



Evaluation of School Committee Program in Improving Elementary School Teacher Performance

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Abstract. The School Committee is an independent body that accommodates the role of the community to improve the quality, equality and efficiency of education management in the education unit. The low level of community participation and the non-optimal role of school committees in contributing to educational performance shows that school committees have not been able to carry out their roles and functions. provide consideration, support and oversee school performance in providing education services. This fact implies the need for school committee program research in analyzing the level of achievement of the objectives of the formation, recruitment, implementation of functions, and program success in improving school performance using the CIPP (Context-Input-Process-Product) research model program evaluation model. The results showed that 70% of school committee members stated that according to procedures, 60% of school committee recruitment stated that they were not in accordance with procedures, 70% of school committee functions were declared not implemented, and 70% of school performance had been improved. The establishment of a School Committee is a legal mandate that must continue to get reinforcement and support from all parties to improve school performance and the quality of education services.

Keywords: School Committee, Objectives, recruitment, performance, teacher performance, CIPP

INTRODUCTION ~ The School Committee is an independent institution that facilitates community participation in order to improve the quality, equity, and increase the efficiency of education in the education unit. One of the goals of forming a School Committee is to increase the responsibility and participation of the community in the administration of education in the education unit. This means that assistance is needed in the development of education, not only to provide assistance in the form of material, but also needs assistance that involves thoughts, ideas, and innovative efforts in accordance with the progress of the school.

In Law Number 20 of 2003 concerning National Education System article 56, summarizes the role of the community in

improving education planning which includes planning, supervision, and evaluation of educational programs through the education council and school arrangements. School committee as an independent institution that provides assistance, direction, supporting facilities, and education supervision at the education unit level.

Researchers see the organization of school organizations is very important to discuss it. The existence of a school committee is motivated by school management who cannot stand alone to achieve significant progress without the existence of an institution outside the school that helps. Related to the committee's role can be seen from some of the results of research conducted by Rafael Mitchell that Parents of students can be directly involved in



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school leadership so that part of parent participation to education. Parents can give consent about school policies. Neither according to Taeko Okitsu about the school level that allows the community and parents to participate in decision-making and policy in schools.

Meanwhile in the special field of the Public Elementary School in the Administration City of East Jakarta on its journey from 2002 to the present, the performance of the School Committee in Jakarta began to be questioned. Various problems arose within the committee, so that its role in overseeing the management and administration of education was no longer effective. The School Committee considers that it has not yet made a major contribution in improving education services in schools.

School committees have not been able to carry out their roles and carry out their commitments accordingly. The School Committee does not have the critical power of educational policy in schools. The vacuum of the School Committee is more than just the dominance of the role of the state (head of the region) in making educational policy decisions in the region, so the case with school politics does not need to get support from the local government, budget, infrastructure, human resources (HR). The strong dominance of the principal's leadership role is related to the marginalized position of educational processes and activities in schools.

The reasons for choosing SDN in East Jakarta Administration City as a Research

Base are based on a number of things, namely: *First*, based on the findings of the Preliminary Study conducted by SDN Researchers in East Jakarta Administration City, it provides another picture of the existence of school committees, including school committees that already have an organizational structure. The election of school administrators through democracy, even though they do not yet have a constitution and by-laws of the organization, the school board has an annual work program, even though it does not have a program budget, the school committee interferes with the School Curriculum and Work Plan, although it is not involved in involving it. *Second*, after the circular letter was issued by the head of the Jakarta Education Office, about the prohibition of levies in any form at the State Elementary School. SDN in the City of East Jakarta Administration. This is inseparable from the determinants of the successful implementation of the policies undertaken by the School Committee, namely the protection of the safety of the School Committee, the expertise / skills of the School Committee's HR, the commitment of the School Committee management and the support of the community's shared role. *Third*, according to a research conducted by the Republic of Indonesia Research and Development Agency, the level of community participation and parents of students in supporting education in schools is still low, at an average of only 57.10%. The participation of the community and parents of students is very low in terms of



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determining the school program and monitoring it, regular meetings, extracurricular activities, and the development of school integration. Higher community and parent participation of students in school meetings, BP3 meetings, payment and BP3 fee forms per month as well as building money contributions for new students.

Based on the reality of the low community participation and the not yet optimal role of the school committee, it is necessary to improve the implementation of the role of the school committee (community). The school component chosen appropriately in community empowerment is the school principal and head of the school board. How according to Zamroni, (2015: 198) required several aspects to be published in an approved school; *the context* of the purpose of forming school committees, *input* on the recruitment of school committee formation, the *process* of implementing school committees, implementing school committee tasks, the role of school committees, and improving teacher performance. *Aspects of the purpose of forming school committees*, School committees domiciled in each education unit, aims (1) to facilitate and channel the aspirations and initiatives of the community in the formulation of operational policies and education programs in the education unit, (2) (3) create an atmosphere and transparency, accountability, and coordination in the administration and performance of education. While challenges in the field at

SDN East Jakarta, there are a number of unsupported school committees that are expected to be as expected, even active to be involved in decision making, and improving educational performance is still minimal.

Meanwhile aspect The recruitment form a school committee, challenging in the field shows that currently many education units, mostly private, have not yet formed a school committee. Those who have prepared the school, only formalities or to meet the requirements of receiving certain assistance or projects. Many also make it without understanding this institution, so only replace the existing BP3 with the name of the School Committee.

Based on preliminary observations of the SDN research in the City Administration of East Jakarta, it shows that the formation of schools is not based on the quality of a school teacher, based more on the figures of anyone who needs an active role for schools is very minimal. Meanwhile, it must be realized that the success of Teacher Improvement cannot be separated from the role of the School Committee in developing Teacher Performance. The existence of school committees is a driving force for the community's active role in supporting and supporting school programs.

The aspect of the implementation of the functions of the school committee, the function of the SDN school committee in the City Administration of East Jakarta does not fully support, there are those who



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support and provide solutions for those who support the school. Nobody paid attention. The low commitment to the SDN school component in the City Administration of East Jakarta cannot be separated from the problem of the varied background of school administrators, and the management's understanding of the roles and functions that must be carried out. Especially after the BOS program began. Meanwhile, community participation is still needed by schools to support various schools in improving the quality of education services.

The aspect of implementing school assignments is still part of the school committee which focuses on the demand for and support for improving teacher performance. This is consistent with the statement of one of the school committees who said that the inactivity in the school committee was because they had a busy schedule and did not have much time to get involved in improving education.

Aspects of the role of school committees, the participation of school committees in Jakarta in education must be improved. Increased community participation has implications for more secure and addressing school institutions, so that the people of Jakarta are more able to assess and control the programs carried out by schools. The community will be more concerned and will be more supportive of school programs to be more beneficial to the community, including supporting funding sources and the physical

construction of schools. Thus, the participation of SDN school regulations in the City of East Jakarta Administration must be maximized.

From the background as above, the writer tries again to express about governance between ideals and reality, by describing the concept of theory related to school which is the hope of all levels of stakeholders and regulating the current school, and what its expectations are. This is due to the fact that there are still different problems related to the *context, input, process, and product* subscription of the QUALITY of the School Committee Program in an effort to increase the costs of SDN Education in the City Administration in East Jakarta. I need to consider the need to do research with the title; School Committee Program in Improving SDN Teacher Performance in the City of East Jakarta Administration. (A CIPP Model Evaluation Study in Jakarta).

Literature Review

The main definitions contained in the evaluation, one of which is a standard, benchmark or criteria. Evaluate what must be done to collect data about the real thing according to the criteria, to understand what is between the actual and the expected criteria. According to Kalathaki Maria, Evaluation Tool for Forecasting initial Evaluation of school environment projects: case study, *International Journal of Advanced*



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Research, 5 (1), 2016, p. 293 that Evaluation is an integral part of the teaching and learning process and that learning outcomes focus on being transformative in the community.

Furthermore, according to Dale Carpenter *et.al*, Operational Effectiveness Assessment for Providers of Educational Programs, *Journal of Institutional Assessment and Effectiveness*, 4, 2016, p. 105, that program evaluation is an effort in conducting analysis, collecting data in the field, and looking for various information in the field.

From various opinions of experts it can be concluded about the evaluation of programs that represent the collection, compilation, processing and analysis of facts, data and information to collect prices, values, achievements, uses, benefits about a program, office, school, organization or institution and others - for planning decisions, which are then determined whether the evaluation of the program is requested, revised or transferred.

The program evaluation in this study uses the CIPP (*Context-Input-Process-Product*). The CIPP model was developed by Daniel L. Stufflebeam and Chris LS Coryn, *Evaluation Theory, Models & Applications 2 editions* (Canada: Wiley, 2014) which states CIPP is an extension of context, input, process and product. The CIPP evaluation model is: the process of determining, obtaining and providing descriptive information and making about values, goals, plans, results to guide decision

making, providing accountability and understanding of phenomena.

The purpose of evaluating a school committee program is to complete a well-done school committee program so that it can help improve efforts within the framework of the improvement program so that it is more effective and effective. By using various existing instruments, results are obtained and diagnosed. Various weaknesses and challenges that can be found can be found and recognized, then resolved and determined the most appropriate alternative solutions. Based on program evaluation, components which have weaknesses and weaknesses will be studied and the solution sought. Likewise supporting factors that need to be considered and need improvement.

While the aim and purpose of evaluating school programs is to increase participation and growth in school organizations, by involving information on the results of program evaluations both parents, the community, and related relationships will be more called to support and support, such as school programs and school committee programs carried out by the principal and the school committee.

In this study, the study reviewed the school evaluation program to examine the purpose of establishing a school committee with indicators of achievement of goals according to Kepmendiknas Standard No. 44 of 2002 concerning the Board of Education and School Committee.



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Evaluation of inputs intended to analyze the recruitment of school board formation with indicators for the selection of the recruitment process is carried out transparently, accountably, and coordinated and consists of those that are not in accordance with the standards of the Republic of Indonesia's Minister of Education and Culture NO. 75 of 2016 concerning School Committee article 4 paragraph 1.

At the time of the evaluation process to evaluate the implementation of tasks in schools, the implementation of school committee tasks and the implementation of the committee's role in schools in an effort to increase teacher support with an indicator of 90% provide input, assessments and support for units Education according to Kepmendiknas standard No. 44 of 2002 concerning the Board of Education and School Committee.

In evaluating this program, it is proposed to analyze *product program* the school board which consists of improving teacher performance with indicators of primary school performance outcomes in the City of East Jakarta Administration.

METHODS

In accordance with the research objectives and program evaluation model chosen, taking into account the research will focus on the foundation of the policy, program objectives, target programs, characteristics, recruitment, implementation of organizational structure,

implementation of school management tasks, implementation of funding, discussion of school projects, programs school committee, implementation of school committee duties, improvement of teacher performance at East Jakarta City Public Elementary School.

This research was conducted at East Jakarta City Public Elementary School consisting of: 1). Cijantung Elementary School 03 Pasar Rebo sub-district, 2). SDN Cilangkap 01 District Cipayung District, 3). SDN Kelapa Dua Wetan 01, Ciracas sub-district, 4). Makasar Elementary School 06 Makassar sub-district, and 5). Kramatjati Public Elementary School 24 Kramatjati District. Whereas the subjects of the study were 5 principals, 5 deputy principals, 10 school committee administrators, and 5 teachers and 5 senior student participants. The study was officially conducted for 6 months after the announcement of a research approval letter from January 2019 until July 2019.

The discussion used was a Qualitative Description, to find out what happened in the research environment, participants' views and events or activities that occurred in background research presented in the form of narratives and balanced with analysis and interpretation. (Emzir, *Educational Research Methodology: Quantitative & Qualitative* (Jakarta: Rajawali Press, 2009)

In addition, this study also discussed case studies, in which Morra and Friedlander analyzed case studies for programs in three



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groups, namely: (1) explanatory, (2) descriptive), and (3) combined understanding (combined *methodology*) (Linda G. Morra & Amy C. Friedlander, *Case Study Evaluation* (Washington DC: National Science Foundation, 2010) In research In this case, the case study used is a "descriptive (case study *descriptive*)" that discusses to add realism and other examples of information relating to the educational program implemented. The data collection techniques used in this study were made with questionnaires, interviews, evaluation programs. This is a research that illustrates, which gives a picture of a school evaluation program. The data that has been collected is analyzed by quantitative and qualitative.

The data collected discusses each of the aspects evaluated on the basis of a predetermined and categorized assessment including inadequate, sufficient, good and excellent, or other measures. In the step of making conclusions and discussion, researchers will make research conclusions that produce findings obtained and collected at meetings with the research objectives. Then, the investigation arranges to resolve inequality by making changes to the implementation of certain evaluation objects and / or arrangements so that there is an increase in the efficiency and motivation of implementing the tasks, roles and functions of school settings.

RESULTS AND DISCUSSION

Initial objectives, this study was to answer the problems that had been formulated, namely: 1) how the objectives of forming a school committee 2) how the implementation of recruitment of school board members; 3) how the implementation of the organizational structure; 4) how to finance school administration; 5) how to carry out school work in giving consideration and direction in decision making; 6) how to carry out school work; provide assistance; 7) how to carry out the duties of school management in providing support for facilities and infrastructure; 8) how to carry out school work in the supervision of education; 9) how to carry out school work in collecting, analyzing, and giving approval to the School Principal for complaints, suggestions, criticism, and community aspirations for education; 10) what performance improvement programs are needed by the teacher.

Presentation of the results of the evaluation of this formula is carried out in detail which discusses aspects that evaluate the evaluation based on the results of interviews, observations, document studies and questionnaires.

1. Elementary Schools in East Jakarta City Public Elementary School

According to the Minister of National Education Decree Number 44 of 2002 concerning the Board of Education and School Committees in accordance with the objectives of the School Committee namely: (1) accommodating,



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channeling aspirations, and community initiatives in relation to operational needs and educational programs in the education unit; (2) increasing the responsibility and role of the community in the administration of education; and (3) creating an atmosphere and transparency, accountability, and coordination in the organization and quality of education in education units.

Based on the results of interviews, observations and documentation found regarding the average purpose of forming a committee to accommodate, channel aspirations, and community initiatives in making operational policies and educational programs in education units not in accordance with existing regulations.

The above findings are also corroborated by the results of the questionnaire responses of respondents to the average suitability of the standards for the establishment of schools in the SDN City Administration in East Jakarta. As a result, 20% stated that they were in accordance with regulations, 60% of respondents chose options according to regulations, 20% said they were mediocre, 0% stated that they were not in accordance with regulations, and 0% said they were not according to regulations.

2. Implementation of recruitment of school board members in the East Jakarta City Public Elementary School

In accordance with the statutes and bylaws of the board of school management for a period of 3 years, the election is conducted by school board members and the determination is made by the Principal in accordance with Article 195 Paragraph 2 (two) PP No. 17 of 2010 concerning Management and Organization of Education concerning School Committee members as determined by the Principal.

Based on the results of interviews, observations and documentation, it was found that the average recruitment of members of the SDN School Committee in the East Jakarta Administration City could not be done through procedures that have been regulated by existing laws and regulations. There were problems with the recruitment requirements for prospective school committee members. First, the selection committee for prospective members of the SDN School Committee in East Jakarta City Administration is not regulated and determined by the Principal, but is carried out directly through the appointment of the school principal, without the committee for the selection of prospective Komita school members. Secondly, even if there are prospective school board members who register do not go through selection *due diligence* and as part of the recruitment or selection process. Third, there are 'stealth' prospective members or



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candidates who do not register as candidates for school board members but are determined as school board members who are elected as candidates for the board of representatives. Fourth, the nomination of prospective school board members to average-level principals do not go through prior professional organization consultations and recommendations. However, there were also facts that the admission process was carried out in accordance with the prevailing laws and regulations such as the election of candidates for SDN School Committee members in the East Jakarta Administration city carried out with democracy. Another fact, the management of certain school members is determined by the Principal of at least 9 people based on the figure that has been prepared by the existing laws and regulations, consisting of, and a) education experts; b) education providers; c) entrepreneurs, d) professional organizations; e) education based on religious or social cultural characteristics; f) international education; g) education based on excellence local; and / or h) social organization.

The above findings are also supported by the results of the questionnaire responses of respondents to the average implementation of the recruitment of school committee members in SDN, East Jakarta Administration City. As a result, 0%

stated that they were very in accordance with the procedure, 20% of respondents chose the option according to the procedure, 20% said it was mediocre, 0% stated that it was not very in accordance with the procedure, and 60% said it was not in accordance with the procedure.

Referring to the Findings above, it can be said that the recruitment of MEMBERS of the School Committee in SDN, East Jakarta Administration has not been completely in accordance with the procedures set out in the legislation. Existing.

3. Organizational Structure

in the East Jakarta Administration SDN, currently 9 people are arrested. While the structure consists of a chairman, deputy chairman, secretary, treasurer, and members consisting of 5 people. These positions are chosen by the respective School Committee members.

A corroborating statement was given by a resource person who stated that the school structure was in accordance with existing laws and regulations. The structure owned by this school is very common in any organization. Therefore, the structure of the School Committee in the East Jakarta Administration City SDN is no problem. With the existing structure, the Cipayung District School Committee can implement its functions as specified.



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The above findings are also supported by the results of the questionnaire responses of respondents to the organizational structure of the School Committee in East Jakarta City Public Elementary School. As a result, 10% stated that they were in accordance with the provisions, 80% of respondents chose the options that were in accordance with the provisions, 10% said they were mediocre, 0% said that they were not in accordance with the provisions, and 0% said they were not in accordance with the provisions.

The Elementary School Committee in East Jakarta City Public Elementary School has approved the applicable laws and regulations.

4. School Board Financing.

One of the factors that determines the return of research funds on the organization of grants or budgets. Likewise with the commitment to the organization of the Committee in the SDN City Administration in East Jakarta. Even though it is an independent organization, the School Committee still cannot release assistance from other parties. Based on the findings, the source of the budget of the School Committee in SDN City of East Jakarta Administration comes from the central government and the regional government of DKI Jakarta Province. The budget is sourced from School Operational Assistance (BOS) and

Educational Operational Assistance (BOP).

The findings representing funds from the central and local governments to the School Committee were also confirmed by the results of the questionnaire of 0% of respondents saying it was very adequate, 0% choosing the option was adequate, 20% stated it was mediocre, 60% said it was very inadequate, and only 20% which declared inadequate.

Based on the above findings provide a clear picture of the results of this study in the district government of Cipayung District giving sufficient attention to the Cipayung District School Committee by providing financial support, facilities and infrastructure, and human resources. With the support of the local government of Cipayung Subdistrict, it has completed the School Committee program which implements its program.

5. Implementation of school tasks in providing decisions and direction in decision making from the information of one source found by the School Committee in SDN, East Jakarta Administration City in providing consideration and direction for making school program decisions, it cannot be done properly. Speak directly with the Principal in the special discussion of school issues is quite intensive. Provision of opinions and direction is usually done at meetings with the Principal directly or related institutions.



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From the results of observations and studies found several meetings attended by the school board regarding the provision of assistance-assessment and direction on school programs.

These findings agree with the results of a questionnaire asking for implementation to give direction and the average School Committee in SDN Kota Administration in East Jakarta in making the decision of the school program. 5% of respondents said that they were very implemented, 70% of respondents implemented, 25% chose mediocre options, 0 % chose not to do very much, and 0% said they did not.

From the evaluation of the findings above, it can be asked about the implementation of the giving and directing functions of the School Committee in making educational decisions in SDN, East Jakarta Administration City, and can approve them properly. These functions are

realized in shaping the meetings in the momentum of the meetings of the education program decision making strategies. This empirical reality shows that the East Jakarta Administration City government is crucial in determining the importance of public participation in making decisions in the current era of education decentralization.

6. The implementation of school committees in providing assistance based on school committees in providing support for interviews, observations, and documentation that is identified for education is quite accomplished. This finding was seen in the average discussion of School Committees in East Jakarta City Public Elementary School in various committee activities of school programs.

The following discusses the committee that discusses the Cipayung District School Committee in the following table

Table 1. School Committee Staff Support Form

No.	Form of Personnel Support
1.	Committee for Commemorating Religious Faith
2.	Committees for Commemorating National Holidays
3.	Companion for the National Student Art Competition Festival.
4.	Companion of Religion Skills Competition
5.	Companion of the National Sports Olympiad
6.	Committee and escort of Extracurricular Activities Competition



7.	Committee and assistants in providing school facilities and infrastructure.
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Source: Administrative Committee of Cilangkap SDN 01, 2019

The findings were also corroborated by the resource person as the head of the school committee of one of the schools, according to this resource person, the School Committee in general has carried out its function of providing adequate support for education in the SDN City Administration Jakarta East. In terms of his position as a school work partner he leads, he said, the School Committee actively provided this support.

Furthermore, to strengthen the findings displayed the results of a questionnaire asking for the implementation of the function of providing support that 0% of respondents said that it was done well, 70% of respondents said it was done, 20% chose mediocre options, 0% chose not to do well, and 10% stated did not happen.

From the description of the findings above it can be said that the implementation of the function of providing support from the School Committee in engaging with the school program can be carried out as it should. These functions are manifested in forming their involvement in various committee committees from the activities carried out by the school. This empirical reality shows that schools in the City Administration of East Jakarta really understand the importance of public participation in a decision making in the current era of educational decentralization.

7. The implementation of the functions of the school committee in providing support for facilities and infrastructure

Based on the results of interviews, observations, and documentation it was found that the implementation of the function of providing support for facilities and infrastructure carried out by the school committee in the City of East Jakarta Administration had not been carried out as expected. In terms of facilities and infrastructure, the School Committee in the City Administration of East Jakarta, on average, is only limited to carrying out the supervisory function in schools. The absence of a budget is a major factor in not being able to carry out the function of providing support for these facilities and infrastructure.

However, the efforts of the School Committee to be able to provide support for facilities and infrastructure are not without effort. The School Committee has mobilized community participation, especially the business community or entrepreneurs, towards education in the form of budget assistance as well as facilities and infrastructure.

From the results of the questionnaire responses of respondents about the implementation of the function of providing support for facilities and infrastructure by the School Committee reinforces the findings that 0% of respondents said that



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they were doing well, 0% of respondents said they did. 5% are mediocre, 90% of respondents choose the option is not implemented, and only 5% choose the statement do not know.

From the above findings, it can be stated that the implementation of the function of providing support for facilities and infrastructure by the School Committee was not carried out and efforts to raise public funds, especially among the business community, so that the School Committee could carry out the function of providing support facilities and infrastructure for education in the SDN City East Jakarta Administration.

8. The implementation of the functions of the school committee in the supervision of education

The findings of the implementation of the education oversight function by the School\

Committee are carried out in the form of monitoring, namely monitoring the implementation of the curriculum, monitoring facilities and infrastructure, monitoring the teaching and educational staff, and monitoring the budget. First, monitoring the implementation of the curriculum. Based on the results of an interview with one of the informants, it was found that the role of the School Committee in monitoring the implementation of the curriculum was not well implemented. Curriculum monitoring activities, he said, have not been scheduled in each school year.

From the results of the questionnaire responses of respondents regarding the implementation of the education oversight function by the School Committee corroborates the findings that 0% of respondents said that it was done well, 10% of respondents said it was done. 20% are mediocre, 70% of respondents choose the option is not implemented, and only 0% choose the statement do not know.

From the above findings it can be stated that the implementation of the education supervision function by the School Committee was not carried out and efforts were needed to optimize the role of the School Committee to carry out the function of providing the implementation of the function of education supervision for education in the East Jakarta Administration City.

9. Implementation of the duties of the school committee in collecting, analyzing, and providing recommendations to the School Principal on complaints, suggestions, criticisms, and aspirations of the community towards education

From the results of the study it was found *that* the implementation of the functions of the School Committee in collecting, analyzing, and providing recommendations to the School Principal on complaints, suggestions, criticisms, and community aspirations for education by the School Committee was carried out as expected. The activity of collecting and analyzing complaints, suggestions,



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criticisms, and aspirations of the community towards education is carried out by the School Committee through money activities and direct community complaints to the School Committee secretariat.

From the findings revealed above, it can be concluded that the School Committee in SDN, East Jakarta Administration City has been able to carry out the functions of collecting, analyzing, and providing recommendations to the School Principal for complaints, suggestions, criticisms, and community aspirations towards education in order to improve the quality of education services. in the City of East Jakarta Administration.

10. The impact of implementing a school committee program for improving teacher performance outcomes.

The results of the implementation of the School Committee program have been presented in research findings, which show that the implementation of the program conducted by the Primary School Committee in the City of East Jakarta Administration has an impact on increasing the value of School Exams, increasing school academic achievement, increasing school extracurricular achievements, increasing the feasibility of facilities and infrastructure and an increase in the quality of teacher performance (PKG) in the Public Elementary School in East Jakarta City Administration.

From the results of questionnaire respondents about the implementation of

the program committee for the improvement of performance results school teacher by the School Committee confirmed the findings that 20% of respondents said rising nicely, 70% of the respondents increased. 10% is mediocre, 0% of respondents chose the option not increase, and only 0% chose the statement do not know.

From the above findings it can be stated that the implementation of the school committee program for improving teacher performance results can improve the quality of education in the SDN City

CONCLUSION

Overall the results of the evaluation of the School Committee program at the School Committee in SDN City Administration East Jakarta resulted in the finding that the implementation of the school committee program in several aspects of the program implementation process has been determined. In more detailed conclusions the results of the study are:

1. The purpose of the establishment of school committees in East Jakarta City Public Elementary School is in accordance with National Education Ministerial Decree No. 44 of 2002 concerning the Education Board and School Committee explained that the objectives of the School Committee are: (1) accommodating, channeling aspirations, and community initiatives in giving birth to operational policies and education programs in education



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- units; (2) increasing the responsibility and role of the community in the administration of education; and (3) create transparent, accountable and democratic atmosphere and conditions in the implementation and quality of education services in education units.
2. The recruitment of members of the School Committee in SDN City of East Jakarta Administration has not been carried out fully in accordance with the procedures set out in the applicable laws and regulations. The recruitment process that is carried out appropriately and well will produce human resources capable of functioning as institutional inputs.
 3. The organizational structure of School Committees in SDN City Administration in East Jakarta is in accordance with the structure stipulated in the applicable laws and regulations. Organizational structure has an influence on achieving organizational goals. Organizational structure is a completeness that must be possessed by an organization in order to facilitate in achieving its objectives.
 4. The funding / funding for the School Committee organization in SDN Kota Administration Jakarta Timur still depends entirely on the government, especially the regional government. The efforts of the School Committee in East Jakarta City Public Elementary School to expand its funding sources as stated in the existing regulations are still very minimal. Funding in education is one component of instrumental input that is very important in the administration of education for the achievement of quality educational goals.
 5. The implementation of the functions of the School Committee in providing consideration and direction can be carried out as expected.
 6. Involvement in carrying out the consideration and direction functions provides benefits in decision making in the field of education. A good decision will help the organization achieve organizational goals. While bad decisions will cause the possibility of failure in achieving organizational goals.
 7. The implementation of the functions of the School Committee in providing personnel support can be carried out as expected. The involvement of the School Committee in providing personnel support for improving the quality of education services in the East Jakarta City Public Administration SDN is quite adequate.
 8. The implementation of the function of the School Committee in providing support for facilities and infrastructure by the School Committee in the East Jakarta City Public Administration SDN has not yet been carried out as expected. The absence of a budget is a major factor in the functioning of the School



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Committee. Whereas efforts to increase budget independence carried out by the School Committee in the East Jakarta Administration City SDN itself are still very minimal.

9. The implementation of the functions of the School Committee in supervising education has not been carried out as expected. The forms of supervision that have not yet been carried out consist of monitoring the curriculum, monitoring facilities and infrastructure, monitoring the teaching and educational staff, and monitoring the budget. Monitoring aims to ensure that the implementation and final results of a program / program in accordance with the objectives planned and specified in existing legislation.
10. The implementation of the duties of the School Committee in collecting, analyzing, and providing recommendations to the School Principal on complaints, suggestions, criticisms, and community aspirations for education can be carried out as expected. The School Committee is a school partner in accommodating the aspirations and initiatives of the community to deliver quality educational programs and programs

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