THE EFFECTIVENESS OF THE ROLE OF STATE SENIOR HIGH SCHOOL COMMITTEE IN JOMBANG REGENCY EAST JAVA INDONESIA

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Abstract
The purpose of the research is to know the effectiveness of committee's role at state senior high school in Jombang regency. The research takes eleven state senior high schools as the sample. The research data is gained from some respondents of state senior high schools' teacher as the sample. The technique of collecting data which is used is proportional random sampling with 212 samples, taken for amount 46.79% from the research population with 453 teachers. The instrument which is used are observation checklist and questionnaire. Whereas, the technique in analyzing the data is in the form of percentage. The research finding is as follows: (1) the role of state senior high school's committee in Jombang Regency as The Advisor Agency showed the effectiveness in middle level (76.41%); (2) the role of state senior high school's committee in Jombang Regency as The Supporting Agency showed the effectiveness level (81%); (3) the role of state senior high school's committee in Jombang Regency as The Controlling Agency showed the effectiveness in middle level (77.47%); and (4) the role of state senior high school's committee role in Jombang Regency as The Mediator Agency showed the effective category of (86.32%).

Keywords: the effectiveness, school committee

INTRODUCTION
The development strategy of the elementary and middle education has had significant reshuffle from the central management system to the School Based Education management system. According to Saidi (2001: 31), the reshuffle is excited since the central management system has been proved not conducive enough for increasing the education quality at school. There are some causes why the education autonomy is assumed urgently to do, those are: (1) the low of school's accountability in implementing education for society; (2) the use of educational source is not optimal and getting minimum of the education's fund; (3) the school's inability to follow the environment development around; and (4) the low of society's participation in implementing education.

While, Fattah (2003: 109) stated that The Educational Implementation Assistance Board generally has not been completed as well as yet, the most important in implementing the role and its function. It has been proved by the real general condition as following: (1) The Educational Implementation Assistance Board is perspected by apart of society who has an educational limit in collecting the educational fund from the parents; (2) the committee's role and function have not been optimal yet based on the structure of The Educational Implementation Assistance Board; (3) The Educational Implementation Assistance Board has not taken the role yet in proposing, implementing and evacuating the school's law; (4) delegation of The Educational Implementation Assistance Board's finance management to the school's board ( the headmaster and teacher), it should be managed by The Educational Implementation Assistance Board's organizer or others who has been pointed, but he/she is not the school's member; (5) lack of socialization about the role and the function's requirement of The Educational Implementation Assistance Board, therefore the organizer of The Educational Implementation Assistance Board face any difficulties in developing its program; and (6) The Educational Implementation Assistance Board and the school have not built cooperation culture which is specify to gain the service quality in teaching learning process to the students that the result quality is the aim.

The existence of School Committee organization begins from The Decree of The National Education Ministry Number 044/U/2002 about The Education Agency and The School Committee. The School Committee is established in order that the school member's organization has loyalty, commitment, and also pay more attention to development of the school quality. The existence of School Committee can be developed specifically based on culture,
demography, ecology, norm, and believe that are built which is suitable to the domestic society's potential. Relates to the problem above, therefore the School Committee as integral part of School Based Management that is offered as alternative reason by giving the district autonomy in educational field. Getting the society as the school stakeholder to take part in under the School Committee can handle the source more optimal and effective, either in implementing both private and state school. However, the roles of the School Committee need to be administered effectively in order that can give positive contribution to the schools quality development and gain the objective of education.

LITERATURE REVIEW

The Definition of School Committee
School Committee is independent agency that covers society's participation in increasing the quality, the even distribution and the efficient education management in educational unitary, either in preschool education and formal-informal education (The Department of National Education, 2002 chapter: 2).

According to Fattah (2003: 118) School Committee is an agency or non political and profit institution, established based on democratically conference by the education stakeholders at school grade as the representative of various elements which is responsible to the increasing of both educational process and result.

As coordinating institution of society elements which are collected in educational institute, the School Committee is management institution which is responsible to the society. Therefore, according to Permadi (2001: 29) the School Committee is taken from some society figures and students' parents which caring to the educational field especially who have significant influence to the society around and charismatic. They are businessman, banker, technocrat, headmaster, priest, athlete which are from the well known society figure as good leader in their social environment.

The Effectiveness of the School Committee
The roles of the School Committee are as below:

The School Committee as the Advisory Agency
The position of society in education institute being crucial thing, in handling the effectiveness of society's role, the School Committee as coordinating institution strategically study about what the parents need as organization existence manifestation, then implemented in the role of advisory agency to the school law. According to Danim (2006: 199) the School Committee takes part in deciding: (1) the conditions when the school has to decide some key factors to initiate the increasing of school based quality; (2) The education standard and law which is going to be implemented at school; (3) the school's authority extension; (4) Type of the upper institution's supports and services which school probably get; (5) the external sources will be obtained; and (6) the step which is used in planning, accountability and knowledge. While, Budimansyah (2003: 7) stated that the School Committee role as the Advisory Agency in educational management function, planning the study, implementing the school program, and managing the educational sources. Furthermore, Budimansyah (2003: 8) stated that the School Committee on its function as the school's advisor agency which relates to the educational source management is taking part on identifying any educational source potential that is existed around society. The function is useful in advising which educational source can be donated to the school.

Some indicators of the school committee's performance in school planning are as following: (a) identifying the educational source in society; (b) suggesting to construct The School Budget Draft; (c) implementing The School Budget Draft conference (school, parents, and society); (d) giving any advice to the revising of The School Budget Draft; and also (e) taking part in declaring The School Budget Draft by the headmaster. The indicators of the school committee's
performance in implementing the school's program are as following: (a) identifying the society's educational source potential; (b) giving advice in the matter of the educational employees who can be contributed at school; (c) giving advice in the matter of the educational tools which can be donated to the school; (d) giving advice in the matter of educational fund which can be used by the school.

Committee as the Supporting Agency

Philosophical paradigm about the society and the school relation can be studied from an expert, Purwanto (2002: 188) stated that: (a) school is an integral part of the society; (b) the living right and school's existence is depending on society's any me; (c) school is a social institution which is used as educational service for the society; (d) the development of both school and its society are related and needed each other; and (e) society is the owner of the school since it is existed because the society need it.

The society's participation is needed in managing educational institution. Sihombing (2002: 49) stated that stabilization of the society's role in establishing education means: (a) placed society as the planner, implementer, and manager of the education activity; (b) placed and stated society as the main orientation in implementing education; (c) places the education service which focusing on society's necessary; (d) construct the education pillar on society's self, such as: knowledge, skill, and good attitude in social cooperating; and (e) stimulate the society's creativity in implementing education.

The important of society's participation in educational unitary as what Sihombing stated (2002: 56) is that society's participation in education including as the following: (a) society decides the education's objective, therefore it also takes part in supervising the education progress; (b) society is the element which influences the education's progress, including: (1) funding the teacher; (2) providing the education place; (3) providing the appropriate respondent; and (4) society as laboratory or learning center.

In realizing such significant development in education field, a headmaster needs support by many sources of the society where the school is exist (Wahjosumidjo, 2002: 343). Furthermore, it is stated that any supporting which is needed by school and society are as following: (a) staff, such as: an expert, consultant, teacher, parents, supervisor, and so on; (b) the fund which is needed to support facility providence, teaching learning equipment, and many others; and (e) supporting in the form of information, school committee agency, and political attitude.

The school committee’s role as supporting agency can be in the form of finance, both spiritual and physical in implementing education for each educational unitary. Goes with the supporting agency role, Budimansyah (2004: 11) stated as following: (a) Management of sources are included for: monitoring the condition of educational expert at school, mobilize the volunteer teacher to overcome the lack of teacher at school, and mobilize the educational expert of non-teacher to fill up the lack of employee at school; (b) Management of educational tools are included for: monitoring the condition of educational tools at school, mobilize any educational tools help, coordinating any supporting educational fund and evacuating the implementation of educational tools supporting; and (c) Management of funds are included for: monitoring the condition of educational fund at school, mobilize any supporting to the school fund, coordinating any support to the educational fund at school and evacuating thru implementation of fund supporting at school.

School Committee as Controlling Agency

The process of controlling management is the important part that can be stated as management process has been completed if the controlling function has been done. The definition of control itself can be studied from Robbin's statement (in Pidarta, 2004: 158) that is monitoring process of some activities to know whether each member and the organization obtain and exploit the educational sources effectively and efficiently in handling the process to the education's objective and giving correction or evaluation if the objective cannot be achieved.

According to Soeanidihardjo (Nurkolis, 2003 : 147) he states, “There are three pillars which are be requirements of building accountability, as follow: (a) the transparency for deciding policy by accepting idea or suggestions and allowing some institutions,(b) decide the quality of
working which could be measured during do the duties, functions, and authorities. (c) the participation to create good situation each other for creating good service in society by following the easy procedure, low cost, and fast service.”

Thus, according to Budimansyah (2003:14) he states, “The performance indicator of committee working as controller, as follow:

a. Controlling of education planning in the school are: Controlling of taking decision in the school, controlling the quality of policy in the school, controlling the process of education planning in the school, and monitoring the allocation of estimating to conduct the program of school.
b. Monitoring schooled program performing, are: Monitoring the schooled organization, monitoring the schooled program schedule, monitoring the allocation of estimating schooled program, monitoring the human resources for schooled program, and monitoring the participation of education stake holder during the implementation of the program.
c. Monitoring the output of educations are: monitoring the result of final examination, monitoring the number of school participations, monitoring the number of school study over, and monitoring the number of the school hold out.

The Committee as Mediator Agency

The committee as mediator agency and be someone who connects between school and society, between school and government, or between school and official of education. Variety frequent problems to be experienced by the parents in services education to their children, such as; the parents often feel dissatisfied because their problems were not response by the committee. Based on the explanation above, the position of the committee of school is very important to decrease the complaint of parents.

The committee school organization could take a part as the main mediator between school and institution. Here, the school as integral part from the environment itself, so it has connections institutional. According to Purwanto (2000:195) institutional relationship is cooperation relation among school and institutions or legal institutes or other institutes which is related to the improvisation and development about education.

In this case, the society has a part, according to Sufyarma (2003:86) he states, “Through using school management it means the school is for society or for publics, even though the management was made by the government that is not for government only. each policy and school activity can be laided to the society. thus, necessary mediator as mediator that society knows what and how therewith schooled policy its implication, so official education becomes transparent and have accountability at the environmental.

The indicator of committee working as the mediator, this is related to the statement of Budiman (2003:16) as follow:

a. Planning : connecting the committee and society, the committee and the school itself, committee, the committee and education council; (2) identifying the aspiration of society for education planning; (3) making some suggestions of policy and education program for the school itself.
b. Implementing program : (1) doing socialization of the policy and program of school to the society, (2) giving chance to them to give suggestion of school program to the school itself, (3) accepting of society problems to the school.
c. Organizing the education resources are: (1) identifying the condition of resources in the school, (2) identifying resources of society, (3) operating their helping for education in the school, and (4) coordinating their helping.

The Affectivity Organization Indicators

According to Etzioni (Liliweri, 1997:121) he states, “The effectiveness of organization is an effort of organization to reach up the aim organization itself. While, Yutemen and Seashore (Liliweri, 1997:121) states, “The concept of effectiveness of organization depend on the
organization relatively doing the environment exploitation, starting from the resources and the other sources which is meaningful to reach up the aim of the organization itself. Based on the theories above, we conclude that the effectiveness of organization is an effort to use the resource in order to reach up the aim efficiently.

Theories which explain the effectiveness of organization could be measured based on the aspects as the statement of Steers (Indrawijaya, 2002: 226) he states, “The result of research which use adaptability – flexibility productivity and satisfaction criterion. Using this criterion cause changing the meaning of effectiveness of organization, while it relates to the internal organization aspects, the other aspect is external aspect of organization itself, it means the ability to adapt with the changing of environment around, so it influence the feeling of organization members. While Emitai Etzioni (Indrawijaya, 2002:227) states that measuring the approach of effectiveness organization which is called mdoel system has four criterions, as follow: adaptation, integration, motivation, and production. The first, adaption is the ability of organization for adapting ourselves with our environment. The second integration, is measuring to the level of organization for carrying out socialization, developing consensus, and communication. The third, motivation of members is relation between the members and organization itself as the agent of function the organization. The fourth, production is relation the amount, the quality of organization and the intensity of organization activity. Thus, the effectiveness of committee is the ability of committee as school organization which could do the duty, as follow: (1) capable to give consideration in the society and the environment of school, decide and do the policy of education; (2) capable to give support for cooperation of school and society (financial, thinking, and power) for carrying out the school policy; (3) capable to do the functions of controlling cooperation school and society to get transparency accountability of school itself and the output of school, and (4) capable to be mediator between the school, government, and society deputy in legislative department, industry, and society.

METHOD

Approach and Kinds of Approach

Approach.

This research used quantitative descriptive research design according to Arikunto (2002:10) she states, “Quantitative research is always use number, start from colleting the data, analyzing the data, and the result. The descriptive approach is descriptive research which is design to collect information directly when the research on going. Nazir states, “Descriptive approach is method which is used to observe the status of the object a system of thinking or situation in this moment. The data which is served as number and table, then they will be analyzed the presentation and respondents the research to describe the effectiveness of the committee working in Senior High School in Jombang.

Kinds of Research

This research is kinds of evaluation research by collecting the information of sample through doing the questionnaire. According to Pidarta (2005:15) he states, “The evaluation research is research which aim to evaluate the objects which will be observed. Before doing the research, the researcher took a data which focused on the object. According to Pidarta (2005:15) he states, “After doing the research and evaluation which is become comparing standardization by criterion or theories which was used. If the focused and the theories is match, it means the data is valid, while if the focused and the theories is not match it means the data is rejected.

Population and Sample

Population

the population of this research is the teachers of Senior High School in Jombang.
Sample

In this research used random sampling, it means taking of sample is randomized. The proportional is aimed to the percentage the amount of teachers each of SMAN which is taken as the sample. Random sampling is aimed to choose the sample by the list of the teachers. This randomized means to give the equal chance of the population members which is chosen as the sample of research.

The deciding of amount the sample of this research is based on the amount of population by deciding the format of sample from the population. The formulate Slovin (Sevillia et.al., 1993:161) as follow:

\[
N = \frac{n}{1 + Ne^2}
\]

n: sample
N: population
E: the significance value

Based on the formulate above, the amount of population is 453 and sample is 212.

| No. | Population | Sample |
|-----|------------|--------|
| 1   | 67         | 31.48 = 32 |
| 2   | 65         | 30.41 = 30 |
| 3   | 39         | 18.25 = 18 |
| 4   | 55         | 25.73 = 26 |
| 5   | 43         | 20.11 = 20 |
| 6   | 39         | 18.25 = 18 |
| 7   | 28         | 13.10 = 13 |
| 8   | 67         | 31.84 = 32 |
| 9   | 30         | 14.03 = 14 |
| 10  | 20         | 9.36 = 9  |
| **Total** | **453** | **212** |

After that, the researcher did calculating of the amount of sample by using significance value 5% and population is (N) 453. It could be analyzed by using Slovin formulate.

The Procedure of Collecting the Data

*Observation*

Observation is an effort to get the data as collecting information or data which is done by monitoring the objects.

*Questionnaire*

In this research, to get the data of the committee effectiveness in Senior high School at Jombang was used questionnaire. The questionnaire has four answer optional; good, enough, rare, and never. This questionnaire was shared to the teachers. After that the respondents were given time.
two weeks to fill out the questionnaire by considering the range of time is enough to fill the questionnaire.

**Validity and Reliability Test of Questionnaire**

**Validity test**
To achieve the validity of questionnaire, the researcher did testing to each item by using item analysis. According to Sugiyono and Wibowo (2002:220), item analysis is done by correlating the score of each item with the total score which is the total of item score.

**Reliability test**
Internal consistency is used to achieve reliability of the questionnaire; this was done by trying out once, and then analyzed it by using split half model.

The researcher used SPSS 11, 0 for windows to analyze the validity and reliability test of instrument item. Sugiyono and Wibowo (2002: 1) state that SPSS is a set of application computer program to analyze data which is used in some discipline, especially statistical and social analysis.

**Data Analysis Technique**

Percentage analysis was used to answer the problem about the effectiveness of State Senior High School Committee’s role in Jombang. This description analysis was used to know the description of effectiveness of State Senior High School (SMAN) Committee’s role in Jombang by counting the percentage of every effectiveness factor based on the respondent’s answer frequency using this formula:

\[ P = \frac{f}{N} \times 100 \]

Note:
- \( f \) = respondent’s score
- \( N \) = ideal total score

The steps to determine the effectiveness degree of State Senior High School (SMAN) Committee’s role in Jombang are as follow: (1) calculating respondent’s score in every school committee’s role; (2) determining the highest score as ideal score by multiplying the highest score of total item in every school committee’s role, and then multiplied by total respondent; and (3) calculating the respondent’s score in every school committee’s by the ideal score using percentage’s formula.

After that, the standard in determining the effectiveness degree of State High School (SMAN) Committee’s role in Jombang used by the researcher is interpretation standard formulated as follow:

- 0% - 39% : not effective
- 40% - 59% : less effective
- 60% - 79% : effective enough
- 80% - 100% : effective

**RESULTS AND DISCUSSION**

**Findings**
The result of Validity and reliability

*The validity of questionnaire*

Questionnaire validity was done by examining two validation aspects; construct validity and content validity. Construct validity is done by consulting the instrument draft to the experts,
they are Prof. Dr. Bambang Budi Wiyono, M.Pd. and Prof. Dr. Ali Imron, M.Pd., M.Si and researcher’s peer Dr. Winardi, S.H., M.Hum.

The next step is testing of content validity; it was trying out of population in this case 20 teachers of State Senior High School (SMAN) in Jombang which do not belong to the sample in this research.

The try out then was analyzed by using item analysis by counting the correlation of every item in questionnaire by the total score using Statistical Product and Service Solutions (SPSS) computer program version 11.00 (appendix 2a-2d). The criteria of item validity i.e.: if \( r \) minimum = 0.30. As Sugiyono (2002: 233) states that instrument can be said as a valid instrument if \( r \) value is higher than critical \( r \).

From the item analysis of questionnaire (appendix 3a-3b) it can be concluded the questionnaire validity as the following table:

| No. | Effectiveness factor | Total of item | Valid item | Invalid item | Used item |
|----|---------------------|---------------|------------|--------------|-----------|
| 1. | The role of advisory agency | 13 | 11 | 2 | 11 |
| 2. | The role of supporting agency | 12 | 10 | 2 | 10 |
| 3. | The role of controlling agency | 12 | 12 | - | 12 |
| 4. | The role of mediator | 10 | 8 | 2 | 8 |

The invalid item was not used, so the total item which could be used as the research instrument was 41 and the 6 items which were not used.

The Reliability Test of Questionnaire

The test of questionnaire reliability was done by using internal reliability instrument that was analyzing the consistence of questionnaire items by using internal consistency. This technique was done by trying out the questionnaire once, and then followed by analyzing the result (appendix 4a-4b) by using split half technique from Guttman (in Sugiyono, 2002:231).

The instrument items are valid if the reliability is 0, 60-0, 79 (in Sevilla et. al, 1993:261). Furthermore, it was stated that in statistics used this category:

- If \( r \) \( 0, 80 -100 \) = high correlation
- \( 0, 60 - 0, 79 \) = quite high correlation
- \( 0, 01 - 0, 59 \) = medium or unidentified

The result of questionnaire reliability test in the research can be seen in the following table.

| No. | The effectiveness factor | \( r \) | Note |
|----|-------------------------|------|------|
| 1. | The role of advisory agency | 0.6985 | reliable |
| 2. | The role of supporting agency | 0.6162 | reliable |
| 3. | The role of controlling agency | 0.7152 | reliable |
| 4. | The role of mediator | 0.6269 | reliable |

Research Finding

This research tries to answer four questions: (1) the effectiveness degree of school committee’s role as advisory agency; (2) the effectiveness degree of school committee’s role as supporting agency; (3) the effectiveness degree of school committee’s role as controlling agency; and (4) the effectiveness degree of school committee’s role as mediator.
The Effectiveness of Advisory Agency’s Role

The total instrument item of advisory agency’s role is 13 items, and the total sample is 212 teachers. The result shows 2% answer the effectiveness degree of advisory agency’s role is low; 26% answer the effectiveness degree of advisory agency’s role is moderate; 35% answer the effectiveness degree of advisory agency’s role is very high. The summary can be seen in the following table:

Table 4. Description of The Effectiveness Degree of Advisory Agency’s Role

| Category   | F  | %   |
|------------|----|-----|
| Low        | 5  | 2%  |
| Moderate   | 55 | 26% |
| High       | 75 | 35% |
| Very High  | 77 | 36% |
| Total      | 212| 100%|

To know the effectiveness degree of advisory agency’s role can be seen as follow:
Total of ideal score $= 4 \times 11 \times 212 = 9328$
Total of the lowest score $= 1 \times 11 \times 212 = 2332$
Based on the respondent’ score calculation, the total score is 7128, so the effectiveness degree of school committee’s role as advisory agency of SMAN in Jombang is: $\frac{7128}{9328} \times 100 = 76.41\%$

The results of observation in advisory agency’s role are: (1) School Committee to the school in the case of parents’ ability in giving contribution to school for developing facilities; (2) School Committee gives advice to school in enhancing school’s quality such as participating in competition outside school; and (3) School Committee gives suggestion in gaining new students by publish it to public.

Thus, based on the standard of determining the effectiveness degree of school committee’s role of SMAN in Jombang as advisory agency, it is achieved 76.41\% or moderate category of effectiveness degree.

The Effectiveness of Supporting Agency’s Role

The total instrument item of supporting agency’s role is 12 items; the total respondent is 212 teachers. The result of calculation shows 3 % answer the effectiveness degree of supporting agency’s role is low; 17 % answer the effectiveness degree of supporting agency’s role is moderate; 33 % answer the effectiveness degree of supporting agency’s role is high; 47 % answer the effectiveness degree of supporting agency’s role is very high. That information can be seen in the following table:

Table 5. Description of The Effectiveness Degree of Supporting Agency’s Role

| Category   | F  | %   |
|------------|----|-----|
| Low        | 5  | 2%  |
| Moderate   | 36 | 17% |
| High       | 71 | 33% |
| Very High  | 99 | 47% |
| Total      | 212| 100%|

To know the effectiveness degree of supporting agency’s role can be seen as follow:
Total of ideal score $= 4 \times 10 \times 212 = 8480$
Total of the lowest score $= 1 \times 10 \times 212 = 2120$
Based on the respondent’ score calculation, the total score is 6470, so the effectiveness degree of school committee’s role as supporting agency of SMAN in Jombang is: $\frac{6470}{8480} \times 100 = 76.41\%$
The results of observation in supporting agency’s role are: (1) School Committee supports the fluency of teaching and learning process by giving committee fee every month regularly as parents’ representative to school; (2) School Committee gives opportunity to school to hold extra-curricular activities; (3) School Committee allows the school to hold activities outside of school, such as field study or study tour; (4) School Committee is involved in knowing/approving RAPBS (Rencana Anggaran Pendapatan dan Belanja Sekolah) in early academic year which has been formulated by school.

Thus, based on the standard of determining the effectiveness degree of school committee’s role of SMAN in Jombang as supporting agency, it is achieved 81 % in effective category.

The Effectiveness of Controlling Agency’s Role

The total instrument item of controlling agency’s role is 12 items; the total respondent is 212 teachers. The result of calculation shows 1 % answer the effectiveness degree of controlling agency’s role is low; 23 % answer the effectiveness degree of controlling agency’s role is moderate; 41 % answer the effectiveness degree of controlling agency’s role is high; 35 % answer the effectiveness degree of controlling agency’s role is very high. That information can be seen in the following table:

| Category    | F  | %  |
|-------------|----|----|
| Low         | 2  | 1  %|
| Moderate    | 49 | 23 %|
| High        | 87 | 41 %|
| Very High   | 74 | 35 %|
| **Total**   | 212| **100 %**|

To know the effectiveness degree of controlling agency’s role can be seen as follow:

Total of ideal score = $4 \times 12 \times 212 = 10176$

Total of the lowest score = $1 \times 12 \times 212 = 2544$

Based on the respondent’ score calculation, the total score is 7884, so the effectiveness degree of school committee’s role as controlling agency of SMAN in Jombang is: $rac{7884}{10176} \times 100 = 77.47$ %

The results of observation in controlling agency’s role are: (1) School Committee monitors the activity of new students’ enrolled; (2) School Committee supervises government’s project in building new building and school facilities; (3) School Committee is involved in approving extra-curricular and curricular at school and outside of school; (4) School Committee is involved in controlling fund using based on RAPBS at the end of academic year.

Thus, based on the standard of determining the effectiveness degree of school committee’s role of SMAN in Jombang as controlling agency, it is achieved 77, 47 % in moderate effective category.

The effectiveness of Mediator’s Role

The total instrument item of mediator’s role is 13 items; the total respondent is 212 teachers. The result of calculation shows 4 % answer the effectiveness degree of mediator’s role is low; 6 % answer the effectiveness degree of mediator’s role is moderate; 32 % answer the effectiveness degree of mediator’s role is high; 58 % answer the effectiveness degree of mediator’s role is very high. That information can be seen in the following table:
Table 7. Description of The Effectiveness Degree of Mediator’s Role

| Category | F | % |
|----------|---|---|
| Low      | 8 | 4%|
| Moderate | 12| 6%|
| High     | 68| 32%|
| Very High| 124| 58%|
| **Total**| **212** | **100%** |

To know the effectiveness degree of controlling agency’s role can be seen as follow:

- Total of ideal score: \( 4 \times 8 \times 212 = 6784 \)
- Total of the lowest score: \( 1 \times 8 \times 212 = 1696 \)

Based on the respondent’ score calculation, the total score is 5856, so the effectiveness degree of school committee’s role as mediator of SMAN in Jombang is: \( \frac{5856}{6784} \times 100 = 86.32\% \)

The results of observation in mediator’s role are: (1) the role as mediator in meeting with parents and school management; (2) mediator’s role which has been done by school committee when there is a problem faced by school and society; (3) if there is school program which is difficult to be understood by parents, the school committee does mediation; (4) mediator’s role when communication of school and Dinas Pendidikan Kabupaten or another is needed.

Thus, based on the standard of determining the effectiveness degree of school committee’s role of SMAN in Jombang as mediator, it is achieved 86.32 % in effective category.

The following is the matrix evaluation summary of the effectiveness of SMAN School Committee’s role in Jombang, as described in the following table:

Table 8. Matrix Evaluation Summary of the Effectiveness of SMAN School Committee in Jombang

| No. | Evaluation aspect | Field Data | Standard | Evaluation Result | Recommendation |
|-----|-------------------|------------|----------|-------------------|----------------|
| 1.  | The role of advisory agency | 76.41% | Not effective (0-39%) | Moderate effective degree | It is needed to maximize the role |
|     |                   |            | Less effective (40-59%) |                       |                |
|     |                   |            | Moderate effective (60-79%) |                       |                |
|     |                   |            | Effective (80-100%) |                       |                |
| 2.  | The role of supporting agency | 81% | Not effective (0-39%) | Effective | It is functioned, but need to be improved |
|     |                   |            | Less effective (40-59%) |                       |                |
|     |                   |            | Moderate effective (60-79%) |                       |                |
|     |                   |            | Effective (80-100%) |                       |                |
| 3.  | The role of controlling agency | 77.47% | Not effective (0-39%) | Moderate effective degree | Need improvement |
|     |                   |            | Less effective (40-59%) |                       |                |
|     |                   |            | Moderate effective (60-79%) |                       |                |
|     |                   |            | Effective (80-100%) |                       |                |
| 4.  | The role of mediator | 86.32% | Not effective (0-39%) | Effective | It is functioned, but need to be improved |
|     |                   |            | Less effective (40-59%) |                       |                |
|     |                   |            | Moderate effective (60-79%) |                       |                |
|     |                   |            | Effective (80-100%) |                       |                |
CONCLUSIONS

Based on the formulation of the problem and analysis, it can be concluded that:

1. The role of SMAN School Committee in Jombang as Advisory Agency shows moderate effective degree or 76.41%.
2. The role of SMAN School Committee in Jombang as Supporting Agency shows effective degree or 81%.
3. The role of SMAN School Committee in Jombang as Controlling Agency shows moderate effective degree or 77.47%.
4. The role of SMAN School Committee in Jombang as Mediator Agency shows moderate effective degree or 86.32%.

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