# IMPORTANT REASONS AND EFFORT TO BUILD SCHOOL WORK AND COMMITTEE HARMONY

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## ABSTRACT

*The purpose of research is important to know the reasons and the efforts to build school work and school committee harmony. Pamekasan research sites in East Java province with research subjects principals and elementary school committee chairman as many as 44 people from 28 primary schools. The research method uses a quantitative approach using descriptive analysis and technical analysis of Pearson product moment correlation. The results show how many reasons there are important and efforts to build school work and school committee harmony. There is a relationship between the importance and the efforts to build school work and school committee harmony with a correlation coefficient of 0.986.*

***Keywords:** reason, effort, harmony, school work and committees*

## INTRODUCTION

There are important reasons and efforts to build school work and school committee harmony, which form the basis for school activities and school committees, entered the study of community participation in education that aims to help schools to achieve educational goals. The goal is a series of efforts to build a relationship of mutual benefit both parties and provide direct benefits that can be felt by the school and community. During public participation embodied in social activities, coaching, and education and build schools for excellence is known in the community with community involvement. There is a school which has a principle that the need for a mutually beneficial relationship and provide direct benefits that can be felt by the school and the community, schools usually includes social activities, coaching, and education and build schools for excellence is known in the community with community involvement.

Results of the study Thomas (2013:55) indicates that the productivity utilization of school resources is influenced by the quality of the process, the competence of teachers, school organization culture, education funding, school leadership, and the role of the school committee. The quality of the process is the success rate of utilization of school resources processes. Teacher competence is the ability in the field of pedagogical, personality, social, and professional. School organization culture is something that is understood and believed by the heart and

mind so that it can be used as guidelines when someone behaves (individual or group) in the education unit in particular and the school environment in general. The school committee is an independent body composed of parents or guardians of students, school community, and community leaders who care about education.

The school committee should be given the opportunity and reinforcement to be involved in efforts to develop work programs, development, and improving the quality of schools. The school committee can be given the opportunity to assist the teacher in the learning process in the classroom, classroom administration, classroom and school improvement, as resource persons, coaches, guides, experts, school libraries, making displays, the physical construction of schools, school development planning master plan, budget plan school activities, and others.

Studies on school committees or community participation in educational management disciplines to get in on the substance of educational institutions and community relations or public relations. Maisyaroh (2004:118) states that educational institutions and public relations is a process of communication between educational institutions and the public with the aim of improving people's understanding of the needs and practices of education and eventually work together to improve the quality of education in educational institutions. Management of educational institutions and community relations is the process of managing the communications ranging from planning activities to the control of the process and results of operations.

Participation of the community is one of the activities of autonomous school, which is in line with the spirit, purpose, and components of school-based management. Danim (2010:38) states that the school became an autonomous institution that remained in the corridor implementation of national education systems can be found in school-based management. School-based management highlight the spirit of decentralization to the school level, to be distinguished with the tradition of centralization. Minarti (2010:46) states that school-based management provides comprehensive education and service responsive to the needs of local communities. The purpose of the school-based management that optimize the performance of each substance to achieve the educational goals that have been determined.

With regard to the effectiveness of school-based management program, the Ministry of Education and Culture (2012: 3) to evaluate in Indonesia in 2000, 2002, 2005, and 2010 showed that the program had a positive impact, among others: (1) an increase in school management more transparent, participatory, democratic and accountable; (2) improving the quality of education; (3) decreasing the dropout rate; (4) an increase in the implementation of student-centered learning with active learning strategy, creative, and fun; and (5) increasing community participation in education

Exposure above shows community participation aims to build educational institution or school. A form of public participation is more emphasis on managing the communication between educational institutions and the community. Media or containers such communication already exists, for example, through the union of parents of learners, committee or school board, board of education or non-governmental organizations that focus on education.

To realize the goal of education through community participation, carried out through a variety of ways and forms. Mas research results (2011:304) shows that community participation in education includes the participation of individuals, groups, and community organizations in the implementation and quality control of education. Communities can participate as the source, implementers, and user education. Public participation can be implemented in various forms: the establishment or provision of education, provision of education and provision of human resources, procurement and provision of experts, procurement of funds, procurement and provision of learning tools, and others.

The role and function while marking forms of public participation, particularly through the container school committees, namely: (1) The judgment (advisory agency) in the determination and implementation of education policies in schools; (2) Support (supporting agency), both tangible financial, thought and effort in providing education in schools; (3) Controller (controlling agency) in the framework of transparency and accountability in the implementation and outputs of education in schools; and (4) The mediator between the government (mediating agency) with the community in the school.

Participation of a diverse community, both individuals and collectively as the education committee will be very useful to the achievement of the objectives of education. Community involvement in school committees container also foster a strong sense of belonging to the success and achievement of educational programs that run schools. The program is supported by the school committee to make any achievement of the objectives of the school will be menumbukan togetherness and pride more meaningful. In the end, the successful management of these programs will improve the quality of the process and the quality of educational outcomes.

To optimize community participation in education is not as easy as turning the palm of the hand, there are obstacles that often confront. Nirmala (2013:82) mentions the following constraints: (1) low levels of education, literacy and the limited willingness of public knowledge so technically difficult to participate productively; (2) the people are in a centralized political situation - so entrenched authoritarian attitude of "tagging" passive, afraid to take the initiative and cultural life in the instructions; (3) the scarcity of 'trust' or self-confidence so that people are not accustomed to honestly say what it is though to be at odds with the government so that the pretense or hypocrisy has become part of people's lives; (4) people have lost a trustworthy local institutions and local intelligence as a result of political pressure elite; and (5) aspirations articulated the aspirations of the people is reflected (reflection) state aspirations.

Decentralization is being recommended as an important means of promoting progress in mass education and the Dakar Framework of Action (UNESCO, 2000) explicitly calls for developing responsive, participatory and accountable systems of educational governance and management: The experience of the past decade has underscored the need for better governance of education systems in terms of efficiency, accountability, transparency and flexibility so that they can respond more effectively to the diverse and continuously changing needs of learners. Reform of educational management is urgently needed-to move from highly centralized, standardized and command-driven forms of management to more

decentralized and participatory decision-making, implementation and monitoring at lower levels of accountability.

Based on the above presentation, it is an important reason and efforts to build harmony work and school committee will provide an overview that can be used as a starting point for improvements in the future. An important reason to build harmony work and school committee associated with the expressed opinion is to strengthen the opinion, while efforts to build harmony work and school committee is the endeavor or effort to achieve its goals, solve problems, and find a way out. Pursuant to such understanding, it can be formulated research goals include two things to know: (1) an important reason to build harmony work and school committee; (2) and the efforts to build harmony work and school committee; and (3) the relationship of the important reasons and efforts to build harmony work and school committee.

**METHODS**

The study used a quantitative approach, based on positive facts (facts actually real and observable) and can be verified empirically. The population was head and chairman of the committee elementary school in Pamekasan, amounting to 367 schools spread across 13 districts. Samples determined proportionately as many as 32 elementary schools with research subjects, namely the head and chairman of the committee elementary school. Data were collected by questionnaire, questionnaire answers in the form of a list of important reasons and the efforts to build harmony work and school committee. Data were collected for analysis as much as 58 that comes from the head and chairman of the committee of the elementary school.

Instruments used to rank the importance and the efforts to build school work and school committee harmony. The data collected were analyzed with descriptive analysis techniques statistitik and continued with the Pearson product moment correlation. This study aimed to describe the systematic, factual, and accurate a situation and relationships important reasons and the efforts to build schhol work and school committee harmony. The entire research process, from data collection, data analysis, to data interpretation, and conclusions made by using the above-mentioned study design. Results of analysis are further discussed using theories and logical reasoning that finally come to a conclusion.

**RESULTS**

The average age of respondents 48 years with the highest age of 57 years and the youngest 37 years old. Number of female respondents 44 people and male 14 people. Tenure of principals varies, the average tenure of the principal three years. Tenure of the chairman of the school committee on average two years, there is also the chairman of the committee that experienced a period of two different principals. Almost all of the chairman of the committee elected by parents of students or representatives through community classes, there are two committee chairmen who for special reasons chosen by the principal directly derived from the parents of learners.

Based on the answers to all 58 respondents to the question instrument, obtained a list of the important reasons that the head of the primary school and the chairman of the committee. Identified 19 important reasons to build harmony work and school committee. Five important reasons harmony types of work and school committee expressed by the respondents, namely: (1) Implementation of the learning process smoothly (82.2%); (2) Synchronization committee work program and the work program of school (81.0%); (3) The school committee is a partner school (80.7%); (4) As a partner in helping schools to improve the quality of school programs (79.3%); and (5) the school committee to take control of school work program (75.9%).

The findings of the research objectives both in the form of efforts to build harmony work and school committee identified 15 attempts, the five most powerful are: (1) The principal needs to be transparent to any school work program (84.8%); (2) Mutual openness to the public schools (83.8%); (3) evaluation of the school work together for a program that has been implemented (82.1%); (4) The follow-up program is shared between the committee and the school (81.7%); and (5) The mutual trust between the committees and principals (80.7%).

There is a relationship between the importance and the efforts to build harmony work and school committee with a coefficient of correlation (correlation coefficient) of 0.986. This means that the relationship can be categorized both strong and significant, if it has an important reason for the strong / high then attempt to build harmony work and school committee (also) be strong / high. Details of research results contained in the discussion of the results of the study are included in later sections in this article.

### DISCUSSION

The goal of the school to be able to perform the duties of educating, in addition to the transfer of knowledge and not forgetting the affection and psychomotor domains. To achieve the educational goals of course there are factors which contribute the success at once is often a challenge to overcome. The school, in a wide range of education, could not be separated from environmental influences, while the environment consists of symptoms that affect each other. In psychology field theory (field theory) assumes that the behavior or cognitive processes are a function of many variables that presence is simulated (in unison), and a change in something from within them, would result in changing the overall results. This opinion focuses on the environment that has the ability to affect an individual human power which in turn will affect the behavior or cognitive processes in education.

Become questions and studies continue to be done with regard to the factors contributing and influencing the achievement of educational goals. Simply put, there are two factors that contribute and influence the success of educational goals, ie factors originating within the individual that is being studied, and the factors originating outside the self and the individual. Factors contained in the individual grouped into two factors, namely psychological and physical factors.

Both these factors are determined by the presence there of heredity, there are also environmental factors, and some are determined by heredity and environment. While factors originating outside the individual and grouped into natural environmental factors, socio-economic, teachers, teaching methods, curricula, programs, teaching methods, and facilities and infrastructure.

Environmental education is a place where humans interact reciprocal so its ability can be developed into a better direction again. There are three, most important, the kind of educational environment greatest influence on the ability and experience of men, the family, school, and community (commonly referred to as tri education center). The trio is a medium for people to socialize. In the socialization of individual humans learn habits, attitudes, ideas, values and patterns of behavior, and standards of behavior in the family, school, and community.

Family relationships that exist in the case on the basis of blood ties, marriage or adoption. Relationships within the family also dominated by an atmosphere of affection and sense of responsibility. While the function of the family is to preserve, maintain, and protect each other. School tasked influence and create conditions that enable optimal development of children's personalities. Rahayu (2011:72) of the results of the research concluded that the intensity of education by parents in children's learning activities have a direct influence on children's achievement. Attention parents in children's learning activities at home will provide motivation for the child. Factors involvement of parents in educating children, including a very important factor.

On the other hand the task of educating school children to devote himself to the community. Choice and proper balance between the two sorts of tasks that are a source of disagreement from time to time. Hughes and Hughes (2012:307) states that there are three main types of social ambience or atmosphere that can be observed in schools and in classrooms. First, the atmosphere created by educators strong berkpribadian yag very controlled. As a result, children become obedient and subject outwardly, but may also sow forms of hidden and not as fond of the perceiver dikendaki interfere and persecute. From the point of view of learning and teaching, the atmosphere is great for teaching dogmatic and the results are often good. However, in reality, learning is generally superficial and less entrenched. Very little direct interest arising on a subject of learning. Moreover, learners only show little, if any, effort or initiative.

Family, school, and community primary source of students to internalize the values and culture, through which is reflected in the activities of daily living. Solfema (2013: 149) of the results of research found that parenting style variable (42.19%), school culture (38.82%), and culture (18.81%) contribute to empathy learners.

Broad community involvement in education helps to identify and obtain support for the values that are taught. The school system is trying to put a program in place value without informing and involving the public often face a backlash, that is a misunderstanding, suspicion and resistance. Involvement or often referred to community participation in education is often embodied in the institution called school committee.

School committee existence and its function is regulated through legislation in force: Act National Education System Article 51 (1), Government Regulation No. 32 Year 2013 concerning Amendment to Government Regulation No. 19 Year 2005 on National Education Standards Article 49 (1), and the Decree of the Minister of National Education No. 044 / U / 2002 on the Board of Education and the School Committee. Formal juridical, all schools have to have the school committee as a representative of the community in assisting education programs in schools. But the existence of different school committees strong or not carry out the roles and functions as a school partner organizations in helping the school quality improvement program.

School quality improvement program can run well possible because the school and the school committee can go hand in hand run the work program of the school, harmony. An important reason to build harmony work programs and school committees form the basis for managing the achievement of educational goals. This harmony be a desire in every school who earnestly carry out the organization and the work program of the school. Good school organization by Wahab (2008:78) should be able to solve what problems associated with the environment, setting and achieving goals, and maintain solidarity contained in the system and creating and maintaining the values of the system. A healthy organization must pay attention to and meet the needs of two kinds, namely the needs and expressive instrumental needs. The fulfillment of these two kinds of needs will be realized in the form of harmony.

This harmony manifest in school development activities in which school committees involved through various efforts and forms. Sulistyorini (2011: 186) of research results stated that the institutional participation of society and development of the school: The school committee supports the school by contributing to create a master plan for development of the school and school activities budget plan, control the course of the program to evaluate the results. The Society aims to help improve the quality of learning, business and industrial world to support extracurricular activities, and the development of school facilities and infrastructure. Alumni help the development of school facilities and infrastructure, other agencies become learning resource for learners and help funds for extracurricular activities.

Wiyono (2010:1) in a research conclusion states that the factors of education, type of job, and socioeconomic status influence the participation in education. Therefore, to establish a relationship with the school community pay attention to these factors. Hanafi and Ma'sum research results (2015:58) suggests that the overall role of the school committee (advisory and supporting) is still quite high, but the role of supervision (controlling), and the role of media between school and the world of work and industry (mediating) is relatively low.

The results of the study as described previously reinforces the findings in this study, that there is an important reason to build harmony work and school committee. There are nineteen reasons summarized in this study, of which the most powerful reason to weakest. Successive important reason to build harmony work and school committee and the percentage of the strongest to the weakest weak reason can be seen in Table 1.

The school committee can be seen as an integral part in the organization of the school system, at the same time the committee has a different system to the school. Both have different management to jointly run a program of work to realize the goals of the school. The reasons are in Table 1 can be simplified to be classified into two factors that are important reasons to build harmony work and school committee, two of these factors are internal factors and external factors, either the school or the committee. Internal factors include: consideration of planning work program, the school committee is a partner school, school committees to exercise control over the work program of the school, the synchronization program committee work and school work program, establishing cooperation to promote the school, jointly conduct an evaluation of the school work program school, schools draw up a work program based on the needs of learners, resolve problems faced by the school, as school partners in helping to improve the quality of school programs, producing graduates with better performance, the implementation of the learning process smoothly, the creation of good relations committee and the school, for creating conditions into quality school, and determine the direction and goals of the school. External factors include: being media in integrating the work program of the school and the community, build relationships between the school and the community, avoiding differences in the vision and mission of the school to the community, together with the school to carry out the work program into the public school choice, and as a bridge of communication between parents and learners and school.

**Table 1.** *Important Reasons to School Work and the School Committee Harmony*

| Rational | Agree (%) | Disagree (%) | Mean | Standard Deviation |
|---|---|---|---|---|
| Produce graduates with better performance | 74,1 | 25,9 | 3,71 | 1,092 |
| Determine the direction and objectives of the school | 66,6 | 33,4 | 3,33 | 1,369 |
| Jointly conduct an evaluation of the school work program | 64,8 | 35,2 | 3,24 | 1,355 |
| Implementation of the learning process smoothly | 82,8 | 17,2 | 4,14 | 1,115 |
| Being a media in integrating the work program of the school and community | 72,1 | 27,9 | 3,60 | 1,350 |
| Consideration school work planning program | 71,0 | 29,0 | 3,55 | 1,353 |
| The school committee is a school partner | 80,7 | 19,3 | 4,03 | 0,858 |
| Draw up student based school program | 74,5 | 25,5 | 3,72 | 1,361 |
| As a partner in helping schools to improve the quality of school program | 79,3 | 20,7 | 3,97 | 0,973 |
| Synchronization of committee work program and school work program | 81,0 | 19,0 | 4,05 | 0,686 |
| Good relations between committee and school | 71,0 | 29,0 | 3,55 | 1,340 |
| Resolve the problems faced by school | 70,7 | 29,3 | 3,53 | 1,301 |
| Together implement the work program for schools to be a public choice school | 67,2 | 32,8 | 3,36 | 1,238 |
| Relationship between the school and community | 66,2 | 33,8 | 3,31 | 1,429 |
| School committees control the program school work | 75,9 | 24,1 | 3,79 | 1,281 |
| As a communicator between students parents and school | 75,2 | 24,8 | 3,76 | 1,233 |
| Building work together to advance school | 59,7 | 40,3 | 2,98 | 1,344 |
| conditioning the schools into quality school | 70,3 | 29,7 | 3,52 | 1,667 |
| Avoiding differences with the school's vision and mission Society | 69,0 | 31,0 | 3,45 | 1,404 |

An important reason to build work harmony between school and committee predominantly influenced internal factors than external factors. The emphasis of these reasons indicate that internal factors are still an important area in every school and committee actions. Public (external) that should be a source of aspiration - and the committee became an intermediary - lack of reasons, of course, the performance of the school committee can not be determined from this aspect. Instead of being an intermediary between schools and communities, school committees have an important reason to get involved to smooth school program. There is the possibility of people really want the smooth running of the school program, school goals will be achieved, and in turn the quality of graduate students lifted. Learners are major customers who belong to the community.

Reach a point of balance between school and the committee work program required to run a good strategy. The strategy can be formulated by the two institutions in the educational institutions so as to achieve harmony between the condition of the school and the school committee. The Ministry of Education and Culture through the Directorate of Elementary School (2014:7) confirmed that the harmony of the program can be done with several strategies, among others: (1) If each program has not been compiled, then sit together with all components of the school to discuss the joint program; (2) Conducting cross-check (analyst gap results of school self-evaluation) to discuss the best ways to bring together a program that is not appropriate. In this case also can be done by clicking on the plot which programs can be conducted / supported by the public and which programs can only be done school, as well as which programs can be carried along; (3) If the program was appropriate, synergies following programs can be sharing support (mutual support / help) keterlaksanaan program compiled; (4) Carry out tasks side by side, as well as monitor the implementation of programs to fit each role / function of each; and (5) Establish and reinforce the transparency of each program as one embodiment of the principle of institutional accountability.

Strategies to achieve harmony requires community participation is strong enough at each stage of school work: from planning, implementation to the evaluation. The public participation requires efforts to strengthen empowerment, because according to the results of this study external factors both from the school and the committee less attention. Strengthening school committees as increase public participation can be done through an approach to education stakeholders. Imron (2010: 42) on the results of his research states that education stakeholders on the level of educational institution comprised of principals, teachers, school committees, non-governmental organizations, organization of society, individuals, and groups of people. Strategic role of education stakeholders starting from policy formulation, policy implementation to the evaluation of policies.

School policy formulation, especially those performed by schools and committees, need to ensure that the purpose of education is needed to meet the requirements of national standards of education, to be able to evaluate the policy. Policy formulation is determined according to the function and the relevant level at the school. Goals should be measurable and consistent with the policy of national education standards. The objective should meet the following criteria: special (specific), measurable, achievable, realistic, and timed.

Policies evaluation should be used to assess school performance and committees. Policy evaluation is used to conduct performance appraisals, work patterns, and the school management and the committee used was appropriate to achieve the objectives appropriate policy formulation, knowing the links between school activities with the aim of education to obtain a measure of progress of school work, school activities and adjust to the situation and the environment were changed, without deviating from the intended purpose of the school and the previous committee.

Efforts to build work harmony of school and committee of this study found fifteen items were obtained from the analysis based on data from respondents. Fifteen items such efforts can be broken up into two categories, namely school and school involvement and committees. Based on the categories of schools are efforts made, namely: transparency of each program of school work, mutual openness of the school to the community, improve the weaknesses that exist in the work program principals, and principals need to be transparent at any school work program. Based on the category of school involvement and committees are efforts made, namely: a program together in improving the quality of education in schools, mutual trust between the committees and principals, joint evaluation for school work program that has been implemented, hold regular meetings, discuss together to plan school activities, sit down with the committee and the principal to resolve the problem, make a school work program together for future school development, implementation follow-up program is shared between the committee and the school, good communication in order to achieve objectives education, and mutual trust between the committees and principals. Table 2 shows the effort to build work harmony of school and committee and the percentage of any efforts made.

It appears that the efforts to build school work and school committee harmony emphasis on school work that is greater than the committee. Even if it is done by the committee, certainly involving jointly with the school. Efforts committee has not been seen in mustinya efforts made by both parties. Prominent efforts made by schools, meaning that should the initiative may come from the committee, the results of this study indicate the school is still dominant. Cooperation that should be shown by both parties is there an attempt, but the arrival of the school.

Cooperation between the school and the committee should be encouraged by both parties. In line with the findings of this study, the research Ainin, Kholidah, and Ma'sum (2013-102) states that schools built cooperation with other relevant parties, ideally to be comprehensive and mutually beneficial. The parties in question are community leaders and school committee, department of education, religious ministries, health authorities, police, and parents of students.

**Table 2.** *Efforts to Build School Work and the School Committee Harmony*

| Efforts | Agree (%) | Disagree (%) | Mean | Standard Deviation |
|---|---|---|---|---|
| Improve the weaknesses that exist in principals work program | 79,3 | 20,7 | 3,97 | 1,228 |
| The mutual trust between the committees and principals | 80,7 | 19,3 | 4,03 | 1,169 |
| Good communication in order to achieve ducational goals | 73,1 | 26,9 | 3,66 | 1,446 |
| Joint evaluation for school work program | 82,1 | 17,9 | 4,10 | 1,103 |

| | | | | |
|---|---|---|---|---|
| Hold regular meetings | 83,8 | 16,2 | 4,19 | 1,177 |
| Create programs together in an effort to improving the quality of education in schools | 74,8 | 25,2 | 3,74 | 1,433 |
| School program transparency | 80,7 | 19,3 | 4,03 | 0,858 |
| Make the program work together to school future development | 76,9 | 23,1 | 3,84 | 1,309 |
| the committee and principals solve the problem simultaneously | 79,0 | 21,0 | 3,95 | 0,963 |
| The implementation of the follow-up program together between the committee and the school | 84,8 | 15,2 | 4,24 | 0,630 |
| The mutual trust between the committees and principals | 80,7 | 19,3 | 4,03 | 1,154 |
| Mutually responsible to the work program school | 81,7 | 18,3 | 4,09 | 1,128 |
| Discussing together to compose school activities plan | 69,7 | 30,3 | 3,48 | 1,128 |
| Principals need to be transparent in every program school work | 70,0 | 30,0 | 3,50 | 1,274 |
| Mutual openness of the school to the community | 79,3 | 20,7 | 3,97 | 1,350 |

Collaborative efforts indeed stand out from the findings of this study, that the efforts of the school and the involvement of many committees do. The most prominent of such cooperation is seen in three attempts as follows, namely: a program together in improving the quality of education in schools, mutual trust between the committees and principals, and a joint evaluation of school work program that has been implemented. The third effort is a concrete activity of efforts to build harmony work and school committee. The third attempt also shows that the awareness for cooperation between the two parties can be social capital to continue to improve the quality of school work.

The study of this school work done is still minimal, although there is more dominated by the principal aspect, it looks at the results Hallinger (2011:125) states that over the last 40 years of empirical research on school work only focused on the following themes: (1) The principal and leadership; (2) The head of the school is important, but to be successful needs to be encouragement for cooperation; (3) Building leadership capacity needs change; (4) understanding of contextual and strategic leadership; and (5) Empowerment and environmental leadership through time and right method.

The existence and performance of school committees to be studied are less attractive, besides of course the sociology of education. Public participation that manifests school committees should be part of that can be approached through the sociology of education, branch of science that makes science of society became the subject of study. Sociological theories too much adapted to the disciplines of management education in which many will be found many models. Education management model that is often used, by Usman (2010: 520) mentioned at least there are thirteen models, the Quality Control (QC) or the Quality Control Circle (QCC), Quality Assurance (QA), Total Quality Qontrol (TQC), Deming, Juran, Crosby, Peter, Ishikawa, Malcolm Baldridge Award, European Quality Award, International Standard Organization (ISO) 9000, Total Quality Management (TQM), and the School Based Management (SBM).

Rifa'I research results (2013:120) states that school-based education management model - one that requires strong community participation - is able to improve the psychosocial development of children, and increase community satisfaction with the involvement in the planning, implementation, and evaluation of learning as well as to learning outcomes of students.

Psychosocial development of children associated with the nature development process of humanity. Development nature of human nature can indeed be viewed from a variety of dimensions or viewpoints. These dimensions make the existence of the human family more meaningful and different from other creatures. The dimensions and the dynamic inherent in human beings, intertwined. Human dimensions which came to be known and be a guide in the development and consists of: human beings as individual beings, humans as social beings, mankind as a moral / immoral, and human as religious beings.

While the satisfaction of the people who are involved in school activities can be measured through the achievement of national education standards. Standard good school will bring a lot of alternative aspects and indicators to determine the quality of education. Tjiptono (2008:77) says that if the aspects and indicators are submitted to the people around, we can be sure the answer can vary. There is a direct reference to the relevant school status: including favorite school or not. Perhaps there is also a number of criteria, such as the reputation of the school, the curriculum, the 'fate' of graduates (the portion of those who received a favorite school next level or the amount they received in the company of the elite), entrance test difficulty levels, the ratio of students and educators, locations, donations to education, and money building, the uniqueness of schools (international or foreign language), extracurricular activities, and a variety of other criteria.

Participation of the community in education, which is then realized in the form of school committees, has dynamics because both parties (school committee) has a distinctive character of each. School aims to provide educational services as a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and the state. The school committee was formed for the purpose of: (1) Accommodating and aspirations and community initiatives in the delivery of operational policies and education programs in schools; (2) Increase the responsibility and community participation in education at school; and (3) Creating an atmosphere and conditions of transparent, accountable, and democratic in the administration and quality education services in school.

To achieve the goals of each party, and the school committee, which in fact have in common is for the achievement of quality education services, the school and the committee work harmony should be pursued continuously. Both sides have a common goal and will to realize the school. Both parties also have the same passion to perform school work well.

There is a relationship between the importance and the efforts to build school work and school committee harmony with a coefficient of correlation (correlation coefficient) of 0.986. This means that the relationship can be categorized both strong and significant, if it has an important reason for the strong / high then attempt to build harmony work and school committee (also) be strong / high. The relationship shows that the stronger / higher of the important reasons to build harmony work and school committee, then it will become stronger /

higher also efforts to build harmony work and school committee. These conditions make every effort to build harmony work and school committee requires rationality or background as the reason.

School work and school committee harmony is a statement of taste, actions, ideas, and interests in which there is harmony and harmony between the school and the school committee. Harmony and harmony can be realized both in an effort to jointly conduct policy formulation, policy implementation to the evaluation of policies. Coverage harmony and harmony is also in the form of efforts to manage participatory: curriculum and learning, learners, educators and education personnel services, financial education, infrastructure, community participation, and the culture and climate of the school.

Efforts in the implementation of the role of the school committee and fulfill its goals, the school committee can carry out its function to achieve harmony and harmony, namely: (1) encourage the growth of public attention and commitment to the implementation of quality education, (2) to cooperate with the public (individuals / organizations / business / industry) and government with regard to the implementation of quality education; (3) accommodates and analyzing aspirations, ideas, demands, and a wide range of educational needs raised by the community; (4) provide input, consideration and recommendation to the school regarding: policies and educational programs, the budget plan school activities, educational unit performance criteria, the criteria of educational personnel, criteria of educational facilities; and other matters related to education; (5) encouraging parents and communities to participate in education to support improved quality and equity of education; (6) to raise funds in order to finance public provision of education disatuan education; and (7) evaluation and monitoring of policies, programs, organization, and education outcomes in the education unit.

Schools can perform its functions to achieve harmony and harmony are the ideals of each component in education, including alignment and harmony between the school and the school committee. School education conducted serves to develop skills and character development and a dignified civilization in order to educate the nation, aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

**CONCLUSION**

Identified nineteen important reason to build school work and school committees harmony, namely: the media in integrating into the work program of the school and community, consideration of planning work program, the school committee is a partner school, relationships between schools and communities; and school committees to exercise control over the work program of the school, the synchronization program committee work and school work program, to avoid differences in the vision and mission of the school with the community, work together to promote the building of the school, jointly conducted evaluation work program schools, work program schools based on the needs of learners, resolve

problems faced by the school, as school partners in helping to improve the quality of school programs, producing graduates with better performance, together with schools to implement the work program into the public school choice, smooth implementation of the learning process, the creation of good relations committee and schools, to create the conditions to quality school, as a bridge of communication between parents and school students, and determine the direction and goals of the school. Efforts to build harmony work and school committee identified fifteen attempts, namely: a program together in improving the quality of education in schools, mutual trust between the committees and principals, transparency of any school work program, joint evaluation for schools that already work program implemented, mutual openness of the school to the community, holding regular meetings, discuss together to plan school activities, sit down with the committee and the principal to resolve the problem, repair the existing weaknesses in the work program principals, principals need transparent at any school work program, a program of school work together for future school development, implementation follow-up program is shared between the committee and the school, good communication in order to achieve educational goals, each responsible to the work program of the school, and mutual trust between the committee and the principal. There is a strong relationship between the importance and the efforts to build harmony work and school committee.

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