

The Role of the School Committee in Improving the Quality of Elementary Education at SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping, Indonesia

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Abstract. This study aims to determine relevant aspects for understanding and developing the role of the school committee in improving the quality of basic education at Cakranegara 2 Public School, Cakranegara 14 Public Elementary School and Tamping Public Elementary School, with sub-focuses including the role of school committees in improving the quality of basic education, factors that influence the effectiveness of school committees, good practices involving school committees in improving the quality of education, and the interaction of school committees to achieve set goals. This study uses a qualitative descriptive approach with a case study type. Data were collected using interviews, observation, and documentation methods using primary and secondary data sources. Data analysis techniques use an interactive model of data collection, condensation, presentation, and conclusion. At the same time, the validity of the data will be examined using the triangulation of sources and methods used. The research findings show that the school committee is important in decision-making, supervision, and fundraising to support educational activities. However, the effectiveness of the school committee is influenced by factors such as the level of parental involvement, support from the school, and communication between the school committee and stakeholders at other levels. This study also found that best practices involving school committees can significantly improve the quality of basic education in the schools studied.

Keywords: School Committee; Quality of Education; Education.

INTRODUCTION

Basic education is the foundation of community development, equipping each learner with the basic knowledge and skills needed for personal growth and community progress. Whether good or bad, the quality of basic education will directly impact a nation's ability to produce skilled, knowledgeable citizens involved in national development. Therefore, achieving quality education certainly requires a multidimensional approach, one of which is the involvement and active participation of school stakeholders, especially the school committee, which represents the community using the service.

The existence of the school committee refers to Law No 25 of 2000 concerning the National Development Program 2000-2004. To empower

and increase community participation, it is necessary to form an education council at the district/city level and a school committee at the education unit level. The school committee functions as a bridge between schools, the community, and educational institutions. Considering its very strategic role, the school committee has a very important role in supporting the implementation of education policies, fostering a conducive learning environment, and improving the overall quality of education. With all these important roles in mind, communication and work between the school committee and other stakeholders, such as parents, teachers, and students, should be continuously improved so that collective efforts to achieve high-quality education can be achieved properly.

Despite the importance of school committees as part of community involvement, the role of school committees is often ignored or underestimated in the education administration system. This often creates a gap between community demands and policies implemented by schools. By prioritising community involvement through school committees, the education system in schools can be developed by facilitating community involvement. Thus, school committees, as part of community involvement, can foster a sense of belonging and pride in the community by using school services. In other words, school committees can be partners of schools in creating a conducive educational environment to community expectations.

Previous research results [1, 2] discussed effective principals' performance. These studies show that successful principals can implement leadership strategies effectively and build a collaborative environment with the school committee. Researchers, such as [3], reported that when the principal and school committee work together to make decisions, they can improve school performance and stakeholder satisfaction. In addition, this collaborative approach fosters a sense of ownership and shared responsibility among all stakeholders, which ultimately creates a more cohesive and successful school community.

Based on the report card of SDN 2 Cakranegara and SDN 14 Cakranegara, the achievement of the school community participation and parental participation indicators has increased from the previous year but not too significant, SDN 2 Cakra on indicator E.1. The school invites parents to participate in planning, developing, and implementing activities at school and achieved an increase of 6.42% entering the top 1-20% city level. SDN 14 Cakranegara, on the parental participation indicator, experienced an increase in achievement from last year of 13.00%, where the educational unit involved parents of students in both academic and non-academic activities. At the same time, SD Tamping on the parental participation indicator experienced a decline with an achievement of 6.94%. The role of the school committee is merely an effort to carry out instructions from the central government, in this case, the Ministry of Education and Culture. Thus, this study aims to bridge this gap by examining the role of the school committee in various educational environments, understanding the challenges they face, and inventorying the school

committee's strategies in optimising their involvement to improve the quality of education in elementary schools.

SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping were chosen because they represent social, economic, and geographic variations. The three schools represent areas in the city centre, suburbs, and rural areas.

METHODS

This study is a qualitative study that focuses on the type of case study. The author [4] also mentioned that researchers in natural object conditions use qualitative research methods. The reason for choosing a qualitative approach is because the object of this study involves a process, activity, or action of a person, namely the role of the school committee in improving the quality of basic education. This study uses a purposive sampling technique, namely determining research samples with certain considerations. This research was conducted at SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping.

The data sources used in this research are primary data and secondary data. Primary data were obtained from interviews between researchers and supervisors, principals, teachers, parents and students about the role of the school committee. At the same time, secondary data were obtained from various official sources or literature such as books, journals, facts, and related sources such as data sources from documentation in the form of images, writings, works or those related to research. In addition, data was also taken from archives owned by the school.

The data collection methods used in this study were interviews, observation and documentation. The data analysis method used in this study is the interactive analysis model from [5]: data collection, condensation, data presentation, and conclusion. At the same time, the examination of data validity includes testing, credibility, transferability, dependability, and confirmability [6].

RESULTS AND DISCUSSION

The study focuses on the Role of the Committee in Improving the Quality of Elementary Education at SDN 2 Cakranegara, SD 14 Cakranegara and SDN Tamping.

The Role of School Committees in Improving the Quality of Basic Education. The study results indicate that the school committee has a strategic role in improving the quality of basic education. In the schools where this study was conducted, such as SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping, the school committee not only acts as a bridge between the school and the community but is also actively involved in various aspects of decision-making that have a direct impact on the quality of education. The school committee allows for close collaboration between teachers, parents, and the community in planning and implementing various education programs.

The interviews with informants revealed that the school committee plays an important role in various school activities, from accepting new students to providing educational facilities and infrastructure. KS1, the principal at SDN 2 Cakranegara, stated that the school committee is always involved in strategic decision-making, especially those related to collaboration between the school and parents. This statement was supported by G3, a teacher who emphasised the importance of the school committee's role in implementing programs that have been mutually agreed upon.

Active participation and collaboration between the school committee and the school are key factors in improving the quality of basic education. In this regard, [7] proposed that community participation theory provides a relevant theoretical basis. Freire emphasised the importance of dialogue and active participation of the entire school community in the educational process.

The school committees at SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping have successfully raised funds, provided resources, and designed extracurricular programs relevant to students' needs. This active participation not only supports the practical operations of the school but also strengthens the relevance of educational programs to community aspirations. Thus, the role of the school committee is in line with Freire's principle of the importance of community participation in education, where the community not only acts as a beneficiary but also as an active contributor to creating better quality education.

The findings of this study indicate that school committees contribute significantly to improving the quality of basic education through active par-

ticipation, collaboration, and effective communication. The contribution of school committees is not only important from an operational perspective but also supports the principles of democratic and participatory education as taught by Paulo Freire. Thus, the role of school committees in improving the quality of basic education at SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping is not only practically important but also theoretically relevant in the context of inclusive and sustainable education.

The success of improving the quality of education at SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping is highly dependent on the involvement of the school committee in every aspect of decision-making and program implementation. The school committee acts as an intermediary between the school and the community and an active partner in creating a conducive and quality educational environment.

Factors Affecting the Effectiveness of School Committees. The effectiveness of the school committee in improving the quality of basic education at SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping is greatly influenced by several main factors. The first factor that influences is the leadership of the principal. A visionary principal with good managerial skills can direct the school committee to contribute maximally. At SDN 2 Cakranegara, for example, the principal creates an environment that supports inclusive collaboration and communication with the school committee. This aligns with the ecological theory of child development [8], which emphasises the importance of the microsystem of the closest environment that influences children, such as family and school. Effective leadership strengthens this microsystem by creating a synergy that supports child development.

Adequate resource support is also a key factor in the effectiveness of the school committee. The findings show that an effective school committee must be able to identify, mobilise, and manage resources wisely. KS2 explained that the availability of resources at SDN 2 Cakranegara allows the committee to run programs that positively impact the quality of education. This relates to the ecosystem level in Bronfenbrenner's theory, where support from external factors, such as education policies and community participation, plays an important role in the smooth running of education programs.

This study confirms that the school committee has a central role in improving the quality of basic education at SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping. As an institution representing the interests of parents and the community, the school committee not only acts as a strategic partner for schools in implementing educational programs but also as a prime mover in encouraging the active participation of parents and the community. This participation has proven important in contributing to decision-making, resource management, and evaluation of educational programs.

This study identified five main factors that influence the effectiveness of school committees in supporting and improving the quality of basic education: principal leadership, active participation of parents and the community, adequate resource support, transparent evaluation mechanisms, and effective communication. Principal leadership emerged as a dominant factor in influencing the effectiveness of school committees. A visionary principal with good managerial skills can direct the school committee to contribute maximally to various aspects of school development.

KS2 revealed that at SDN 2 Cakranegara, the principal creates an environment that supports collaboration with the school committee, ensuring that the communication built is inclusive and sustainable. This allows the committee to be actively involved in decision-making related to improving the quality of education and acting as an equal partner with the school.

Open and effective communication between all stakeholders is the final factor that is very important in determining the effectiveness of the school committee. As expressed by KS2, the principal plays a central role in facilitating effective communication between teachers, the school committee, and parents. Good communication ensures that all parties understand their roles and responsibilities and supports the creation of harmonious cooperation to improve education quality.

This study's findings are based on Bronfenbrenner's ecological theory of child development [8], which emphasises that child development is influenced by various social environments interacting at several levels of the system. In this context, the school committee plays an important role in the microsystem, namely the closest environ-

ment that influences children, such as family and school.

Best Practices for Involving School Committees in Improving the Quality of Education. The study found that school committees' involvement has proven to be a crucial best practice in improving the quality of basic education. School committees, consisting of parents, teachers, and community members, play a central role in supporting various aspects of school management, including curriculum development, resource management, and implementation of educational and cultural programs. Based on interviews with informants, the best practices identified include strategies that encourage active participation, transparent communication, and harmonious collaboration between all stakeholders.

KS1 emphasised the importance of deliberation and teamwork in every decision-making process. At the same time, G3 revealed that the school committee significantly promotes local culture through programs such as Cultural Day in remote areas such as Tamping. AK1 also highlighted the importance of the committee's involvement in curriculum development and school fund management, which directly impact the sustainability and quality of education. In addition, OT1 indicated that class forums supported by the school committee serve as an important platform to discuss and address educational needs and issues at the class level. These findings suggest that the active involvement of the school committee in various aspects of school management and activities is a best practice that contributes significantly to improving the quality of basic education.

In this context, the system theory proposed by [9] is very relevant. In this theory, each part of the system, in this case, the school committee as a subsystem, must function well and work together harmoniously to achieve optimal results. This study confirms that when the school committee actively collaborates with the school, it contributes to achieving educational goals through an integrated systemic approach.

To improve the quality of basic education, school committees' involvement in SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping has proven to be a crucial best practice. The research findings show that school committees act as strategic partners for schools and as the main drivers in encouraging active participation, transparent communication, and harmonious collaboration between all stakeholders.

At SDN 2 Cakranegara, KS1 emphasises the importance of deliberation meetings and teamwork in decision-making. The school committee regularly holds meetings to discuss and strategise various school activities and programs. This ensures that decisions result from in-depth and inclusive discussions, strengthening ownership and commitment to implemented programs. This approach increases the effectiveness of decision-making and facilitates the active involvement of all committee members.

At SDN 14, Cakranegara, G3, demonstrated how the school committee actively implements cultural programs relevant to the local community's needs. The committee chair, who also plays an important role in cultural activities at the village level, initiated the Culture Day program, which involves various traditional activities such as carnival and present. These activities enrich the student's learning experience and strengthen the school and local community bond. This program, initiated and managed by the committee, demonstrates how active involvement in cultural aspects can support education in a way that is contextual and relevant to the community.

AK1 at SDN Tamping provides a concrete example of how the school committee is involved in resource management and curriculum development. AK1 is involved in budgeting and managing funds from donations and alms and organising important events such as student graduation. By being actively involved in fund and curriculum management, the committee can ensure that resources are used optimally to support educational needs, including payment for temporary teachers and planning quality events. This ensures that the school can maintain high accreditation standards and manage resources effectively to support student success.

In addition, OT1 from SDN 14 Cakranegara highlighted the importance of the class forum in involving the committee in daily activities. The class forum, formed to discuss specific needs and problems at the class level, served as a platform to convey information from the class to the committee. In this case, the committee actively supported designing and implementing programs according to class needs and handling serious religious issues. This shows that effective communication and support from the committee can help handle specific problems more efficiently and in a coordinated manner.

This finding aligns with system theory [9], which emphasises that every part of the system must function well and work together to achieve optimal results. In school management, the school committee functions as an important subsystem. When the committee is actively involved and collaborates with the principal, teachers, and parents, they contribute to the effective management and development of relevant curricula and improve the overall quality of education. This study confirms that a systemic approach that integrates all components, including the school committee, is key to achieving optimal and sustainable educational outcomes.

School Committee Interaction to Achieve Set Goals. The findings of this study indicate that effective interaction between the school committee and the school has proven to be a key factor in achieving the goal of improving the quality of basic education at SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping. The study's findings underline the importance of structured communication and ongoing collaboration in achieving educational goals.

Based on interviews with the principal, teachers, committee members, and parents, the communication patterns involved regular meetings, formal communication channels such as email and instant messaging applications, and direct home visits to collect direct feedback. KS2 at SDN 14 Cakranegara emphasised that communication between the committee and the school was structured and open, with decisions made based on consensus through meetings and formal communication channels.

These findings reflect the principles of Joyce Epstein's Parental Involvement Theory [10]. Epstein emphasised that active parental involvement provides moral and emotional support through various forms of participation and enhances children's academic achievement and holistic development. As the research data demonstrates, effective interactions between the school committee and the school reinforce these principles by emphasising the need for transparent communication, structured deliberation, and close collaboration.

Epstein proposes the concept of parental involvement through school committees, which work together with the school in planning, implementing, and evaluating programs. This ensures that every educational decision is based on shared consensus and supports achieving higher educational goals.

Effective interaction between the school committee and the school administration plays a crucial role in achieving the goal of improving the quality of basic education, as demonstrated by the findings of this study in SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping. The findings of this study highlight that structured communication and ongoing collaboration are essential elements for this success. Based on interviews with principals, teachers, committee members, and parents, it was found that the communication process in these schools involved various methods, including regular meetings, electronic communication channels, and direct visits. For example, KS2 in SDN 14 Cakranegara revealed that the school committee and administration used regular monthly meetings and formal communication channels such as email and instant messaging applications to plan and evaluate educational programs. This process ensures that all decisions are made by consensus and that all stakeholders clearly understand the goals and the steps needed to achieve them.

These practices align with the Parental Involvement Theory developed by [10], which emphasises that parental involvement in various aspects of a child's education contributes to improved academic achievement and holistic development. Effective interactions between the school committee and the school, as revealed in the findings of this study, reflect the principles of Epstein's theory by emphasising the importance of transparent communication, structured deliberation, and close collaboration.

CONCLUSIONS

Based on the findings of research conducted through interviews, observations, and documentation regarding the Role of the School Committee in Improving the Quality of Elementary Education at SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tampingso, the following conclusions can be drawn:

1. The Role of School Committees in Improving the Quality of Education The involvement of school committees in SDN 2 Cakranegara, SDN 14 Cakranegara, and SDN Tamping has been proven to improve education quality greatly. School committees, consisting of parents, teachers, and community members, play an important role in curriculum development, resource management, and implementation of educational programs. Good practices include strategies to encourage

active participation, transparent communication, and harmonious collaboration. The System Theory [9] supports the importance of the function of committees as subsystems that work harmoniously in the education system to achieve optimal results.

2. Good practices involving the school committee involve strategies such as deliberation, team collaboration, and active management of curriculum and funds. At SDN 2 Cakranegara, deliberation and teamwork are key in decision-making. SDN Tamping: The school committee plays an important role in initiating and implementing the Cultural Day program, emphasising local culture through Carnival, Presean, and Home Visit activities to motivate students and parents about the importance of education. The class forum at SDN 14 Cakranegara also functions as a platform to resolve students' problems and their needs. These findings support von Bertalanffy's system theory, which emphasises the integration of components in the education system to achieve optimal results.

3. School Committee Interaction to Achieve Goals: Effective interaction between the school committee and the school is key to improving the quality of education. Structured communication patterns involve regular meetings, formal communication channels such as instant messaging applications, and direct visits. At SDN 14 Cakranegara, open and structured communication through meetings and formal channels ensures consensus-based decisions. At SDN 2 Cakranegara, monthly meetings and electronic channels support program evaluation and improvement. At SDN Tamping, home visits increase engagement and provide direct feedback. These findings align with Joyce Epstein's Parental Involvement Theory (2002), emphasising the importance of communication and collaboration in achieving higher education goals.

4. Integration of Findings in Theoretical Context: The overall findings of this sub-focus of the study underscore the importance of active involvement of school committees and effective interaction with schools to achieve optimal educational goals. The systemic approach and active parental involvement, as supported by von Bertalanffy and Epstein's theory, show that structured communication, collaboration, and active participation of all stakeholders significantly improve the quality of basic education.

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