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The Role of School Committee in Supporting The Fulfillment of Education Facilities and Infrastructure

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Abstract. This study aims to determine the role of school committees in supporting the fulfillment of educational infrastructure facilities at State Vocational High School 1 Teluk Keramat (SMKN 1 Teluk Keramat) by identifying and describing the role and involvement and form of support provided and the factors that influence it. This research uses qualitative descriptive approach. the results of the research that has been done are 1) School Committee SMKN 1 Teluk Keramat has performed its role as an advisory agency, as a supporter agency, as a controlling agency, and as mediator agency; 2) Supporting factors for the school committee include a) Good collaboration of schools; b) Authority granted by the school to the school committee in carrying out its duties; c) Compulsory responsibility of completing the compulsory education of 12 years of learners; d) To carry out the mandate of the Law on National Education System Number 20 of 2003 and Permendikbud Number 75 concerning School Committees; 3) Inhibiting factors for school committees are a) Lack of coordination between schools and school committees; b) Be more concerned with personal matters than school committee duties; c) lack of awards earned as school committees; d) Ineffective committee managers due to the distance from schools; 4) Not all school committee members are actively involved.

Keywords: School Committee; Facilities; Infrastructure; Vocational High School

I. INTRODUCTION

An important aspect in the implementation of education and should be the main concern by the education unit is educational facilities or educational facilities and infrastructure. The process of education in schools requires adequate educational facilities and infrastructure either directly or indirectly used in teaching and learning activities and meet minimum standards as regulated in Permendiknas Number 24 Year 2007.

Educational facilities are all forms of intermediaries or anything like classrooms, learning media, tools, materials and others that are used directly and can support and support the process of education in schools. (According to Depdiknas, 2008; Kasan, 2000).

While the infrastructure is any form of something that works indirectly in supporting the teaching and learning process because it includes land, yard, school building, road to school, sports field, water, telephone, and furniture.

(According to Barnawi, 2012; Hamalik, 1980 and Mulyasa, 2003).

Education facilities and infrastructure greatly affect the ability of students in learning. For example, a school with computer lab facilities would be easy to learn the skills of using a computer, but otherwise, schools that do not have a computer lab then the students will be very difficult and do not even know how to operate the computer. Education is not only the responsibility of the state and educational institutions, in this case, the school but also the responsibility of the community including in the provision of educational facilities and infrastructure. The form of community responsibility is regulated by the government in the Regulation of the Minister of Education and Culture No. 75 of 2016 on the School Committee. In this regulation mentioned that the School Committee is an independent institution consisting of parents/guardians of learners, school communities, and community leaders who care about education.

The School Committee is a body functioning as an official forum to accommodate and discuss matters concerning the interests and implementation of education in educational units by the community in accordance with the wishes of Decree of the Minister of National Education Number: 044 / U / 2002 on School Committee Establishment Reference. According to Permendiknas, the school committee is located in each school that serves in helping to improve education services and performs their functions in mutual assistance, democratic, independent, professional and accountable. This is the underlying importance of the existence of school committees in every level of educational unit.

The community through the school committee has a role in giving consideration to the implementation of education policy in the education unit, supporting the school program in terms of staffing, thinking and financing in the implementation of education in the education unit, controlling transparency and accountability of schools related to education funding in educational unit as well as intermediary government with educational hearing in educational unit.

Schools are actually given greater autonomy and flexibility in managing educational resources in their schools by involving the residents of the school and surrounding communities. Community participation in education may include the participation of individuals, groups, families, professional organizations, employers, and community organizations. These roles include the planning, monitoring, and evaluation of educational programs. This community participation is realized in the form of a school committee. The quality of education in SMKN 1 Teluk Keramat is quite good although located in the suburbs district. As one of the oldest vocational high schools in Sambas District SMKN 1 Teluk Keramat includes schools whose quality of education continues to increase. The quality of education in this school is surely the success of teaching and learning activities which is the integration of education components such as curriculum, educator and education, infrastructure and management system as well as inputs related to environmental factors as well as the role of school committee.

School Committee SMKN 1 Teluk Keramat has performed its role in the implementation of education in the school both in giving consideration of the determination and implementation of policy, financial support, controlling transparency and accountability of education implementation and output as well as mediator between school with government and society. (Source: Head of School Committee SMKN 1 Teluk Keramat). Another form of active role of the school committee in State SMKN 1 Teluk Keramat is support for all school programs. Even participate in the implementation of the flag ceremony as the builder of the ceremony every once a month. Facilities and infrastructure in this school including more complete than other schools.

Another uniqueness of this school is the vast land ownership of 172,750 m² or approximately 18 hectares. Of

course with such a large area of land can be easy to build the necessary school facilities. The school also has teacher and student co-operatives, production units and alumni ties. In addition, by BIC (Bina Insan Center) SMKN 1 Teluk Keramat also serve as a model school for character schools in Sambas District.

With the implementation of Curriculum 2013 and the consequences of the curriculum implementation, the entire school community must continue to improve themselves, the teacher should strive to improve their potential and professionalism in carrying out teaching and learning activities. So even the school must be able to provide the necessary infrastructure facilities to support the successful implementation of the Curriculum 2013.

On the basis of the above reality, it is necessary to research how community participation (school committee) in SMKN 1 Teluk Keramat in supporting the fulfillment of educational infrastructure facilities so that this school is superior to other schools. The research is intended to know the role of the school committee in the school by studying the role and form of community participation and the factors influencing the role of the school committee in SMKN 1 Teluk Keramat.

II. RESEARCH METHOD

This research uses qualitative descriptive approach is a research that tries to describe a phenomenon, events, and events that occur today. The descriptive research focus of attention is the actual problems and what it is when research takes place. Qualitative research is based on the effort to build a view that is examined in detail and formed with words and holistic description.

III. RESULT AND DISCUSSION

A. Result

Interviews, observations and documentary studies at SMKN 1 Teluk Keramat were focused on exploring and collecting and interpreting data relating to the role of school committees and factors influencing school committees in support of education infrastructure facilities. Based on the data sourced from the head of the school committee, principals and teachers are equipped with observation data and documentation about the role of school committees in supporting the fulfillment of educational facilities and infrastructure at SMKN 1 Teluk Keramat, interpreted that the role of the school committee is good.

Cooperation and well-established communication between the school committee and the school, making the role of the committee at SMKN 1 Teluk Keramat quite work properly. Of the three elements of the respondents stated that the school committee has performed its four roles as mandated Kepmendiknas Number: 044 / U / 2002 that is as an advisory agency, supporting agency, controlling agency and mediator agency.

School committees according to respondents in supporting the fulfillment of educational infrastructure facilities are also quite good because, for its provision,

school committees provide significant roles such as desk and chair desk study, computer purchase, building construction, school fencing and sports facilities and so on.

Nevertheless, the role of the school committee is still not maximized because the school committee has not been able to build a strong system of cooperation with the school either in the form of material or non-material. But in principle any assistance in whatever form is required by the school, the school committee is ready to facilitate for example in determining the amount of school committee fee to be paid by the students. To determine which meetings are held is the initiation of the school committee in inviting the parents of the students and together the parents of the students agree on the size of the school committee.

Thus based on the three elements of respondents in this study obtained research findings that the role of school committees in supporting the fulfillment of educational facilities and infrastructure in SMKN 1 Teluk Keramat is good. From the results of research conducted findings relating to factors that affect the role of school committees in supporting the fulfillment of educational facilities and infrastructure, among others can be formulated that the supporting factors as follows:

1. Good cooperation from school.
2. Authority granted by the school to the school committee.
3. Compulsory responsibility of completing the compulsory education of 12 years of learners.
4. To carry out the mandate of the National Education System Law and Permendikbud Number 75 concerning the School Committee.

Meanwhile, according to the respondents the obstacle factor is as follows:

1. Sometimes there is less coordination among school committee members.
2. Not all committee members are active.
3. Personal activities of the school committee.
4. Inadequate appreciation.
5. The distance from the school committee to the school is far enough.

B. Discussion

A. The Role of School Committees

a. The Role of the School Committee as Advisory Agency (Advisory Agency)

The school committee as a deliberator of this school has performed well, among others, the school committee has identified the educational resources so that the school committee knows the problems facing the school and is involved in finding solutions such as lack of teachers and educational facilities. To find out more about the role of consideration given by the school committee in SMKN 1 Teluk Keramat, the researcher conducted a live interview with the head of the School Committee Mr. Tahir Ali, he stated:

"Referring to the format that I created, we consider the consideration of the RKAS including the activities of curricular and extracurricular and other

educational needs in this school. So get involved even if not completely".

So is the principal of SMKN 1 Teluk Keramat Bapak Drs. Kartiman also revealed the same thing about the role of the school committee as follows:

"Yes, the school committee provides input in the preparation of the RKAS. The school committee also gives consideration to the decisions made by the school".

To strengthen the respondent's statement, the researcher conducted triangulation by interviewing Mr. Agus Darmo, S.Pd who is a senior teacher, he said:

"As I said earlier, the consideration given by the school committee is in conjunction with the school in creating and developing RKAS and development programs in schools".

From the statement above can be concluded that the school committee has done its role by giving consideration and input to the school in preparing RKAS and development program in school.

b. The Role of School Committees as Supporters (Supporting Agency)

Based on research data in his role as a school committee support body has been monitoring the condition of schools, especially educational facilities, and infrastructure. School committees are always involved in the development and supply of educational facilities and infrastructure, both from government funding and parent support. Teaching and learning activities are also being monitored by school committees in addition to direct review to school committee schools through its chairperson as a coach.

In a live interview with the chairman of the school committee as a supporter the committee described has done the following:

"We emphasize the support to the needs and ease of learning, especially with regard to facilities and infrastructure of learning in schools".

While the principal describes the support provided by the school committee as follows:

"We make RKAS, in the RKAS there are BOS funds for student needs. If we calculate the needs of students can reach 2 million exactly, but the BOS funds from the government are only 1.4 million. So the shortcomings we submit to the committee to meet it including the needs of desks and chairs to learn and even the construction of school fences.

Mr. Agus Darrmo, S.Pd as the teacher respondents stated that the support role of the school committee is as follows:

"If the role and the real form of support from the school committee, yes, for example in the preparation and ratification of RKAS. Then the management of education in this school resources, the committee helped find the teachers who needed the school. Facilities and educational facilities such as desk chair learning, committee role in overcoming it."

Based on the above interviews it can be concluded that the school committee of SMKN 1 Teluk Keramat has provided supporting role to the school.

c. Role of School Committee as Controller (Controlling Agency)

As the school committee's controlling body has also performed its functions and roles, where school committees are involved in conducting meetings at schools, especially meetings involving parents. School committees according to the principal are also involved in controlling the implementation of the evaluation program. School committees always monitor the execution of general repetition, school exams, and national examinations.

To know clearly the role of the school committee as a controller is described in the results of interviews with the chairman of the school committee as follows:

"Alhamdulillah, in this case, I do the control through the coach ceremony or out of hours of study for example during the break I provide motivation to learn to students. That's what I developed in school ". "Once, school committees also often receive reports of related parties related to SMK, the committee also conducts monitoring during general examinations, school exams, and national examinations".

The headmaster disclosed the same thing about the role of school committee controller as the result of the following interview:

"Yes, the school committee through its chairman often becomes the builder of the ceremony at school. In the fulfillment of educational facilities and infrastructure school committees mediate parents with schools in the provision. While their educational output is always monitored including to get scholarships, school committees initiate the formation of Alumni Association of SMKN 1 Teluk Keramat. Especially now sir, in the school family education committee is very necessary role ".

For triangulation of statements above the researchers also interviewed senior teacher Mr. Agus Darmo,

S.Pd. He stated that the controlling role of the committee is as follows:

"As far as I know, the school committee once a week monitors the school".

Based on the above data can be concluded that the school committee has done the role as a controller such as by monitoring the output education. At the initiative of the school committee at SMKN 1, Teluk Keramat has formed an alumni tie which the container was formed not only to strengthen the relationship is also intended as a forum of information and communication. This alumni association also provides input for schools to improve the quality of education in SMKN 1 Teluk Keramat.

d. The Role of the School Committee as a Mediator (Mediator)

As an intermediary or liaison between schools and communities in this school, school committees are often involved in mediating school programs to improve financing of financing or other forms of assistance. For example, for determining the amount of school committee fees, parents together with the committee and school together determine the agreed amount.

And the role of mediator to the government of the school committee is the result in the preparation of aid proposals to the government, especially to increase the provision of educational facilities and infrastructure needed. School committees approve and sign on any proposal for submission of aid to the government.

The role of the school committee as a mediator can be expressed on the basis of the researcher's interview with the committee chairman as follows:

"Once, first to face the new school year the school committee mediates what the school needs".

The principal of SMKN 1 Teluk Keramat describes the role of the school committee as a mediator, among others, as follows:

"Mediation that is done usually for things beyond the school's ability, for example, sometimes misunderstanding the community against the school, before sticking out the school committee took a role in the settlement. Other mediations conduct committee meetings with parents in helping schools meet educational facilities and infrastructure. If the government committee helps schools in signing proposals for school purposes to be submitted to the government ".

To reinforce the truth of the above statement the researcher interviewed senior teacher Mr. Agus Darmo, S.Pd and he stated as follows:

"What we see is the mediation by the school committee in relation to the parents' proposal through the committee. To the government committee to help proposal proposal proposal".

On the basis of exposure to the above data, it is concluded that the school committee has performed its role as liaison or mediator. However, the school committee has not been able to make a breakthrough in raising potential funds in the community to increase education funding in SMKN 1 Teluk Keramat. Also from the research findings, it turns out that not all school committee members are actively involved in assisting the education process in schools. Based on the above data, the school committee at SMKN 1 Teluk Keramat is able to implement its role in supporting the fulfillment of educational facilities and infrastructure in SMKN 1 Teluk Keramat either as an advisory agency, supporting agency, controlling agency or as an intermediary agency (mediator agency). Nevertheless, the school committee has not fully actualized its role.

B. Factors Affecting School Committees

1. Supporting Factors

From the research findings and data from the three elements of the respondents is the head of the school committee, principals, and teachers. Factors influencing the role of school committees in supporting the fulfillment of educational facilities and infrastructure, among others, can be formulated that the supporting factors, among others; good collaboration, communication and coordination of the school, the authority given by the school to the school committee to run the school committee role and a sense of responsibility for the completion of compulsory learner education in order to finish school to graduate while reducing the dropout rate. For more clearly the supporting factors can be seen in the results of interviews with the chairman of the school committee as follows:

"First, to facilitate me to carry out committee duties, coordination, and good cooperation between committees, schools and parents. In addition, schools authorize the committee to play a role in assisting the education process in schools. The school committee feels responsible for helping students who have difficulties in school so that the students do not experience dropping out of school, that factor also becomes the motivation for us to contribute further in accordance with our ability in terms of time, energy and thinking".

While the headmaster explained that the supporting factor for the school committee in carrying out its role is more on the implementation of the mandate of Law Sisdiknas and Permendikbud Number 75 Year

2015 About School Committee as described in the following interview:

"According to the mandate of Law Number 20 Year 2003 About Sisdiknas. This law explains the involvement of the school committee so that it becomes the motivation and legal basis for the school committee to perform its functions. Also Permendikbud Number 75 Year 2015 About School Committee".

For triangulation of both respondents mentioned then researchers also interviewed senior teachers at the school that is Mr. Agus Darmo, S.Pd which states that:

"I think the supporting factors are good cooperation and coordination between school and school committee".

From the exposure of the three respondents above, it can be concluded that the supporting factors of the school committee in performing their role in SMKN 1 Teluk Keramat are: a) Good cooperation and coordination between school and school committee, b) The authority is given by the school to the school committee in carrying out the duties, c) The compulsory completion of compulsory education for 12 years of students to avoid dropping out of school, d) Performing the mandate of the National Education System Law and Permendikbud Number 75 Year 2015 on the School Committee.

2. Inhibiting Factors

Meanwhile, according to the respondents who are the obstacles factor is more to the human factor, that is, there is a committee who is more concerned with personal affairs than his duties as a school committee which ultimately leads to the hampering committee to commit to its role.

In addition, the lack of awards can lead to the motivation of school committee managers to be actively involved in performing their roles. Another thing that becomes an obstacle factor is the distance of the school committee to the school committee is far enough so that there are administrators who seem less motivation and spirit in carrying out its role. These inhibiting factors are clearly illustrated in the results of the interview of the researcher with the head of the school committee as follows:

"Sometimes there is miscommunication between the committee and the school so that the information does not reach the school committee. The busyness of the school committee with their respective jobs is also an obstacle, including the distance where the board residence is away from the school".

According to the principal who becomes the obstacle factor as stated in the results of the interview below:

"This is more the human factor may be because of the personal busyness of the pack, when the school requires they can not attend, they are not always standby, maybe also due to the small appreciation factor".

For the validity of the above data exposure, the researcher interviewed the third respondent namely senior teacher Mr. Agus Darmo, S.Pd. He said that the inhibiting factors are as follows: "It could be that the inhibiting factor may be due to busy work of each other or perhaps also due to the perceived inadequate appreciation".

From the exposure of the three respondents above can be concluded that the obstacle factor for the school committee in carrying out its role is; 1) Sometimes there is a lack of coordination between schools and school committees, 2) Managers are more concerned with personal affairs than the tasks of school committee, 3) Not all active administrators perform tasks as school committees, 4) The distance of living board who are far from school, 5) Inadequate appreciation.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the results of research on the role of school committees in supporting the fulfillment of educational facilities and infrastructure in SMKN 1 Teluk Keramat, the following conclusions can be drawn:

1. The School Committee of SMKN 1 Teluk Keramat has performed its role as an advisory agency, as a supporter agency, as a controlling agency, and as mediator agency.
2. Supporting factors for the school committee in supporting the fulfillment of educational facilities and infrastructure in SMKN 1 Teluk Keramat, among others:
 - a. Good cooperation from school.
 - b. The authority the school assigns to the school committee in carrying out its duties.
 - c. Compulsory responsibility completion learns 12 years learners.
 - d. Conducting the mandate of the Law on National Education System Number 20 of 2003 and Permendikbud Number 75 on the School Committee.
3. As for the factors of inhibition for the school committee in supporting the fulfillment of educational facilities and infrastructure of SMKN 1 Teluk Keramat are:

- a. Sometimes there is less coordination between schools and school committees so that the information does not reach the school committee.
 - b. Human factors are more concerned with personal affairs than the task as a school committee.
 - c. The lack of awards earned as school committees is also an inhibiting factor and causes the motivation to engage actively low.
 - d. Less active committee managers due to the distance away from school.
4. Although the school committee of SMKN 1 Teluk Keramat has performed its role, not all school committee members are actively involved.

B. Suggestions

To achieve the learning objectives requires the cooperation and the role of all stakeholder of education, in addition to the school as an educational conductor is also required the role of society and parents, in this case, is the school committee. Given the results of this study, the researchers suggest several things as follows:

1. Hopefully, there will be further research with different data sources such as respondents from stakeholders business world and industry.
2. Further development of research conducted more focused on the role of school committees from the aspect of business world and industry world.
3. This research is expected to be a reference for the school and school committee in particular and the world of education in general in performing the role and management of quality education, especially in the provision of educational facilities and infrastructure.

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