

The Role and Function of the School Committee in East Kutai District (Based on the Regional Regulation of East Kutai Regency Number 8 of 2010 concerning the Implementation of Education)

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ABSTRACT

Based on the Regional Regulation of East Kutai Regency Number 8 of 2010 concerning the Implementation of Education, the existence of this School Committee is expected to be able to help schools a lot to be able to improve the quality, equity and efficiency of education management in educational units. The purpose of this study is to analyze the effectiveness of the roles and functions of the Committee. Schools regarding the progress of quality and awareness in education in East Kutai Regency based on the Regional Regulation of East Kutai Regency Number 8 of 2010 and to analyze the driving and inhibiting factors for the implementation of the East Kutai Regency Regional Regulation Number 8 of 2010. The research method used is qualitative with the sampling method which is used in this research is purposive sampling. The researcher sees that there are problems that have been faced so far, namely the School Committee which is considered only as a formality and the parents or guardians of students also do not know in depth the functions and roles of the School Committee in the educational unit. Many think that the School Committee has the same role as BP3 in the past, namely as an agency that is responsible for collecting aid funds for education or that the School Committee is only a kind of justification body.

Keywords: Effectiveness; Policy; School committee

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1. INTRODUCTION

Community involvement in education is needed and it is hoped that it is not only in the form of concepts and discourse, but rather in practice in the field. So far, community involvement in education is only at the level of concepts, discourses or slogans. The desired community involvement is still far from what was expected. The concept of community involvement in school administration which is contained in it requires an understanding of various related parties, especially regarding the position and what its benefits are. Efforts to involve the community are among others carried out by the government by establishing School Committees and Education Councils and the main objective is to increase the responsibility and active role of all levels of society in the provision of education.

There are several things that have become problems in the implementation of the roles and functions of the School Committee which are considered not optimal. The membership or management of the school committee is deemed to have violated the provisions. There are still school committees whose tenure exceeds three years without a re-election process. Even though it is clearly stated in Article 8 Permendikbud Number 75 of 2016 concerning School

Committees that the membership term of the School Committee is a maximum of 3 (three) years and can be re-elected for 1 (one) term of office. There is even a school committee chairman who is not an active student parent / guardian. Whereas according to Article 6 paragraph (4) Permendikbud No. 75 of 2016 concerning School Committees, it is stated that the Chair of the School Committee is prioritized from the element of active student parents / guardians.

The next problem is the absence of guidance and improvement in the School Committee, there is no budget allocation for increasing the capacity of the School Committee. Whereas according to Article 5 Permendikbud Number 75 of 2016 concerning School Committees, the Mayor / Regent is the supervisor of all School Committees in their working area. In addition, adequate facilities to support the performance of

the School Committee are not yet available. One of the facilities that have not been obtained by the school committee is the budget. Whereas according to Article 196 paragraph (7) Government Regulation Number 17 of 2010 concerning Management and Implementation of Education, school committee funding can come from local governments.

The purpose of this research is to analyze the roles and functions of school committees based on the East Kutai District Regulation Number 8 of 2010 concerning the Implementation of Education and to analyze the effectiveness of the implementation of East Kutai Regency Regulation Number 8 of 2010 concerning the Implementation of Education.

2. LITERATURE REVIEW

Public policy

According to David Easton, "Public policy is the authoritative allocation of values for the whole society" (public policy is the allocation of values legally to all members of society). (Anggara, 2014) As well as William N. Dunn said that public policy (public policy) is a complex dependence pattern of interdependent collective choices, including decisions not to act, made by government agencies or offices.

Implementation model

According to Purwanto and Sulistyastuti (2012), "implementation is essentially an activity to distribute policy outputs (to deliver policy outputs) carried out by implementers to target groups as an effort to realize policies".

According to Edwards III's view, 1980 in Subarsono (2005) there are four variables that have an influence on policy implementation, namely: First, communication, the success of policy implementation requires the implementer to know what to do. What are the goals and objectives of the policy must be transmitted to the target group so that it will reduce distortions in implementation. Both resources, although the content of the policy has been communicated clearly and consistently, if the implementer lacks the resources to implement it, implementation will not be effective. These resources can be in the form of human resources or non-human resources. The third disposition, Disposition is the character and characteristics possessed by the implementer, such as commitment, honesty, democratic nature. Fourth, bureaucratic structure. The bureaucratic structure in charge of implementing policies has a significant influence on policy implementation.

Effectiveness

Katz and Kahn (in Steers 1958) define effectiveness as an effort to achieve maximum benefits for the organization by all means, here are two factors that are considered the most important in determining effectiveness. First, the concept of efficiency, namely as a comparison between input, output, energy, and proposing language arguments for economic and technical solutions or solutions in organizational problems. The second is political effectiveness, namely as short-term efforts to maximize profits for the organization through profitable transactions and exchanges either with organizational members or with parties outside the organization.

School committee

According to Permendikbud Number 75 of 2016 concerning School Committees, the School Committee is an independent institution consisting of parents / guardians of students, school communities, and community leaders who care about education. The School Committee is an independent body that accommodates community participation in the context of improving the quality, equity, and efficiency of education management in educational units, both in pre-school education, school education and out of school education.

Roles and functions of the school committee

The School Committee acts as: (1) The school committee is obliged to periodically submit the results of the study on the implementation of school programs to stakeholders, either in the form of success or failure in achieving the goals and objectives of the school program; (2) The School Committee is obliged to submit accountability reports for community assistance, both material and non-material to the community and local government.

The School Committee functions as follows: In accordance with the Regional Regulation of East Kutai Regency Number 8 of 2010 concerning the Implementation of education, Article 112 states that the

functions of the School Committee are: (1) The school committee functions to provide input, considerations and recommendations to education units regarding educational policies and programs, plans for the Education Budget and School Expenditures, educational unit performance criteria, criteria for educational personnel, criteria for educational facilities, and other matters related to education; (2) The school committee functions to encourage parents and the community to participate in education in order to support the improvement of the quality and distribution of education; (3) The school committee functions to evaluate and supervise policies, programs, implementation and output of education in educational units.

3. METHODS

Research methods

This study uses a qualitative method. Qualitative research methods are easier to adapt to field conditions, are more sensitive to changes in patterns / values and even data in the field (Moleong, 2014). The location of this research is in Sangatta City, East Kutai Regency. While the research site for this activity was carried out in several public schools and private schools in Sangatta City, East Kutai Regency.

The roles and functions of the school committee are in accordance with the East Kutai Regency Regulation Number 8 of 2010 concerning the Implementation of Education: (1) Role and function; (2) Obligations; (3) Membership. Effectiveness of the implementation of East Kutai Regency Regulation Number 8 of 2010 concerning the Implementation of Education.

Informants and sampling techniques

In this study the people who will be used as informants or sources of information are: (1) Head of Education Office of East Kutai Regency; (2) Chairman of the School Committee of 6 schools; (3) Guardians of students / parents of 6 schools; (4) OSIS administrators at the junior and senior high school levels.

Data collection techniques

The data collection techniques used in this study are as follows: Observation, Interview and Documentation. Meanwhile the data Analysis Techniques using qualitative data. According to Miles, Huberman and Saldana (2014) in qualitative data analysis, there are three streams of activity that occur simultaneously. Activities in data analysis are: Data Reduction, Data Display, and Conclusion Drawing / Verifications.

4. RESULTS AND DISCUSSION

Researchers see a problem that has been faced so far, namely the School Committee which is considered only as part of a formality and the parents or guardians of students also do not know in depth the function and role of the School Committee in the educational unit. Many think that the School Committee has the same role as BP3 in the past, namely as an agency that is responsible for collecting aid funds for education or that the School Committee is only a kind of justification body.

There are several things that have become problems in the implementation of the roles and functions of the School Committee which are considered not optimal. The membership or management of the school committee is deemed to have violated the provisions. There are still school committees whose tenure exceeds three years without a re-election process. There is a school committee chairman who is not an active student parent / guardian. The next problem is that the guidance and improvement of the School Committee has not been maximally implemented, the budget allocation for increasing the capacity of the School Committee is very limited. In addition, facilities to support the performance of the School Committee are not yet available. One of the facilities that have not been obtained by the school committee is the budget.

5. CONCLUSION

It can be concluded that the implementation of the roles and functions of school committees is still not maximally implemented in public and private schools. This can be seen from the structure of the school committee; implementation of activities and budget allocate.

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