

Principals' Leadership in Improving School Committee Performance of Elementary School in Banda Raya Sub-District, Banda Aceh

Nuratiah*, Murniati AR, and Khairuddin

Graduate School of Educational Administration, Universitas Syiah Kuala, Indonesia.

*Corresponding email: nuratiah22@gmail.com

Received: 09 Oktober 2021

Accepted: 20 November 2021

Published: 27 November 2021

Abstract: Principals' Leadership in Improving School Committee Performance of Elementary School in Banda Raya Sub-District, Banda Aceh. The purpose of this research is to describe program planning, principal's strategies, and supporting factors to improving school committee's performance of Elementary School in Cluster Langsung of Banda Raya sub-district of Banda Aceh. The study uses qualitative approach and descriptive method. Data were collected through observations, interviews, and documents. The subjects were principals, committee members, teachers and parents. The results show (1) school program planning was jointly decided through meeting held at the beginning of school year, involving principal, vice principal, teachers, committee members, and parents. According to observation results, activities were not well documented; (2) the principal strategies were by building effective communication with the committee, sharing information, and requesting committee's approval; (3) supporting factors include good leadership communication skill, committee's high commitment, and responsive in helping the school.

Keywords: principal leadership, school committee performance, elementary school.

Abstrak: Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Komite Sekolah SD di Kecamatan Banda Raya Banda Aceh. Tujuan penelitian ini adalah untuk mendeskripsikan perencanaan program, strategi kepala sekolah, dan faktor pendukung untuk meningkatkan kinerja komite sekolah SD di Gugus Langsung Kecamatan Banda Raya Banda Aceh. Penelitian ini menggunakan pendekatan kualitatif dan metode deskriptif. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumen. Subyek penelitian adalah kepala sekolah, anggota komite, guru dan orang tua. Hasil penelitian menunjukkan (1) perencanaan program sekolah diputuskan bersama melalui rapat yang diadakan pada awal tahun ajaran, yang melibatkan kepala sekolah, wakil kepala sekolah, guru, anggota komite, dan orang tua. Menurut hasil observasi, kegiatan tidak terdokumentasi dengan baik; (2) strategi utama adalah dengan membangun komunikasi yang efektif dengan panitia, berbagi informasi, dan meminta persetujuan panitia; (3) faktor pendukung antara lain kemampuan komunikasi kepemimpinan yang baik, komitmen komite yang tinggi, dan tanggap dalam membantu sekolah.

Kata kunci: kepemimpinan kepala sekolah, kinerja komite sekolah, sekolah dasar.

To cite this article:

Nuratiah, Murniati AR, & Khairuddin. (2021). Principals' Leadership in Improving School Committee's Performance of Elementary School in Banda Raya Sub-District, Banda Aceh. *Jurnal Pendidikan Progresif*, 11(3), 533-540. doi: 10.23960/jpp.v11.i3.202104.

■ INTRODUCTION

Schools are formal educational institutions in developing human resources, which are an integral part of the surrounding community in providing quality education services. To build a quality school requires effective community participation. This is because the responsibility of the school is not only borne by the government, but the community must also have the same concern for the quality and success of the school (Lee & Ritchotte, 2019; Juhler, 2018; Raymond, 2017).

The participation of community in the implementation of the schooling program has been described in the Law of the Republic of Indonesia concerning the National Education System, in Chapter IV, articles 7, 8 and 9 are mentioned as follows:

1. Every citizen is obliged to support the continuity of education.
2. The community has the right to participate in the planning, implementation, supervision and evaluation of educational programs.
3. The community is obliged to provide resource support in the implementation of education.

Based on the explanation of the Act, the schools need to invite communities through school committees in the planning, implementation, supervision and evaluation of school programs. Furthermore, Law Number 20 Year 2003 regarding National Education System details this community empowerment, namely in article 56 with the establishment of an education council and school committee, which acts as follows:

1. The community can participate in improving the quality of education services which include planning, supervision and evaluation of educational programs through the education council and school committee.
2. Education board as an independent institution is formed and plays a role in improving the quality of education services by providing consideration,

direction, and support of personnel, facilities and infrastructure and supervision of education at the national, provincial and district/city levels that do not have hierarchical relations.

3. The school committee as an independent institution is formed and plays a role in improving the quality of services and providing consideration, direction, and support for personnel, facilities and infrastructure as well as education supervision at the education unit level.

It is obvious that the role of school's committee is to provide consideration, direction, and support for personnel, facilities and infrastructure as well as supervision of education in school. Similarly, it is also explained in the Regulation of Minister of Education and Culture Number 75 of 2016 concerning School's Committees, that: The performance of school's committee includes planning, supervision and evaluation of educational programs. In addition, the committee also plays a role in giving consideration, direction, and support for personnel, facilities and supervision of education at the education unit level (Halverson & Rosenfeld, 2019; Montaperto & Henderson, 2017).

In the Book of Activities Operational Reference and School Committee Performance Indicators it is explained that one of education problems highlighted and closely related to school management is the participation of community, especially parents in the implementation of education so far is still minimum. Community participation has generally been more of an input (read: fund) support, not in the education process (decision making, monitoring, evaluation, and accountability) (Loii et.al., 2018). With regard to accountability, schools do not have responsibility to account for the results of the implementation of education to community, especially parents, as one of the main elements in education (stake-holders). Based on the results of the theoretical study and the author's

observation, the community is very enthusiastic in choosing private schools which perform very high achievement (Miao et.al., 2018; Harrison & Lock, 2017). They are able to drive parents and community to actively participate in school administration through various programs, such as family gatherings, inspiration classes and various other excellent programs (Shulhan, 2018; Suhan, Thahir, & Mohammad, 2017). This is what motivates the author to see first-hand and conduct a scientific study of how the principals' leadership in improving the performance of school committee so that may arise public participation. For this reason, the author chose the title of this research "Principals' Leadership in Improving School Committee's Performance of Elementary School in Cluster Langsat of Banda Raya Sub-District of Banda Aceh".

Theoretical framework

Principal leadership is a determinant factor of success in managing school relations with the community. To improve the performance of the school committee, a school principal must be able to empower all components of the community so that the performance of the committee increases through efforts to encourage community participation and build mutual benefit principles between the school and the community.

One of the keys that really determines the success of the school in achieving its objectives is the principal. The success of the principal in achieving his goal is predominantly determined by the reliability of the school management, while the reliability of school management is strongly influenced by the leadership capacity of the school principal

One of the criteria for effective leadership of school principals is to be able to establish harmonious relationships with community so that they can actively get them involved in realizing school and education goals (Van Quaquebeke & Felps, 2018). Therefore, principals as

managers in schools need to pay attention, improve and implement their leadership functions, especially those relating to improving the performance of school committee. The strong support of committee to schools can overcome various problems at school.

Principals have an important role in managing school relations with surrounding community. He must be able to establish good relations by coordinating school committees in order to succeed the school's vision, mission and goals (Dzhandzhugazova, 2018; Dee & Leisyte, 2017; Schwendimann & Linn, 2016).

Based on some of the opinions above, it can be concluded that leadership quality of principals is a determining factor in improving the performance of school committee in running the organization properly according to its role and function.

Various problems related to the relationship between schools and community have become national education issues. Director General of Primary and Secondary Education of the Ministry of National Education, "The results of scientific studies, the relationship between family, school, and community in Indonesia are still in the low category. This can be seen from that family and school relation is still running one-way, and even schools are still viewed as bureaucratic and hierarchical entities. Besides that schools also still often view parents as a source of problems and criticism. Moreover the schools still views community as one who must be outside the schools, except when needed.

■ METHODS

The approach used in this study is a qualitative approach and descriptive method. Descriptive research is that which carried out to determine the value of independent variables, either one variable or more (independent) without making comparisons, or connecting between one variable with another variable". This study seeks

to collect data and information related to principal in carrying out his leadership capacity to improve the performance of school committee, so that the level of community participation in giving support to school become higher.

Qualitative research has certain characteristics that distinguish it from other types of research, One characteristic of qualitative research is that researchers are key instruments by collecting data themselves through documentation, behavioral observation, and interviews with participants.” It can be explained here that researcher is involved in deep and continuous experiences with participants. With this involvement, qualitative researcher is able to identify reflexive biases, personal values and backgrounds, as well as obtain entries from research locations and ethical problems that may suddenly arise.

Data collection techniques used were through observation, interviews and documentation. There are four media to collect data in the research process including questionnaires, observation, interviews and documentation. Definition of observation is a complex, structured process from various processes of biological and psychological observation. Two most importances are processes of observation and memory.

Based on the above opinions, it can be explained that observation is a process of direct seeing by a person by using his/her all parts of the body and feelings, in observing a realistic and actual situation without deliberate effort to influence or manipulate the objects that are being observed, and supported by photographic documentation. In this study the observed focuses were the leadership capacity of the principal, the performance of school committee.

Interviews are conducted by determining direct question and answer between interviewer and interviewee about everything

that the interviewer needs to know. The things that interviewer has to do that the results of the interview are in accordance with what is desired, namely; 1) make interview guidelines, in the form of a list of questions to be asked; 2) record the interview or take a note that then analyze the answers given by interviewee.

Based on the explanation above, it can be explained that what is meant by interviews in research is a process carried out by researcher in finding information related to their research problems through questioning the people involved in the research.

Data analysis in qualitative research is done by classifying, directing, removing unnecessary, organizing data (reducing data) and summarizing the main finding (displaying data) and drawing conclusions (verifying data).

■ RESULTS AND DISCUSSION

Program planning

The results of the study indicate that the school principal’s program planning was made at the initial meeting of the school year, involving the vice principal, the teachers, the school committees and the parents. The activities include: division of tasks according to their roles and functions, identifying aspirations and needs of the community, determining the vision, mission and objectives of the school, compiling the School Program Planning (or RKS) including eight national education standards in accordance with the budget and priority, and forming class association.

The school committee offered input, consideration and support to the school, then the committee also jointly approved the RKAS. The school programs consist intra and extracurricular programs, joint activities such as art performances and farewells function, and celebration of national and religious holidays. Based on observations, the documentation of activities has not yet been well accomplished. The implementation of those

programs at SD Negeri 71 was still unsatisfied where the participation of school committee members in school activities was in need of stimulus, indicated by that the committees only come if they are called for consultation.

Ideally in planning the activities the school committee provided input, gave consideration and jointly partook in approving the school budget planning or RAPBS, so that the roles and functions of the school committee were running as mandated in Law Number 20 of 2003 concerning Article 56 paragraph 1 of the National Education System. Community play a role in improving the quality of education services which include planning, monitoring, and evaluating educational programs through education boards and school committees.

Based on the description, it was explained that the community through the school committee was very influential in giving efforts to improve the quality of education in schools, therefore with his/her leadership qualities the principal may need to empower the school committee through revitalization, both its organization and program policies, so that it can function properly. If the school committee and parents participate optimally, it will facilitate the success of the school in improving the quality expected. It means that if the school committee and parents participate outstandingly they can lead the school to succeed in achieving the school's vision and mission. For this reason leadership qualities of the school principals are needed accordingly to encourage and improve school committees' performance, which leads to the emergence of community participation.

Similar assertion was also mandated in the Minister of Education and Culture of the Republic of Indonesia Number 75 of 2016 concerning School Committees, to improve the quality of education services, it is necessary to revitalize the duties of school committees based on the principle of mutual cooperation".

Principal's strategy in improving the performance of school committee

The results indicated that the Principal's strategy in improving the performance of school committee by building effective communication, involving committees in school activities, making personal approaches, sharing information, and requesting committee's approval in decision making. However, there are still weaknesses in terms of their involvement due to other demanding work since they have inadequacy of free time to participate in every school program.

participating in the celebration of the Prophet Muhammad's birthday.

Based on the findings, the school principal also identified community leaders, who were able to influence the community in general, parents, public figures, sportsmen, doctors and others. The results of the study indicated that the involvement of parents in assisting extracurricular activities such as scouts, the parents who were army personels may train students in scouts.

The principal leadership qualities may be affectively functioned by selected people who have high competence and responsibility. This is also part of the principal's strategy and leadership style as a top manager. Effective leadership can change the way people perceive education so that community participation increases.

The results also showed that the main factor influencing the increase school committee's performance is the leadership qualities of principals in applying his/her various competencies as mandated in the Republic of Indonesia Minister of National Education Regulation Number 13 of 2007 concerning Standards for Principals/ Madrasah.

Supporting factors

The results of the study showed that there are several supporting factors found in schools, including the principal's ability to communicate with the school committee in order to build working

partnership to generate school progress, the commitment and concern of the school committee is manifested in the form of discipline, responsibility in assisting school, adequate support for ideas and facilities; and good coordination. The committee can effectively collaborate with the schools because of the motivation and drive given by the principal, since the absence of initiative from the committee itself to operate its organization independently.

The principal can build school relationship with the community through the school committee as the supporting factors exist on both sides, from the principal himself who applies information disclosure and the school committee itself is willing to cooperate.

The description of the leadership qualities of principals is in line with the insight proposed by Anderson regarding Transforming Leadership. A transforming leadership is based on the behavior of leaders who have vision, planning, communication and creative actions that lead to a positive influence on the organization to achieve goals and measurable. Ideally, the principal must always strive to improve the performance of the school committee through his leadership capacities.

■ CONCLUSIONS

Based on the results of the study, the author can conclude that the principal carried out the planning, strategy and the emergence of several supporting factors are in accordance with the procedures, even though it was not yet maximal. The author found several conclusions as follow:

1. The planning of school program is conducted at the initial meeting of the school year, engaging the vice principal, the teachers, the school committees and the parents. The activities include: division of tasks according to their roles and functions, identification of aspirations and needs of the community, defining the vision, mission and objectives of the school, compiling the school

programs or RKS including eight national education standards in accordance with the budget and priority, forming class association. The school committee suggested input, consideration and support to the school, and the committee also jointly approved the school programs or RKAS. The programs include intra and extracurricular programs, joint activities such as art performances and farewell function, celebration of national and religious holidays. Based on observations, the documentation of activities has not been done well yet.

2. The strategies applied by the principal include: building effective communication, involving school committees in the program, making personal approach, sharing information, requesting committee's approval in decision making. There are several indicators showing that the school committee has not shown maximum performance, since its role was much influenced by the leadership qualities of principal. There was no initiative from the school committee to carry out its role and function properly, as was evidenced by the absence of its organization statute (AD/ART), the absence of working program, the absence of committee initiatives in holding meetings and conducting data collection and reviewing the problems arisen in the operation of school.

3. The supporting factor is shown in that it is very easy to communicate with the school committee to build working partnership to generate the school progress. Implementing the principles of school relationship with the community through transparency, constructive and integrated of every information.

■ REFERENCES

- Asadollahi Kheirabadi, M., & Mirzaei, Z. (2019). Descriptive valuation pattern in education and training system: a mixed study. *Journal of Humanities Insights*, 3(01), 7-12.
- Dee, J., & Leisyte, L. (2017). Knowledge sharing

- and organizational change in higher education. *The Learning Organization*.
- Dzhandzhugazova, E. A., Blinova, E. A., Orlova, L. N., Romanova, M. M., & Davydovich, A. R. (2018). Innovations in science and industry-specific education. *Modern Journal of Language Teaching Methods*, 8(3), 10-21.
- Gage, T., & Smith, C. (2016). Leadership intelligence: Unlocking the potential for school leadership effectiveness. *South African Journal of Education*, 36(4), 1-9.
- Halverson, R., & Rosenfeld Halverson, E. (2019). Education as design for learning: A model for integrating education inquiry across research traditions.
- Harrison, F., & Lock, D. (2017). *Advanced project management: a structured approach*. Routledge.
- Juhler, M. V. (2018). Assessment of Understanding: Student Teachers' Preparation, Implementation and Reflection of a Lesson Plan for Science. *Research in Science Education*, 48(3), 515-532.
- Lee, C. W., & Ritchotte, J. A. (2019). A Case Study Evaluation of the Implementation of Twice-Exceptional Professional Development in Colorado. *Journal for the Education of the Gifted*, 42(4), 336-361.
- Liu, S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in China: testing a mediated-effects model. *Educational Administration Quarterly*, 54(4), 501-528.
- Looi, C. K., Sun, D., Kim, M. S., & Wen, Y. (2018). The impact of a professional development model for a mobilized science curriculum: a case study of teacher changes. *Research in Science & Technological Education*, 36(1), 86-110.
- Luria, G., Kahana, A., Goldenberg, J., & Noam, Y. (2019). Leadership Development: Leadership Emergence to Leadership Effectiveness. *Small Group Research*, 50(5), 571-592.
- Magsaysay, J. F., & Hechanova, M. R. M. (2017). Building an implicit change leadership theory. *Leadership & Organization Development Journal*.
- Miao, C., Humphrey, R. H., Qian, S., & Pollack, J. M. (2018). Emotional intelligence and entrepreneurial intentions: an exploratory meta-analysis. *Career Development International*.
- Montaperto, R. N., & Henderson, J. (2017). *China's Schools in Flux: Report by the State Education Leaders Delegation, National Committee on United States-China Relations*. Routledge.
- Raymond, J. K. (2017). *Evaluating One Public School District's Teacher Evaluation Program and its Implementation: A Qualitative Case Study*. Saint Mary's University of Minnesota.
- Schwendimann, B. A., & Linn, M. C. (2016). Comparing two forms of concept map critique activities to facilitate knowledge integration processes in evolution education. *Journal of Research in Science Teaching*, 53(1), 70-94.
- Shulhan, M. (2018). Leadership style in the madrasah in Tulungagung: how principals enhance teacher's performance. *International Journal of Educational Management*.
- Suhan, S. Z. D., Thahir, L. B. M., & Mohammad, A. M. B. (2017). The Practice of Spiritual Leadership of Islam Principal Madrassas Aliyah Country and the Relationship with Culture Madrassas. *Advanced Science Letters*, 23(9), 8966-8970.
- Van Quaquebeke, N., & Felps, W. (2018). Respectful inquiry: A motivational account of leading through asking questions and

listening. *Academy of Management Review*, 43(1), 5-27.

Winton, S. L., Palmer, S., & Hughes, P. J. (2018). Developing Leadership for Increasing Complexity: A Review of Online Graduate Leadership Programs. *Journal of Leadership Education*, 17(1).

