, 2009), (Hanafi & Ma'sum, 2015), (Mulyono & Pardjono, 2014), (Noor, 2015), (Mas, 2011), (Basith & Rahmawati, 2020), (Hamdi & Wahyono, 2018).

The school committee is an independent body that accommodates community participation to improve the quality, equity, and efficiency of education management in educational units, both in pre-school education, school education, and out-of-school education (Hanafi & Ma'sum, 2015). As an independent body, the School Committee must pay attention to the division of roles according to the existing position and autonomy and remain as partners who must work together in line with the concept of school-based management (MBS) (Wiratno, 2016). For this reason, the school committee needs to be empowered so that it can contribute to improving the quality of education services in schools.

Permendikbud No. 75/2016 explains that the School Committee is an independent institution consisting of parents/guardians of students, school communities, and community leaders who care about education; function in

improving the quality of education services; and carry out its functions in a mutual, democratic, independent, professional and accountable manner (Permendikbud No 75 Tahun 2016 Tentang Komite Sekolah, 2016). Quoted from the School Boards in the Governance Process, Local School Boards (LSB) or School Committees in the United States have the following powers:

“Local school boards exercise responsibility for the decision and policymaking for individual school districts. Local school boards of education are charged with creating the conditions within their school districts that will foster student achievement and for engaging the community in support of this central mission. Primary duties include establishing specific priorities for improving student learning and school performance; ensuring staff and resource allocations meet district goals, aligning programs and initiatives with student achievement priorities, and leveraging resources to address the needs of all students”(Paulsen, 2014).

The meaning is that the school committee is responsible for decisions and policies in their respective schools, must be able to create conditions that can spur student learning achievement, support the achievement of the school's vision and mission, utilize resources to address student needs. The role of the School Committee in the United States is quite significant in the quality of education. This is also in line to establish a School Committee in Indonesia. The community is allowed to raise funds or other educational resources for the sake of improving the quality of education in schools. The form of community involvement in education at SMAN 9 Cirebon City is through the involvement of the School Committee in various policy decisions. The support provided is not limited to financial support such as financial support for activities that cannot be funded by student tuition fees. Non-financial support in developing the infrastructure needed by schools is carried out by approaching the Cirebon City government to explore the possibility of obtaining assistance, approaching community leaders, and conducting comparative studies to other schools to obtain references related to supporting facilities for educational progress such as the availability of free wifi, facilities play and discussion, school canteen, etc.

It can be understood that the school/madrasah committee functions in improving the quality of education services by providing consideration, direction, and support for personnel, facilities, and infrastructure, as well as education supervision at the level of the education unit (PP Nomor 17 Tahun 2010 Tentang Pengelolaan Dan Penyelenggaraan Pendidikan, 2010). The school committee plays an important role in improving the quality of education in the education unit because all activities that take place in schools should always involve and be accompanied by the school committee (Hanafi & Ma'sum, 2015). As an independent body, it must pay attention to the division of roles according

to the existing position and autonomy and remain as partners who must work together in line with the concept of school-based management (SBM). The objectives of the school committee are: (1) to accommodate and channel community aspirations and initiatives in creating operational policies and educational programs in schools; (2) increasing responsibility and community participation in school administration; and (3) creating a transparent, accountable and democratic atmosphere and conditions in the delivery and quality of education services (Kepmendiknas No 044 / U / 2002 concerning the Education Council and School Committee, 2002). To achieve this goal, the School Committee must carry out its roles and functions optimally, namely, there are several roles and functions of the school committee as shown in the following table:

**Table 1. Roles and Functions of the School Committee**

No	The Role of the School Committee	School Committee Functions
1	Advisory agency	Provide input, considerations, and recommendations to educational units regarding: (1) educational policies and programs; (2) RAPBS; (3) performance criteria for educational units; (4) criteria for educational personnel; (5) criteria for educational facilities; and (6) other matters related to education
2	Supporting (supporting agency)	Encourage parents and the community to participate in education Raising public funds to finance education delivery Encourage the growth of public attention and commitment to quality education
3	Controlling agency	Evaluating and supervising educational policies, programs, implementation and outputs
4	Mediator	Cooperating with the community To accommodate and analyze the aspirations, ideas, demands, and various educational needs put forward by the community

Source: (*Acuan Operasional Dan Indikator Kinerja Komite Sekolah, 2003*)

Article 3 Permendikbud No.75/2016 explains that in carrying out its functions, "the school committee is tasked with: (a) Providing considerations in determining and implementing educational policies related to: (1) School policies and programs; (2) School Revenue and Expenditure Budget Plan/School Work Plan and Budget (RAPBS/RKAS); (3) school performance criteria; (4) criteria

for educational facilities in schools; and (5) criteria for school cooperation with other parties; (b) Raising funds and other educational resources from the public, both individuals/organizations/business world/industry as well as other stakeholders through creative and innovative efforts; (3) supervising educational services in schools in accordance with the provisions of laws and regulations; follow up on complaints, suggestions, criticisms, and aspirations from students, parents/guardians, and the community as well as the school committee's observations on school performance ”(Permendikbud No 75 Tahun 2016 Tentang Komite Sekolah, 2016).

Furthermore, article 10 explains that: “(a) The School Committee raises funds and other educational resources to carry out its function in providing support for personnel, facilities and infrastructure, as well as education supervision; (b) The raising of funds and other educational resources as referred to in paragraph (1) shall take the form of assistance and/or donations, not levies; (c) The School Committee must make a proposal known to the School before raising funds and other educational resources from the community; (d) The results of fundraising are recorded in a joint account between the School and School Committees; (e) The results of fundraising can be used, among others: (1) to cover the shortage of education unit costs; (2) funding for programs/activities related to improving the quality of schools that have not been budgeted for; (3) infrastructure development; and (4) the financing of the School Committee's operational activities is carried out fairly and must be accounted for in a transparent manner; (f) The use of fundraising proceeds by the School must: (1) obtain approval from the School Committee; (2) be accounted for in a transparent manner; and (3) reported to the School Committee ”(Permendikbud No 75 Tahun 2016 Tentang Komite Sekolah, 2016).

Concerning the accountability of the school committee in carrying out its roles and functions, the following are: (1) the delivery of the results of the School Committee's studies regularly related to school programs implemented to stakeholders, including programs that fail to be implemented; (2) The school committee shall prepare an accountability report for all assistance obtained from the community, both material and non-material to the community and local government. If the School Committee is optimally empowered, then this institution's support for advancing the quality of education services in schools will be even better. The empowerment of school committees is primarily intended to support the maximum implementation and implementation of excellent school programs (Sakdiah & Zamzami, 2018).

In the concept of empowerment, humans are placed as empowered subjects in the context of their workspace. Empowerment has the meaning of

making people more empowered. Empowerment gives rise to delegation in decision making, and a delegation of responsibilities. This will make the school and all its components (principals, teachers, and employees) more productive in their performance. The concept of empowerment as formulated is aimed at improving and enhancing school performance, so as to optimize its effectiveness and work efficiency. On the other hand, to empower schools, efforts must also be made to empower students and local communities (Fauziah et al., 2014).

There are several reasons why school committees need to be empowered, namely: (1) the process of forming the School Committee may not or has not fully followed the applicable regulations; (2) the existence of a School Committee that was formed only for a momentary purpose, namely as a condition for obtaining subsidies; (3) there may be a school committee that does not yet have an AD/ART, so it is possible that the institution has not carried out its duties, roles, and functions optimally as an effort to support improving the quality of education services in schools, considering that AD/ART is one of the work guidelines in an institution (Dirjen Manajemen Pendidikan Dasar dan Menengah, 2007).

There are eight characteristics of an effective school committee, namely: (1) committed to achieving high student achievement and quality teaching; (2) have strong shared beliefs and values about things that allow students to learn to develop their abilities, and systems that make it possible for teachers to teach students higher-order thinking skills; (3) encourage accountability, focus on policies to improve student achievement; (4) have a collaborative relationship with staff and the community and build strong communication to convey information and involve stakeholders in setting goals; (5) documenting data and analyzing it as part of evaluation to encourage continuous improvement; (6) increasing the capacity of resources, such as professional development, to achieve goals; (7) supervise their respective roles by building strong collaboration and mutual trust; and (8) involved in development and training as an effort to build knowledge, values, and commitment (Dervarics & O'Brien, 2019).

School Committees need to be empowered to carry out their roles and functions optimally. Indicators of the implementation of good functions by the School Committee are shown in the following table:

**Table 2. Indicators of Implementation of School Committee Functions**

No	Function	Indicator
1	Encouraging the	Have AD / ART



No	Function	Indicator
	growth of public attention and commitment to quality education	<p>Develop a work program</p> <p>Establishing effective communication with education stakeholders</p> <p>Prepare plans, implement, and evaluate the implementation of community empowerment programs and activities</p>
2	Cooperating with the community (related institutions)	<p>Implementing cooperation (MoU) with related institutions</p> <p>Monitor and evaluate the implementation of cooperation (MoU)</p>
3	Accommodate and analyze the aspirations, ideas, demands, and various educational needs of the community	<p>Carry out data collection activities, surveys, mapping educational problems, studies, seminars, etc., as well as announcing to the public</p> <p>Carry out an inventory of the aspirations, ideas, demands, and needs of the community regarding education</p>
4	Provide input, considerations, and recommendations to the government and schools on: <ul style="list-style-type: none"> <li>a. Educational policies and programs</li> <li>b. District and school performance criteria</li> <li>c. Educational personnel criteria</li> <li>d. Educational facility criteria</li> <li>e. Matters related to education</li> </ul>	<p>Providing periodic recommendations, especially in writing, to the government and schools</p> <p>Oversee the implementation of these recommendations and ask the government and schools for clarification on recommendations that have not been implemented</p> <p>Arrange various criteria, standards, norms, and guidelines needed in the implementation of education in regions and schools</p> <p>Give a large and active share in the process of drafting the Perda Pendidikan</p>
5	Encourage parents and the community to participate in education	<p>Develop innovative programs that directly have an impact on encouraging parents and communities to participate in education</p> <p>Evaluating the implementation of these innovative programs on an ongoing basis</p>
6	Evaluate and supervise	Carry out monitoring and evaluation of the

No	Function	Indicator
	educational policies, programs, implementation and outputs	<p>implementation of policies, programs, and activities in the context of providing education</p> <hr/> <p>Prepare reports on the implementation of programs and activities as well as the results of monitoring activities</p> <hr/> <p>Submit reports on activities and results of supervision to related parties</p>

Source: (*Dirjen Manajemen Pendidikan Dasar dan Menengah, 2007*)

## RESEARCH METHODS

This research is qualitative research with a descriptive analysis method. Descriptive research is research that describes, describes something as it is (Miles & Huberman, 2007). The research was conducted at SMAN 9 Cirebon City in 2020. The subjects of the study were the committee members of the SMAN 9 Cirebon City school, the principal and deputy principal of the curriculum field. The data collection process was carried out through in-depth interviews. School committee self-assessment and documentation studies are used to complement the required research data. Triangulation of data sources was used to test the validity of the data, while data analysis techniques used inductive data analysis techniques.

The board of the School Committee of SMAN 9 Cirebon City as the key informant in this study provided information about the functions and roles that have been carried out in supporting the learning carried out. Meanwhile, information from the Principal and Deputy Principal of the Curriculum field is used to confirm/triangulate the data obtained from the committee.

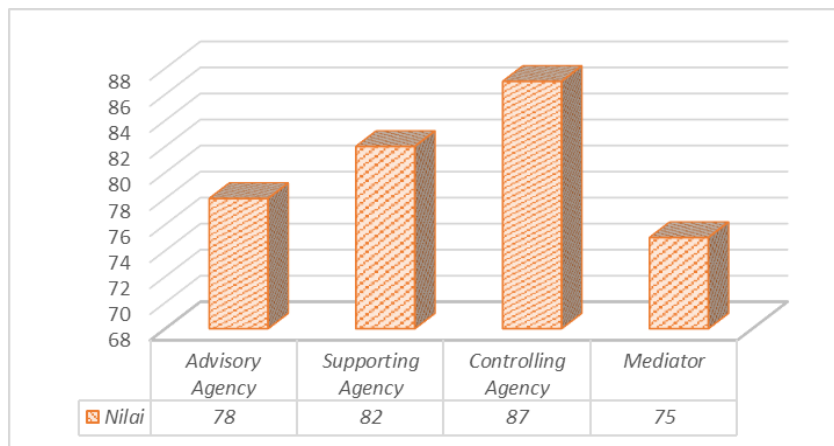
## RESULTS AND DISCUSSION

Parents' participation through the school committee is one of the supporting factors for improving the quality of education services in schools. empowerment of the roles and functions of this institution needs to be continuously improved. Community participation and participation to take responsibility for education is not just a hope but an urgent demand that must be realized in real activities in the field (Khaliqa, 2017).

SMAN 9 Cirebon city is one of the public schools in the city of Cirebon, which is located on Jalan Pramuka Kebon Pelok RT 06 RW 02 Cirebon City. This school was founded on January 31, 1999. It is the youngest high school in the city of Cirebon. SMAN 9 has a vision "The Realization of the Leading School in Achievement, Polite in Relationships, Based on Faith and Taqwa". To

realize this vision, SMAN 9 has the following missions: (1) increasing effective teaching and learning activities, both intracurricular and extracurricular activities in the academic field; (2) Increasing extracurricular activities in non-academic fields; (3) Increase personal professionalism in carrying out daily tasks; (4) Increasing the practice of religious teachings and noble character; (5) Developing a conducive school culture; (6) Develop extracurricular and local content activities; (7) Developing knowledge through the procurement of library books; (8) Save energy use; (9) Improve beauty and greenery; (10) Maintaining environmental order and safety.

One of the organizational structures of SMAN 9 Cirebon City is the School Committee. This institution is an independent institution that becomes a forum for the participation of parents/guardians of students to improve the quality of education in various tangible forms. This participation is expected to encourage the realization of democratization, transparency, and accountability in the implementation of schools at SMAN 9 Cirebon City. The formation and appointment of school committee administrators at SMAN 9 Cirebon City were carried out by involving students' parents, old administrators, school principals, deputy principals, and teachers. School committee members consist of several elements, namely teachers/education personnel at SMAN 9, community leaders, and parents/guardians of students who are still actively attending SMAN 9. The implementation of the role of the committee of SMAN 9 Cirebon City if quantified as shown in the following figure:



**Figure 1. The Quantitative Value Of The Implementation Of The Role Of The Committee Of SMAN 9 Cirebon City**

Based on Figure 1 above, it can be concluded that in general, the school committee has carried out its roles and functions. The empowerment that is optimized by the school makes this institution work according to its ability to

contribute to improving the quality of education services. The roles that have been played by the school committee together with school principals and vice-principals include:

### **The Role Of The Advisory Agency**

The role of giving consideration is carried out by the school committee in determining various educational policies and programs planned at SMAN 9 Cirebon City. Schools always involve committees in policymaking. Then the school committee considers determining and implementing educational policies taken at school. Some of the considerations given by the school committee are related to (a) school programs not covered by SPP; (b) extra-curricular activities; (c) enrichment and try out for class XII students; (d) development of educational facilities that support learning. The input of this committee is then followed up by the school, including in the form of (1) conducting coordination meetings both within the school (such as with vice-principal and teachers involved in certain programs), as well as with the school committee to find the best solution for solving these various inputs; (2) the school implements joint decisions that have been determined based on the deliberation to reach a consensus.

The results of Hamdi, et al's research explain that the role of the giver of consideration has also been carried out in the form of approving and ratifying each school program, even though consideration has not been given fully, only at the level of ratifying the program draft proposed by the school (Hamdi & Wahyono, 2018). Furthermore, research by Septiana, et al at SDN 4 Blimbing Malang shows that the role of giving consideration is carried out by conducting coordination and meetings so that there is a common perception between the school (principal & teacher) and committee administrators, parents of students and community management, to discuss plans. school programs and activities (Septiana et al., 2018).

### **The Role Of Supporting (Supporting Agency)**

This role is carried out by the school committee both in the form of finance and thought. The school committee has taken the initiative to raise funds to provide support for the implementation of school programs that cannot be funded by schools. Among the things done by the school committee are: (1) raising funds by gathering parents and submitting them to the meeting forum; (2) raising funds from alumni; (3) together with the schools coordinating to propose assistance to the city government of Cirebon and CSR (Corporate Social Responsibility) in Cirebon City for the development of educational infrastructure (although this has only been realized in the form of communication assessments). The results of the fundraising obtained are used

for: (1) Implementing school programs/activities that have been planned and approved by the school committee; (2) Completing student needs and completeness of student learning that has been mutually agreed upon between the school and the committee; (3) Building a school of worship (mosque). Funds obtained from outside parties (for example from alumni) are not recorded in a joint account between the committee and the school but in the committee's treasury a/n account, and/or accounts for certain activities (for example: mosque building committee accounts).

The supporting role given by the School Committee at SMAN 9 Cirebon City is not only in the form of financial support, but also energy and mind support. The support includes active involvement in supervising educational services in schools according to laws and regulations, solving the problem of the availability of extracurricular teaching staff, personnel to repair damaged schools, and building awareness of students' parents and the surrounding community to actively participate in building good student character. have a good character. This is in line with research conducted by Febriana at MAN 1 Palembang which states that "In addition to helping with existing facilities and infrastructure in schools, the school committee also helps develop human resources, namely by providing suggestions and motivation so that teachers can always improve performance so that schools can become more advanced and able to compete with other schools "(Febriana, 2019).

### **The Role Of Supervisors (Controlling Agency)**

In carrying out its supervisory role, the school committee is actively involved in supervising educational services at SMAN 9 Cirebon City in accordance with the existing laws and regulations. The activities carried out by the school committee in this regard include: (1) regularly visiting and communicating with schools; (2) routine monitoring of various activities carried out by schools; (3) supervise learning activities through the parents of students; (4) provide input deemed necessary in educational services; (5) supervise the learning process of teachers and students by carrying out class visits; (6) accommodating complaints from students, schools, and parents to discuss and find the best solution; (7) identify the various obstacles faced by parents regarding educational services; (8) convey criticism and input from students' parents to school.

### **Mediator**

The role of the mediator is carried out by the school committee by actively receiving and following up on complaints, suggestions, criticism, and aspirations from both students, parents/guardians, and the surrounding community to the school. The committee also actively observes school

performance and communicates the results of its observations to the school. In detail, the things that were done by the school committee regarding the implementation of their role as a mediator were: (1) coordinating with the principal; (2) accommodating these criticisms, suggestions, and aspirations; (3) discuss problems to find solutions through joint policy establishment (schools and committees); (4) implement the results of joint decisions between the school and the committee; (5) using the input/criticism as an evaluation material for the school committee's performance.

In order to carry out its role, the SMAN 9 Cirebon City committee together with the school principal and all its components carry out the functions as contained in the School Committee's Operational Reference and Performance Indicators, including: (1) Encouraging the growth of attention and commitment of students' parents / guardians to the implementation of education at SMAN 9 Cirebon city has become better quality; (2) Collaborating with the community (individuals/organizations/regional governments/industrialized world businesses) regarding the implementation of higher quality education at SMAN 9 Cirebon City; (3) To accommodate and study the aspirations, ideas, demands and various needs of the community related to education held at SMAN 9 Cirebon City; (4) Provide input, considerations, and recommendations to schools (SMAN 9 Cirebon City) relating to: (a) educational policies and programs; (b) Preparation of School Education and Expenditure Budget Plans (RAPBS); (c) Performance criteria for educational units; (d) Criteria for educational personnel; (e) Other matters related to education at SMAN 9 Cirebon City; (5) Encouraging parents/guardians and the surrounding community to actively participate in supporting the improvement of the quality of education services at SMAN 9 Cirebon City; (6) Raising funds for the education community (parents/guardians) and alumni in order to support the implementation of education at SMAN 9 Cirebon City; (7) Conduct evaluation and supervision related to policies, educational programs, and educational outcomes at SMAN 9 Cirebon City.

About the accountability that must be built by schools in the delivery of education, the SMAN 9 Committee conducts: (1) an assessment of the results of evaluation/monitoring of program implementation at SMAN 9 Cirebon City to educational stakeholders (parents/guardians) both related to the success achieved and failures that occur in program implementation; (2) submit an accountability report for funds collected from the school community and alumni to the parents/guardians.

It can be understood that the involvement of the school committee in determining various educational policies in schools is part of the implementation of the role of the advisory agency. So far, the policy-making process at SMAN 9

Cirebon City has referred to existing regulations (both the provisions of the Education Office and special/internal school regulations). An example is the determination of local content in the curriculum. In general, the curriculum used refers to the 2013 curriculum, while the determination of local content emphasizes religious aspects by the characteristics of the majority of students and the surrounding community. This is in line with research conducted by Marsofiyati, et al at SMAIT Al-Qudwah Depok City which states that in carrying out the role of giving consideration, the school committee holds meetings with parents of students to provide input on the learning process implemented by the teacher and the achievement of the target of memorizing the Qur'an. which is the target of the school (Marsofiyati & Febriantina, 2016). Likewise, the research conducted by Wulansari explained that the school committee was involved in providing constructive input to find solutions in preparing UN for students who were less than optimal in learning, including input for managing educational resources both financial and human resources, as well as improving educational support infrastructure. (Wulansari, 2019).

The school committee's efforts to hold regular meetings with schools, motivating parents to play an active role in the delivery of education is one form of implementing a supporting agency for schools. This is in line with the explanation by the Director-General of Educator Quality Improvement which states that the school committee can provide support to schools both in terms of finance, thinking, and personnel in the provision of education in educational units, or at least encouraging the growth of public attention and commitment to quality education. The forms of activities that can be carried out are as follows: (1) Hold regular meetings with stakeholders in the school environment; (2) Encouraging the participation of the community and the world of business/industry to support the implementation of quality learning; (3) Motivating the middle and upper-class society to participate in education, such as (a) Encouraging the participation of the community and the business/industry world in providing facilities/infrastructure as well as education costs for the poor; (b) Participate in motivating the community to implement school education policies (Dirjen Peningkatan Mutu Pendidik, 2007). Meanwhile, the financial support of the committee can be adjusted to the socio-economic conditions of the students. This is in line with the results of research by Amerta, et al, which explains that the school committee's fundraising activities are very concerned with the socio-economic conditions of the parents of students, by implementing the concept of cross-subsidies in withdrawing education contributions by the school committee so that underprivileged students can still be attending school with the help of students from wealthier families (Amerta et al., 2015). Financial support can also be obtained from external parties such as

alumni, CSR, and the industrial world. This is in line with research conducted by Herawati, et al in Cirebon Regency which explains that the business world through Corporate Social Responsibility (CSR) has contributed to the development of education in the Cirebon district, including through the provision of scholarships for poor students and the provision of New Classrooms (RKB) at several elementary schools (Herawati et al., 2020). Support from third parties that are well synergized will be able to contribute to improving the quality of education.

Furthermore, learning monitoring activities which are then communicated to the school are one form of implementing the role of the supervisor (controlling agency). Mulyasa (2012: 128) emphasizes that the school committee acts as a "controlling agency in the framework of transparency and accountability in the implementation and output of the quality of education in schools" (Mulyasa, 2013). Supervision or control by the committee is one way the committee can gain the trust of the parents/guardians of students in the provision of education, especially when using funds from the voluntary donations of guardians of students (Septiana et al., 2018).

The role of the mediator can make the community support the implementation of school programs. In this case, the school committee acts as an intermediary in conveying the aspirations of the school community (both students, parents/guardians of students) and community leaders. Not only that, but the school committee also plays a role in disseminating various policies and programs that have been set by the school so that they can be accountable (accountable) to the community, and are active in addressing various student problems which will then be communicated to the parents of students (Sari et al., 2020).

## **CONCLUSION**

The role of the school committee is carried out in various forms of activities, namely: providing input related to the establishment of various school policies, providing support for improving the quality of education services both financially and with suggestions/ideas, actively supervising the implementation of learning programs and communicating the results of these evaluations to the school. , become a mediator for complaints/criticisms/suggestions from both students and parents/guardians of students and community leaders. Efforts to obtain financial support for the development of school infrastructure from third parties have only made use of the alumni network. There is an opportunity to collaborate with the industrial world (through CSR) to support the implementation of school programs. Support in the form of personnel is ready to be provided by the committee of SMAN 9 Cirebon City if there is a request



from the school, although so far there has been no request from the school regarding this matter. Benchmarking efforts have also been carried out by conducting comparative studies on schools deemed to have better facilities. Non-financial support in the form of personnel provided to schools, if coordinated properly, will help improve the quality of education services. Likewise, benchmarking efforts will be an input for schools in improving the quality of services in schools which in turn will encourage an increase in the quality of education in these schools.■

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