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Organizational Communication in Implementing School Committee Role in South Tangerang City

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Abstract

This research aims to explore the role of communication practices of organizations in supporting the implementation of the four roles of School Committee as an advisory body, a controller, a supporter and a mediator in an education unit. This research uses qualitative approach with descriptive analysis, and data collected through a focus group discussion. The result of this research shows the School Committee's understanding of its four roles is still low; and organization communication whether between committee manager and school management and its members are still not being implemented optimally. The recommendations are spreading awareness and providing assistance to the Ministry of Education and Culture as well as the Office of Education of Tangerang Selatan on the implementation of the Law No. 44/U/2002 about the Roles and Functions of the School Committee; improving the organization communication pattern both in the internal and external environment.

Keywords: *School Committee, Organizational Communication, Role of School Committees*

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Introduction

Development in education is a crucial matter to the nation. If a nation has a good education system, then the nation has more potential to be a developed nation. For instance in Indonesia, it also aware that the development in the field of education is quite important. Currently, the government through the Ministry of Education and Culture seek to improve the access, quality, relevance and competitiveness of education, through improved and equal opportunity for education.

Community involvement in education is commonly known as public participation in Indonesia, is based on Law No.25 of 2000 on National Development Program outlined in the Ministerial Regulation No.44 / U / 2002 on the Board of Education and the School Committee and is set out in Article 54 Law No.20 of 2003 on Public Participation in Education and the last one is in Government Regulation No. 17 of 2010 on the Management and Operation of Education. Thus the school is part of a nation-building program and is contributing a lot to produce the next generation of intelligent which is expected to bring Indonesia in becoming a developed and prosperous nation. From the description above, the School Committee can be seen as social capital that has a strategic position in the development of the school by accommodating the community participation in education as one of the implications of regional autonomy in general and education in particular autonomy.

Society is a national educational component that is very influential in bringing an education with good quality. Therefore, there should be a harmonious relationship between the school, community and family. People are required to participate actively in order to understand better, to support, and to control the educational process. School Committee as the embodiment of community participation in education. The establishment of the School Committee in the educational unit is that there is a community organization of schools that have the commitment and loyalty, and concerned with improving the quality of education.

The idea originated in the advanced fields such as Health Consultation, Law, expanding the role of the School Committee or Parent Teacher Association (PTA) is motivated by the increasing competition among schools and Environmental Development Education that changes rapidly and unexpectedly. This condition demanded an independence of the school in order to respond quickly and appropriate to the characteristics and its specific predominance. As reminded by Watson et al (2012), PTA demanded multidimensional operation, including activities in schools and in houses.

The concept of thinking that intended to expand the role of parents in education generates a school management model known as the School Based Management Caldwell (2005). This idea was first implemented in Indonesia which began to enter into the national education system in line with the implementation of decentralized management of the national education system as part of the implementation of regional autonomy since 2000. The legality of the application of MBS is stipulated in the Law No: 20 of 2003 on Education System National. A School Committee as described in Kepmendiknas No. 044 / U / 2002 on the Board of Education and the School Committee aims are: (1) accommodate the aspirations and community initiatives in the delivery of policies and programs in the education unit; (2) increase the responsibility and active participation of all levels of society in education; and (3) create an atmosphere and conditions are transparent, accountable, and democratic in the administration and quality education services in the education unit.

An organization needs to use communication approaches to establish a relationship to associated parties in respect of achieving its aim. The organization education providers usually have an environmental that is categorized to the internal environment and the external environment. The internal environment refers to the environment within the organization inside its structure, culture and organizational resources. Organizational communication is a guide and interpretation of messages between communication units that are part of a particular organization, comprised of communication units in a hierarchical relationship with each other and to function in an environment (Pace and Faules 2006). Organizational communication system can occur at any time at least when one person who occupy positions in the organization of interpreting a guide, organizational communication concerning the reviewers on many transactions occur simultaneously. Interpretation of messages between individuals have the kind of relationship that is different which connects the mind, behavior, governed by policy or regulation, has different communication style, manage and lead, motivated by the possibilities of different have developmental stages differ in each group, perceived communication climate different, different satisfaction levels, and the adequacy of the information is different, and more like the type, shape, different communication methods, and require the use of different materials and energy levels for communicating. (Pace and Faules, 2006).

The School Committee has the function of encouraging the growth of public attention and commitment to the implementation of quality education. The agency is also working with the community, individuals and organizations, business and industry and the government, regarding to the

implementation of quality education. The other function is to collect and analyze aspirations, pastures, demands, and a variety of educational needs submitted by the public. Kepmendiknas No. 044 / U / 2002, mention of the role of the School Committee: (1) Consideration giver (advisory agency) in the determination and implementation of education policies in the education unit (2) Supporters (supporting agency), both tangible financial, thought and effort in providing education in the education unit. (3) The controller (controlling agency) in the framework of transparency and accountability of the organization and education outcomes in the education unit. (4) Mediator between government / education offices (executive) with the community in the education unit.

It is affirmed in Government Regulation No. 17 of 2010 on Article 205 that the supervisory function of School Committee is more emphasized. This chapter describes: (1) the School Committee carry out supervision on the management and delivery of education at unit level of education, (2) The results of monitoring by the Committee school reported to a meeting of parents / guardians of students who organized and attended school principal and teacher council.

Purpose of Research

This research aim to obtain a description of communication practices of organizations in support of the implementation of the role of the School Committee as a conduit of consideration, as a supervisor, as a supporter and as a mediator. The study results can be used as input for the School Committee to improve its performance in the third run its role and input for parties involved in empowering and utilizing their School Committee as expected by the Ministry of Education and Culture through its role that is implemented optimally in accommodating and transmitting communication, community aspirations and participation. Furthermore, the school committee can be seen as social capital in formulating development programs in the field of education, especially for the business school.

Research Methods

The study used a qualitative approach with case study design (case study). The case study is defined as the research approach to explore a phenomenon in context using data from various sources (Baxter & Jack 2008; Yin, 2009). The case study suggests researchers to conduct an intensive analysis on a single unit that is being researched, which can be an individual, an organization, one event, one decision, one period, or a system that can be studied thoroughly and holistic (Thomas, 2011).

This study uses Focus Group Discussion (FGD) to collect data or group discussions that is collected and structured, that is associated with the research agenda (Fontana, Frey 2000; Morgan, 1997). The questions asked are constructed and become the fundamental standard of discussion. These techniques have been selected for the usability of FGD on the side as a data collector is as a means to ensure data collector (researcher) as well as a tool to re-check the various statements / information obtained through a variety of research methods used or the information obtained before, either similar or contra information (Koentjoro.2005).

The number of FGD participants were selected purposively a total of 18 public and private schools. Each school represented three administrators in the School Committee in Pamulang and Ciputat district, South Tangerang city. Overall there were 54 participants. As for the level of schools represented are nine School Committees representing elementary and secondary state schools and nine school committee representing private elementary and secondary schools. The selection of participants is based on nine years of compulsory education fostered by the Education Department of South Tangerang municipality under the Directorate of Primary and Secondary Education (Directorate Dikdasmen). Where the discussions was held in Pamulang district.

Thus the participants have fulfilled the different levels and the status of the school, the establishment of schools in every level is done by random sampling. Then the participants were divided into three groups A, B and C each consisting of 18 people chosen at random. Each group was asked to discuss the following questions:

Group A: Discussing about the function and the role of the School Committee as the consideration giver (advisor) and as a liaison (mediator) by answering questions, group B: Discussing questions about the function and role of the School Committee as a supervisory (controlling) by answering the following research questions, group C: Discussing questions about the function and role of the School Committee voted to give support (supporting).

Each group was guided by a moderator and two notulen and a media technician to record visually the course of FGD. During the discussions investigators are supervising from one group to

another group to monitor the discussions but did not direct answer to the participants thus participants may be found without any intervention.

Data Analysis

Data collected were tested by observing the level of confidence (1) The credibility of using the method of triangulation (2) Transferability that shows research results can be applied by the usage of the research, (3) dependability and Conformability by communicating with counselors and other competent experts such as school inspectors, head of education basis, as well.

The results of FGD records subsequently transcribed into written form. Then analyses the results through three stages FGD (Komariah and Satori, 2009) of data reduction, data display, which are the data that is obtained and categorized and final conclusions. Then, processed using content analysis technique.

Results and Discussion

The results of the discussion of each group according to the answers to many questions can be summarized and interpreted as follows:

School Committee as the Consideration Giver (Advisory):

The ability of the School Committee members in understanding the duty to give consideration in the determination and implementation of education policies in the education unit. The results of the discussions on the implementation of this role by the School Committee can be summarized and interpreted into three issues as follows:

First; in Kepmendiknas number 044 / U / 2002 it is mentioned that one of the roles of the School Committee as the consideration giver (advisor) in the determination and implementation of education policies in the education unit, the results of this research on understanding the role of the school committee in its role providing as a consideration giver is very low reflected in the statements of the participants on focus group discussion, that they did not know if the school Committee is a determinant in the implementation of education policies in the education unit, they do not know about the regulations governing the role and functions of the School Committee

Second; today most of the participants answered the Committee's role is limited to giving consideration in terms of programs outside of the classroom activities such as field trips and excursions and even then there were only few answers because most schools already have an annual program drawn up without involving the School Committee.

Third; School Committee only assist in the implementation of the program, for planning school budget that in fact should be in the signature and known by the School Committee, the board said they were never involved in giving consideration drafting, they are only required to sign for the entire school program can run, the curriculum development committee Schools are not involved either actively or passively. Overall the school committee as the advisory is still low

School Committee as Supporters (Supporting)

The ability of the School Committee members in understanding the duty to give support of education policies in the education unit. There are three results of relevant and significant discussions that were presented related to the School Committee's role as provider of support as follows:

First; School Committee which facilitate community participation with more emphasis on their contributions financially, where the School Committee as a driving force in seeking financial support from the program if there are schools that need financial support the school involving the School Committee members. It was found the difference between Public Schools and Private Schools in seeking financial support in Public Schools that has no charges or compulsory contributions for parents to support the school program, but there are contributions that are incidental if something is considered important to do. While in private schools there is partially withdraw committee fee for the School Committee program that is aligned with the school program.

Second; In association with business and industry there are several school committees in Private Schools which has a joint venture to provide support in the form of financial support to the activities of schools in need of financial support such as performance, competitions and seminars or workshops, but the involvement of the business community in cooperation with the School Committee is still very low.

Third; In terms of nonfinancial support, Private School committee answered that they already carried out such conduct parenting that are implemented in schools and resources from the parents, free

health checks for teachers and school employees were also carried out in collaboration with the parents of students who work as doctors, as well as activities such as fairs and art performances that bring the parents to participate.

School Committee as a Controller (Controlling)

The ability of the School Committee in understanding its duty as a supervisor in a framework of transparency and accountability of the organization and education outcomes in the education unit. The ability of the School Committee members on the understanding its duty to support the school both in terms of financial, thought and effort in providing education in the education unit. There are three results of relevant and significant from the discussions that were related to the role of the School Committee as controller as follows:

First; Almost the entire board of the School Committee that followed the focus group is not aware of any function of the School Committee to control in the educational unit, only two who knew and they get their information from the internet while searching about the role and function of School Committee. But they would not carry out this function because it was a dilemma, and it exposes them to the principal's role.

Second; There were some of the School Committee that has ever perform a supervisory function while not knowing in advance that there are laws and regulations that protect, that is by providing criticism of the method of learning, teachers are less competent and school programs that are running are not in accordance with the school program which had been presented at the beginning of the school year, yet from the school considers the critics because it is out of the authority of the School Committee. According to the School, the School Committee cannot and are not allowed to get into the field of his authority. It has not been implemented by the majority of the School Committee members. This was reflected when the criticism about the method of learning, teachers are less competent and school programs that are running are not appropriate when the initial exposure of the school year, but the school considers that critics are supposed to be done because it is not beyond their field and is out of the authority of the School Committee. According to the School, the School Committee cannot and are not allowed to involve within realm beyond its authority. This is reflected when the criticism about the method of learning, teachers which less competent and school programs that are running are not appropriate when the initial exposure of the school year, but the school considers the critics as something that is not supposed to be told, and is the authority of the School Committee. Therefore, the overall the role of the School Committee as a controller still low

School Committee as a Liaison (Mediator)

The ability of the School Committee in understanding its duty as a mediator between the government / Department of Education (executive) with all stakeholders in the education unit. There are three results of relevant and significant from the discussions that were related to the role of the School Committee as a liaison is as follows:

First; that understanding of the School Committee members as a mediator that bridges the communication between stakeholders if there was a misunderstanding between parents and teachers, objects the wisdom of the school and has been widely carried on the School Committee in the education unit.

Second; The public School Committee members said that there were impression from the parents, that the School Committee only defended the schools and being less helpful to the parents because it always supports the policies of the school.

Third; The lack circumstances Decree of the appointment of the School Committee makes the role of the school committee weak in the education unit, and become an obstacle for the School Committee to communicate with the school, because they do not know the tasks that must be implemented by the School Committee in the education unit so that they just wait for orders and instructions from the principals.

Obstacles That Are Faced by the School Committee

There are two main obstacles faced by the School Committee in carrying out its role and functions, those third internal obstacles and external obstacles. Internal obstacles are problems that are come within the School Committee itself. There are two (2) The internal obstacles; First, the lack of understanding of the School Committee by the school itself in terms of lack of socialization on the role and functions of the School Committee of the principals, the education department of the city and the central government. As a result, the School Committee members only carry out their roles and functions

in accordance with the instructions of the School as the old paradigm. Second, because of the most of their participation in the management are not as voluntary, but appointed by the principal, it associates with the lack of understanding, that they are less active in their duties because of the rush among family and their duties is only just to fulfill the demands of school. Siskandar (2008) reveals that the role of the community in the education element is actually a manifestation of the seriousness of society as the government partners but the role of this has followed the creation of a good cooperation relationship hence the lack of motivation and awareness to develop education and serve the nation and the State. External obstacles are things that come from outside, especially from the School Committee and related schools as partners. In this context, the discussion participants generally feel two problems. First, the school and the education department did not involve them in the implementation of educational activities. Most participants in the discussion stated that the School Committee is only required to give consent to the use School Operational Assistance and when there is a dispute between the school, especially teachers with parents that are linked to dissatisfaction with the service of education, discipline and juvenile delinquency. Second, the participants felt that the school never gave them a chance to perform classroom supervision and supervision of the use of the funds as well as in the school development plan. In other words they feel that the School Committee are considered only as "complementary" and required as a shield in dealing with problems.

These obstacles particularly caused of (1) there is no guidance or socialization, (2) in appointing there are indications that the appointment of the board is merely appointed with a less expensive basic considerations of competence and understanding of the School Committee, (3) there is no guidance, mentoring and socialization from the department of education. At the implementation level, school committee was not involved in the activities of supervision, curriculum development, monitoring the use of BOS. In this case they are just an approver to the use of the school budget.

Previous researchers found that the structural constrains affecting school teacher's intention to partner with parents which become an obstacle to reform in education (Wing. 2012) and this obstacle in the role of the School Committee tends to be more pressed on the financial contribution (Ugluwashi 2012). However, these obstacles can be overcome by improving the quality of communication and cooperation of parents which are believed to improve the quality of education in schools (Strauman and Egger. 2011). Communication between stakeholders can be done with external communication in between discussions, group meetings, bilateral meetings, including phone conversations. In these meetings all parties involved can bring relevant experience and ideas and receive proper feedback. Leeuwis (2009).

Organizational Communication in School Committee

Organizational communication has always been associated with the role and status of a person in the organization that determines how people in the organization communicates. Communication within the organization is distinguish into two things: (1) how a person works as an organizational, (2) how the operation of networks linking one with the other. (In such a perspective, the communication is important in the organization (1) Communication is the way, through him people are looking for information and develop a number of criteria for which they were divided into work and (2) Communication is the process in establishing a practical option (Liliweri. 2004).

According to (Griffin.2003) message flows that occur within a network of organizations that is depending on each other (the flow of messages within a network of interdependent relationship). The message is created and interchangeable as a response to the objectives, policies and specific objectives of the organization.

The interest of Organizational Communication according to (Conrad.1985) is an act of coordination, information sharing and to express feelings. Furthermore, it is explained how the relationship between the Synchronized Individual Interests, Goals and objectives Organizational Communication (Conrad, 1985) as seen in the Figure 1.

The working relationship between the School Committee and school administrators, education authorities and foundations in private schools have been set according to Permendiknas No: 044 / U / 2002 about the Board of Education and the School Committee must be based on partnership. Therefore, one key to the success of the School Committee in implementing the fourth role is the creation of effective organizational communication between the parties. Among these communication forum meetings between officials and stakeholders.

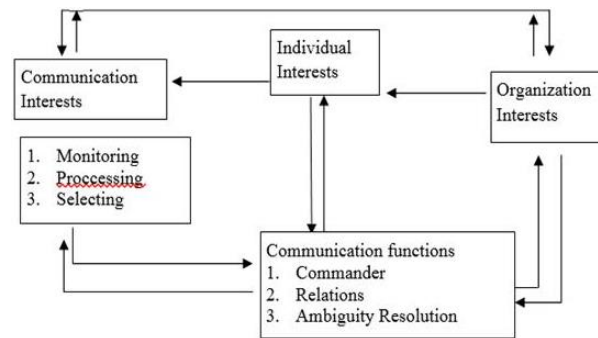


Figure 1 of organizational communication interests (Conrad.1985)

However, as stated by the majority of participants of the meeting, discussions, and meeting attended by the School Committee members and school administrators are rarely organized and held only when it is subject to ratification of the BOS funds. Even in the meeting, budget plan had already been prepared by the school, and the board only attends to read and sign the agreement. Conversely when the working meeting held School Committee, the school often cannot all be present on and only represents, the school principal often said they could not be present because there are other things, such as fear of openness will be required by the School Committee. So the relation between the School Committee and the school is more likely less harmonious. However in some schools, there is intensive communication between the School Committee members and the stakeholders which is conducted in two way meetings, discussions and using communication technologies such as the telephone and internet media. According to (leeuwis.2009) communication between stakeholders (stakeholders) that can be done is external communications including discussions, group meetings, bilateral meetings, including telephone conversations. In these meetings all parties are involved and could bring a relevant experience and ideas and receive a proper feedback. In the body of the School Committee, their own frequency of communication between the board and between board members are generally very low. This is due to three (3) things. First, the board did not understand his role. Second, most administrators do not have a clear work program. Third, most of the board and members are very passive because of busy work and activities, taking care of the family.

One of the key for the School Committee to succeed in implementing the fourth role is to create an effective organizational communication between all parties. Among these communication forum meetings between officials and stakeholders. According to (leeuwis.2009) communication between stakeholders that can be done is external communications including discussions, group meetings, bilateral meetings, including telephone conversations. In these meetings all parties are involved and could bring a relevant experience and ideas and receive a proper feedback. School Committee can improve the effectiveness of school management effectively if supported by the creation of organizational communication which effective as well, both in internal and external environments (Jafari, et al. 2013), and it is necessary for the development of communication systems organization well planned and run efficiently (Nakpodia.2010)

So that the School Committee can carry out its role as the government expected as part of the School-Based Management policy, it is necessary to have a mentoring program and ongoing socialization of the Ministry of Education and Culture and the city education department. As well as the establishment of a forum for the School Committee as a medium for exchanging information on implementing and developing the role of and functions of the School Committee in the educational unit. Thus the school is part of a nation-building program can contribute as expected.

Conclusions

Based on the discussion of the results of the research described can be concluded, the School Committee members' understanding to four roles of the School Committee as an advisor, as a mediator, as the controlling and supporting are very low. Only two roles that have already implemented in the School Committee's, those are the role as a supporter (supporting) and the School Committee as a liaison role (mediator) although it is still not maximized. In carrying out the roles and functions of the School Committee, they faced some various problems, especially in organizational communication. Good organizational communication between board and school administrators as well as between the

board and its members have not been implemented to the fullest. In the context of community development, the School Committee has not been able to optimally present themselves as social capital because it has not been able to provide an optimal contribution in improving the quality of education in school management.

Recommendation

To make the School Committee can carry out its role as the government expected as part of the School-Based Management policy, need for socialization and assistance from the Ministry of Education and Culture and education service of South Tangerang city. To create an effective organizational communication, in both internal and external environment. By holding meetings, discussions with all stakeholders of the school and to establish a good environment for the School Committee as a forum and as an exchange information media in implementing and developing the role and functions of the School Committee in the educational unit.

Main text should be started from a new page after the Title and Abstract page.

We prefer authors to use Word processor, Times New Roman, 10 pt at the main text. They also should follow the heading and some other writing formats mentioned following to make easier responsibilities of the Journal layout editors and proofreaders.

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