

Quality School Management (Study of School Committees, Principal and School Achievement at Cirebon City Public High School)

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ABSTRACT

Quality provides satisfaction to the user, relative quality provides an illustration of the use of a product that can be used based on satisfaction. Education as the development of quality human resources has the power that can be used for nation development. Reliable quality education contributes to a complete human being. The school committee carries out activities in order to maintain the quality of the school, the principal executes quality activities to make the school quality, the school's achievements cannot be separated from the strength of the committee's resources and the principal who has an active role in every school activity. This research uses a qualitative approach with data collection techniques of observation, document study and interviews. The results of this research really require synergy from all parties, commitment, communication and providing space for discussion and motivating internal school parties and supporting each other.

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1. INTRODUCTION

Schools are at the forefront in building reliable human resources, the presence of schools is able to elevate the position of the nation and state to become more honorable and dignified. Especially in current conditions, of course schools have a very strategic role in creating moral people. The number of brawls and fights has raised concerns for all parties. It seems that there has been a failure in building reliable human resources, especially in creating an atmosphere of safety and mutual respect.

The current era of openness has given rise to competence in various fields, both economic, political and social. This condition requires people to be aware of all the abilities they have in order to be able to face these challenges. The contribution of ability and creativity is one of the factors that can build awareness in creating better awareness. Human development through schools has not yet had an impact on social life.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (UU No. 20 2003 article 1 paragraph 1).

This law provides understanding to every educator with awareness and a thorough plan which can certainly create a learning atmosphere and learning process. A learning atmosphere that is comfortable, calm, conducive, fun, active, creative, innovative and progressive in the learning process, the learning process is related to learning models, teaching, teaching strategies, teaching techniques. The learning process is related to students' learning responses who experience an increase or decrease in their learning.

School is a social system, as an organization with an open system which is not only influenced by its environment but also depends on that environment. This is explicitly stated by Hoy & Miskel (2008:18) who state that: "the open system model views organizations as not only influenced by environments, but also dependent on them".

As an open organization, schools are organizations that take input from their environment, carry out transformations within these inputs and ultimately produce the expected output, as emphasized by Hoy & Miskel (2008: 18) that: "organizations take inputs from the environment, transform them and produce outputs. So that in a school, the principal together with all the teachers and staff must be able to create and transform strategic environmental changes in order to create a conducive school environment that is able to create commitment from each school individual so that each individual is productive in working to achieve a quality educational process.

Mulyasana (2012:123) states that quality education requires support from the leadership of educational institutions with effective, efficient and productive steps. Education providers are at least able to empower their institutions according to their conditions and capabilities, able to provide appropriate fertilizer when they are infected with disease and maintain it by taking vitamin medication, by analyzing and studying, knowing which position and education category they are at.

Wahab (Fatah, 2013: 124) states that school principals must have the ability, namely: (1) a leader has extensive knowledge of educational theory, (2) the ability to analyze the current situation based on what it should be, (3) able to identify problems, and (4) able to conceptualize new directions for change.

The role of the principal as a leader in implementing quality improvement in schools tends to spend more time leading, planning new ideas and working more closely with teachers and staff. Involving all school personnel, the process requires joint commitment and mutual understanding by being able to apply the principles of quality improvement (Fatah, 2013:124; Hartono et al., 2021).

As an open system, namely a system that is not only influenced by the internal conditions of the organization itself but is also influenced by the external conditions of the organization, "...external environments have an impact as well-they affect the inputs, internal structures and processes, and outputs of organizations" (Hoy & Miskel, 2008:256). The external environment directly influences school management such as community culture, government policies and regulations, the geographical environment of the school, regional autonomy policies (in which there is autonomy in the field of education), community vision regarding educators, economic changes and others that must be integrated into the internal environment as work environment where employees move and interact.

Schein (1992:51) emphasizes that there are 2 (two) fundamental differences that must be made: "1) survival in and adaptation to its external environment, 2) integration of its internal process to ensure the capacity to continue to survive and adapt". This means that to be able to survive (survive) it is necessary to integrate the external environment with the internal environment as input which is then transformed in the organization's internal processes by optimizing the elements of the internal environment so as to create an organizational capacity that maintains its survival (survive) and adapts to its external environment.

Based on BPS after 2006, it is proven that open unemployment based on high school education level in 2006 was 634,441 people, junior high school level was 41,036 people, elementary school level was 731,667 people for a total of 1,898,854 people. This condition proves that the unemployment rate, especially in West Java, is still relatively high. Likewise, if you add the total

number of underemployed people in West Java to 4,444,667 people, then this condition must receive attention and find the right solution to anticipate this unemployment problem.

Sobahi (Dissertation, 2009:3) stated that the low quality of education revealed above indicates that every level and unit of education, especially primary and secondary education, is one of the educational problems faced by this nation. Various efforts have been made to improve the quality of national education. For example, developing national and local curricula, increasing teacher competency through training, procuring books and teaching tools, procuring and improving educational facilities and infrastructure and improving the quality of school management.

School committees can influence school policies to suit community needs, and this is a development of school-based management. The particular implications are realized in the learning process, especially in relation to the social and economic environment of the local community, with the hope that the learning process that takes place at school can be useful in everyday life (Sobahi, 2009:6).

Still according to Sobahi (2009:9) since the issuance of Kepmendiknas 044/U/2002 as implementing the mandate of Law Number 25 of 2000 concerning the National Development Program. Regency/City Education Councils have also been formed in almost all districts/cities throughout Indonesia and several provinces have also formed them, school/madrasah committees have also been formed in almost all schools. However, it is not going well, so it needs to be empowered to build school quality. There are two reasons that support this, namely: At the beginning the formation of the school committee was not fully in accordance with the processes and mechanisms set out in Decree of the Minister of National Education Number 044/U/2002 concerning Education Councils and School Committees. Not yet fully adhering to democratic, transparent and accountable principles. In fact, school principals are formed only to fulfill block grants or grants that compete with the dominance of school principals in coloring the process of forming school committees. This process and formation, the existence of school committees still do not meet the expectations of the government and society.

The role and function of the school committee must be able to encourage the growth of community attention and commitment to providing quality education, collaborating with the community, both individuals, organizations and businesses. In fact, the school committee must be able to provide input, suggestions and recommendations to the education unit regarding school policies and programs, budget plans and school expenditure revenues, criteria for school principals and teachers. The school committee is expected to be able to raise funds for organizing educational activities as well as overseeing program policies and organizing activities (Sobahi, 2009: 12).

2. METHOD

This study adopted a qualitative approach to in-depth research, with the aim of analyzing Quality School Management in Public Secondary Schools in Cirebon City, particularly focusing on the roles of school committees, school principals, and their impact on school achievement. This purposive sampling technique is expected to generate rich and relevant data to support the qualitative analysis in answering this research question. The methodology involves a series of in-depth interviews with school committee members, school principals and relevant administrative staff. The interviews will focus on an in-depth understanding of the management practices implemented, the perceptions of relevant stakeholders, as well as the challenges and initiatives that have been taken. In addition, documentation will be an important component of data collection, involving the analysis of various documents related to school management, school achievement reports and existing policies. The combination of in-depth interviews and document analysis is expected to provide a holistic understanding of Quality School Management in Cirebon Public High School

3. RESULT AND DISCUSSION

Result

Suaebudin (Radar, 2017) based on this decision letter, the Head of SMAN 6 Cirebon City, Ety Nur Rochaeni, was promoted to the position of main supervisor for middle class IV/d. After receiving a decree from the President of the Republic of Indonesia, the energetic woman's rank was confirmed by the Head of the West Java Education Service, Dr H Ahmad Hadadi MSi. Thus, Ety Nur Rochaeni has the right to bear the rank of civil servant with two stars on her shoulders. The outstanding female principal is also entitled to an additional period of service up to the age of 65 years. Not only that, Ety Nur Rochaeni is the only female school principal in West Java who holds the rank of class IV/d and received an additional period of service. He has had a long journey since he was a teacher at SMAN 5, Head of SMAN 9, SMAN 3, until now he is Head of SMAN 6, Cirebon City.

The principal at SMAN 6 Cirebon City gave an example of how this achievement was achieved, not a few sacrifices were made. The principle is that education will be fought for, the struggle will definitely require sacrifice. Every time you encounter failure, the only way is to continue to try and pray earnestly.

There is still information from Suaebudin (2017) that before being signed by the president and being appointed by the Governor of West Java through the Head of the West Java Education Service, the bespectacled woman took part in a series of academic session processions with a presentation about the Adiwiyata School. Ety Nur Rochaeni was considered successful in changing students' behavior from less to more concerned about waste and the environment. When SMAN 3 won National Adiwiyata, the school was led by Ety Nur Rochaeni. With this achievement, Ety has written gold for the world of education in Cirebon City and West Java in particular. All efforts made received appreciation from President Joko Widodo. "Hopefully this can motivate others to move forward," said Ety Nur Rochaeni. This happy moment coincided with his 55th birthday last September. Ety continued that all these achievements have become a renewed enthusiasm for herself in advancing the world of education.

The principal of SMAN 6 Cirebon City is Dra. Hj. Ety Nur Rochaeni, M.PdI. born in Bandung, 1 September 1962, served as headmaster in several schools implementing managerial skills which cannot only be conceptualized, but applied in real life to individuals and organizations. The organization that he truly realized during his time as principal. The management concept of the school principal was outlined in a simple interview with the researcher, namely:

1) Building a good environment/ Organizing a good environment

In his interview, he explained how thinking about improving schools must have a good environment, a good environment that provides opportunities for teachers and people involved in them to solve this problem, including waste. Give everyone in the organization the opportunity to have an opinion. Building an agreement with the people involved makes the work easier. Agreement to build a good environment, directed at organizational improvement. Every member of the organization is responsible for cleaning every dirty corner of the yard.

Building a birth environment, as evidenced by the timely application of discipline in studying and entering school. Although, it is a teacher, there are no exceptions. When someone is late, anyone has to wait until 09.00 because the discipline built from the start will end up getting used to punctuality. Building good relationships with traders will provide great benefits, but good traders must work together well too. Provides the opportunity to trade on the specified area.

Building a religious environment within the school, the existence of a mosque is the spirit in building a religious environment, every activity must stop when the call to prayer sounds. The construction of the mosque, which cost 2.1 billion, became capital in implementing patterns of building religious culture. There are many challenges that must be faced together, especially regarding disciplinary culture, so as to build cooperation for discipline.

Building a mosque at a fairly large cost faces quite a few challenges, including concerns that the existing costs will not be possible to realize it. However, taking steps with confidence makes him continue to move forward and be confident. Everyone doubted it, but with confidence they could complete the construction of the mosque at SMAN 6 Cirebon City.

2) Be open with all parties

Every problem can be faced if it is implemented openly, opening up discussion space and opening up space for honest dialogue about the problems being faced. The number of students is 1093 students with 474 males and 619 females. In detail, class 10 consists of 392 students, class 11 consists of 353 students, and class 12 consists of 348 students. This number is not a small number of students with 58 teachers. Seeing the condition of quite a number of students, school principals have pivoted their strategy to provide an open communication building for all parties. These problems can occur between students themselves, between fellow students, between students and teachers, between students and their parents, between students and outside parties. With openness, problem solving will be found.

3) Be confident

The key to success is self-confidence, when ridicule and bullying occurs, you will definitely receive it, especially when carrying out activities, self-confidence is the medicine. Building self-confidence is built from the students, from the teachers, from all parties involved in it, including the school committee. Failure in an activity is normal, but don't continue to be lulled by failure. Failure is not the end of everything, but is a trigger for increasing competitiveness and fighting power.

Self-confidence has grown, making school a place of confidence and stability in looking to the future. The principal's confidence in leading his organization so as not to make the wrong policy. The wrong policy will take the organization on the wrong step. Activities will definitely go wrong, as a result of wrong policies. Everyone involved in it will definitely fall into the trap when the policy is wrong. However, good policies are based on shared commitment.

The principal explained that the group student ratio was 35.26 percent, the classroom student ratio was 35.26, the student teacher ratio was 19.52, qualified teachers were 100 percent, certified teachers were 76.79 percent, civil servant teachers were 80.36 percent, and adequate classrooms were 100 percent. The number of students is 1093, with details of 472 male students, and 621 female students, the distribution of class 10 is 392 students, class 11 is 353 students, and class 12 is 348 students, the religion adhered to by students is Islam is 1077 students, Christianity is 12 students. , there are four Catholic students, 299 students aged over 16 years, 788 students aged 16-18 years and six students under 18 years old.

There are 392 new students with details, 283 students aged over 16 years, 109 students aged 16-18 years, 177 students with male gender and 215 female students. Meanwhile, the number of graduates was 408 students with the details, namely 16-18 years old totaling 383 students and under 18 years old 25 years old, and male gender totaling 176 students with 232 female students.

There are 56 teachers at SMAN 6 Cirebon City, with the details being 45 civil servant teachers and 11 honorary teachers. There are 43 teachers who have been certified, 13 teachers who have not been certified, 24 teachers who are male and 24 female teachers. Overall, the teachers have a bachelor's degree or meet bachelor's qualifications. There are 22 educational staff at SMAN 6 Cirebon City, with three people with a bachelor's degree and less than three people with data of 16 people missing.

b. School Committee

The school committee at SMAN 6 Cirebon City gave the following considerations:

- 1) Develop school regulations and programs
- 2) Planning the school's income and expenditure budget
- 3) Determine the priority scale for school performance
- 4) Determine the criteria for teaching staff
- 5) Planning the priority scale for educational facilities and infrastructure
- 6) Plan other related activities

The concrete activities of the school committee are as follows:

- 1) Provide input, suggestions and recommendations so that curriculum preparation is in accordance with local wisdom.

- 2) Provide input, suggestions and recommendations so that the vision, mission, goals and benefits are in line with national programs.
- 3) Record the social status of students' families and inventory learning resources, especially in innovative learning
- 4) Provide input, suggestions and recommendations to the school principal regarding pro-little people policies in education.
- 5) Provide input, suggestions and recommendations to related agencies, especially the education office so that their policies always prioritize the principle of justice.
- 6) Provide input, suggestions and recommendations for local content in order to realize local wisdom.
- 7) Provide input, suggestions and recommendations to teachers so that they carry out learning using the principles of gembrot (active, creative, fun, joyful and meaningful learning).

The activities of the SMAN 6 Cirebon City committee are as follows:

- 1) The school committee holds regular and incidental meetings with parents and stakeholders
- 2) Seeking funds from companies, services and trade and industry to support school operations
- 3) Communicate with various parties, especially parents and teachers, students and stakeholders as well as the school principal.
- 4) Supporting student championship competitions at various championship levels, both local and national.
- 5) Approve the use of the school income budget plan in accordance with its allocation.
- 6) Building relationships with entrepreneurs in order to improve the quality of education in schools.
- 7) Building a joint commitment with school principals, teachers, parents and entrepreneurs in efforts to improve the quality of education in schools
- 8) Carrying out cooperative activities with the world of industry, trade and services, as well as tourism and maritime affairs.
- 9) Organize fundraising for extracurricular activities, arts and culture fairs, competitions and championships.

c. School Achievement



Figure 1 Interview with SMAN 6 Cirebon City Institution

Source: Interview Shooting

Some of the teachers who excelled and received awards are:

- 1) Sri Setiowati received the 20 year Satyalencana Karya Satya award from the President of the Republic of Indonesia at National level in 2011
- 2) Siti Aisyah received the Satyalencana Karya Satya award from the President at National level in 2011
- 3) Ina Rochmani received an award from the Mayor as an outstanding teacher in 2013
- 4) Yanti Damayanti received the Satyalencana Karya Satya award from the President of the Republic of Indonesia at National level in 2014

- 5) Nurnengsih received a drug seminar award from the West Java Provincial Secretary at the 2014 provincial level
- 6) Sri Hernawati received the 10 year Satyalencana Karya Satya award from the National President in 2014
- 7) Ety Nur Rochaeni received an award as the outstanding principal of SMAN 3 Cirebon City at district/city level in 2014
- 8) Susilowati received the 20 year Satyalencana Karya Satya award from the President of the Republic of Indonesia at National level in 2014
- 9) Ayi Subhan received the teacher science olympiad award from the Cirebon city education office at district/city level in 2015
- 10) Ety Nur Rochaeni received an award as the outstanding principal of SMAN 3 Cirebon City at provincial level in 2015

The student achievements recorded are

- 1) Participating in the Pildacil competition won an award as first place at the District/City level in 2009
- 2) Participated in the pencaksilat competition and won an award as second place at the sub-district level in 2011
- 3) Following the Cerbon language speech, he was awarded first place at the Kotan district level in 2013
- 4) Participating in sepak takraw competitions won an award as first winner at the sub-district level in 2014
- 5) Participating in a chain password competition won an award as second place at the sub-district level in 2015
- 6) Participated in a chain code competition at SMPN 15 Cirebon City and was awarded second place at the district/city level in 2015
- 7) Participate in the MSQ award competition from HTQ as first place at another level in 2018
- 8) The women's speech competition received an award from MGMP PAI Cirebon City at the District/City level in 2018
- 9) Participating in the Pasanggiri competition, Basa Cerbon received an award from the West Java Provincial Service at Provincial level in 2018
- 10) Participate in the MSQ competition at the Al Multazam Islamic Boarding School in Kuningan as first place winner in 2019

The 2017 student passing scores are as follows: (1) the science department scores are (a) Indonesian has a score of 80.53, (b) English has a score of 63.44, (c) mathematics has a score of 46.47, (d) physics has a score of 56.50, (e) chemistry has a score of 62.65, and (f) biology has a score of 54.88, and (2) social studies majors get a score of (a) Indonesian has a score of 68.33, (b) English has a score of 47.42, (c) mathematics has a score 36.53, (d) economics has a value of 65.83, (e) sociology has a value of 65.57, and (f) geography has a value of 61.69.

Results of the interview with Mr. Eman, Chair of the SMAN 4 Cirebon Committee on Friday/01/11/2019. The role of the school committee is:

- 1) Participate in providing input in the preparation and planning of school activity programs,
- 2) Preparation of the School Revenue and Expenditure Budget Plan (RAPBS) where the school as an autonomous implementer of education, the school plays a role in preparing the RAPBS at the end of each school year for use in the following school year.
- 3) As a partner of the school principal in providing educational resources in order to carry out educational management.

School Committee Meeting, school committee meeting at the time of (1) preparing the RAPBS, (2) outreach to student parents regarding the amount of committee money that must be paid at the beginning of the year, (3) meeting when the school carries out school construction or renovation, (4) preparation school accreditation.

Change of School Committee Management, changes are carried out every two years, either a total change or a refresh of the management. Obstacles that often occur in committee meetings.

- 1) Facing parents who do not understand the school program which is linked to the financial amount that must be paid to the school,
- 2) Parents prefer to communicate with the school using community organizations such as NGOs and through party members.

Openness of School Principals with Committees, Principals of State Senior High Schools (SMAN) 4 in Cirebon City, in several major activities, always ask for consideration from the school committee, especially those related to financing.

The school committee explained that the rooms owned by SMAN 4 Cirebon City had 32 rooms with moderate damage, 26 rooms while 6 of the students' rooms were in good condition. It has one biology laboratory in moderately damaged condition, one chemistry laboratory in heavily damaged condition, one physics laboratory in slightly damaged condition and computers in moderately damaged condition. Meanwhile, one library room was in a heavily damaged condition, two teachers' sanitation was slightly damaged and six were moderately damaged, while 11 student sanitation rooms were in a slightly damaged condition and 11 rooms were in a moderately damaged condition.

The operational activities of the school committee are:

- 1) Fostering harmonious relationships and cooperation with education stakeholders.
- 2) Holding cooperation trials or MOUs with other parties, in order to obtain ISO certification.
- 3) Holding questionnaires to distribute questionnaires for input from parents and the community.
- 4) Carrying out cross-subsidy activities in collecting school fees from students' parents to improve the quality of education.
- 5) Implement information in drug eradication and preventive prevention activities so that opportunities for crime do not occur.

c. School Achievement

Teachers at SMAN 4 Cirebon City have the following achievements:

- 1) Suroso received the Satyalencana Karya Satya award from the President of the Republic of Indonesia at the National level in 2013
- 2) Sri Hartati received the 30 year Satyalencana Karya Satya award from the President of the Republic of Indonesia at National level in 2014
- 3) Siti Rochani received the Satyalencana Karya Satya 30 years award from the Minister of State Secretary/National President in 2014
- 4) Agus Sobayar received the Satyalencana Karya Satya award from the Minister of State Secretary at the National level in 2014
- 5) Deden Hermawan received the Satyalencana Karya Satya award from the President at National level in 2014
- 6) Nur Hayati received the 20 year Satyalencana Karya Satya award from the President of the Republic of Indonesia at National level in 2014
- 7) Neni Daerani received the Satyalencana Karya Satya 30 years National level award in 2014
- 8) Suroso received the award for outstanding and dedicated school principal from the Mayor of Cirebon at Regency/City level in 2015
- 9) Rina Widyawati received the Satyalencana Karya Satya award from the President of the Republic of Indonesia at National level in 2015
- 10) Euis Yayah Juariyah received the 20 year Satyalencana Karya Satya award from the President of the Republic of Indonesia in 2016
- 11) Neneng Sri Wahyuni received the Indonesian Maritime Diplomacy award from the

Ministry of Foreign Affairs at Provincial level in 2017.

The championships won by students are:

- 1) Futsal award from Al-Azhar Center ranked 2 (two) in the national level sports sector in 2013
- 2) Futsal award from Sperter Liverpool ranked 1st (one) in sports at national level in 2013
- 3) Futsal award from Al-Azhar Center ranked 1st (two) in sports at national level in 2014
- 4) Women's Volleyball, an award from the Education Department, ranked 3rd (three) in sports at Regency/City level in 2015
- 5) Pencak Silat award from IAIN Syekh Nurjati ranked 2 (two) in sports at provincial level in 2016
- 6) Porda Volleyball branch from West Java province ranked 2nd (two) in provincial level sports in 2017

SMAN 8 Kota Cirebon

The principal explained that the SMAN 8 Cirebon City school has 52 teachers with a total of 408 male students and 486 female students with a study group of 28 classes, 4 laboratory rooms, one library room and eight sanitation rooms. The curriculum used is K-13, providing full day activities for five days.

The principal is committed to improving the school by implementing the principles, namely:

- 1) Lead with commitment, ensuring that every meeting result is implemented in accordance with the agreement.
- 2) Leading by example, setting an example for every teacher, student and stakeholders who guarantees openness and implements it with heart
- 3) Leading with responsibility, being responsible in carrying out the tasks assigned to him with full sincerity.

The study group student ratio is 31.93 percent, the classroom student ratio is 31.93 percent, the student teacher ratio is 17.19 percent, the teacher qualifications are 98.08 percent, the certified teachers are 86.54 percent, the civil servant teachers are 84.62 and the appropriate classrooms are 93.33. The total number of students is 894 students with details, namely class 10 totaling 307 students, class 11 totaling 292 students, and class 12 totaling 195 students. The religion adhered to by students is Islam 886, Christianity numbering 7 students, Buddhism numbering one person. There were 206 students aged over 16 years, 100 students aged 16-18 years, with graduation being 1 student over the age of 16, 131 students aged 16-18 years and 75 students under the age of 18.

There are 52 teachers at SMAN 8 Cirebon City, with details: 44 civil servants and eight honorary teachers with 23 teachers in group 3, and 21 teachers in class 4, with 45 teachers already certified, and seven teachers who have not been certified. , with Bachelor's qualifications there are 51 teachers, and one teacher who has not, while for educational data there are three people who are civil servants and 13 administrative staff who are not yet civil servants.

b. School Committee

Interview notes, with committee chair:

- 1) Lead with heart
- 2) Can see people with various characters
- 3) Building reluctance or authority
- 4) Build good relationships with homeroom teachers and teachers
- 5) Building synergy with all parties
- 6) Briefing with the homeroom teacher and teacher
- 7) Have a commitment to everyone so they can graduate
- 8) Synchronization and conditional
- 9) Hold an annual meeting with the student guardians, once a month with the school principal and teachers
- 10) Meeting every time there are final semester exams and national exams.
- 11) Hold meetings for the development of facilities and infrastructure
- 12) Lack of funds to chat with parents

- 13) For those who cannot afford to pay 50%
- 14) Committee elements from teachers, community, retirees, professionals

The duties of the school committee are:

- 1) Explain the budget to the student's parents
- 2) Use of the budget for school operational costs
- 3) Talk to parents and stakeholders
- 4) Students who cannot afford it are free

The classrooms at SMAN 8 Cirebon City have 30 rooms, with one room in good condition, 23 rooms slightly damaged, four rooms moderately damaged and 2 rooms heavily damaged. The laboratory has five rooms with one room in biology in slightly damaged condition, one room in chemistry laboratory in slightly damaged condition, one room in physics laboratory in slightly damaged condition, one room in language laboratory in slightly damaged condition, and a computer laboratory in slightly damaged condition.

The results of the interview can be explained as follows:

- 1) Hold a meeting to discuss school programs and find solutions to create quality education.
- 2) Arrange a meeting agenda with the school and teachers regarding activities that will be carried out in the principal's office or school hall.
- 3) The principal explains the student learning results to the school committee, and field of study teachers to prepare reports which are the responsibility of the school.
- 4) The school committee is responsible for the successful implementation of the national exams held at the school.
- 5) The school committee together with the principal and teachers are jointly responsible for student activities outside of school.
- 6) The school committee and principal conduct a search for alumni who graduated from the previous year from the first class to the last class.

c. School Achievement



Figure 2 Chronology of School Achievement

Source: Interview Shootinge

Some outstanding teachers are:

- 1) Sri Kustari Satyalencana Karya Satya from the National Education Office of Cirebon City in 2006
- 2) Tata Ali Muhtadi Satyalencana Karya Satya 10 years from others National Level in 2007
- 3) Siarudin Satyalencana Karya Satya from the President at the National Level in 2007
- 4) Yana Kuswana Satyalencana Karya Satya from National Level President in 2007
- 5) Saeni was awarded the 2007 National Government Presidential Certificate of Honor
- 6) Dena Hendiana Satyalencana Karya Satya 10 years from President in 2007
- 7) Joko Sutarno Satyalencana Karya Satya 10 Years from Cirebon City Education Department at National level in 2012
- 8) Siarudin Satyalencana Karya Satya 10 Years from the National President in 2012
- 9) Ratna Munjiah Satyalencana Karya Satya Disdik National level in 2012
- 10) Ema Rochmawatiningsih Satyalencana Karya Satya National level 2016

Discussion

Research at SMAN Kota Cirebon focuses on developing leadership aspects among school principals, school committees, and school achievements in comparison to other high schools in Cirebon. In the city, there are nine public high schools, but the researcher selected three specific locations for study: SMAN 4 Kota Cirebon, SMAN 6 Kota Cirebon, and SMAN 8 Kota Cirebon. These three schools are deemed highly representative for research due to the following considerations: (1) they have started developing Islamic values, (2) they prioritize sports activities as their potential foundation, and (3) they are oriented towards commitment and honesty as the basis of their character.

These three public high schools contribute significantly to the nation's development by nurturing well-rounded individuals. A complete individual comprises both spiritual and intellectual development. Visualizing the words of educational reformer King Martin Luther, who stated, "intelligence plus character is the goal of true education," these schools strive for an ideal education that emphasizes both intellect and character in building their educational foundations.

The research on school leadership in each institution reveals that each school principal has a distinct concept, yet all share the substance of molding individuals who contribute to the nation's development. In the millennial era, characterized by technological advancements and the rapid disruption of the 4.0 digitalization era, the concept of building individuals in the current character and technological landscape is crucial.

The leadership concepts developed during interviews include: Honesty: A leader who is always open and genuine, building honesty as a pathway to constructing honest activity frameworks. High Commitment: Consistency in carrying out planned activities, creating joint commitments, and maintaining consistency in activities, leaving no room for violations. Responsibility: Making every word, action, and behavior accountable, encompassing teaching, leading, and decision-making responsibilities.

In terms of the school committee aspect, school principals constantly coordinate with the committee regarding financial needs and shortages. The committee remains open to providing solutions and resolving school issues. When communication channels are closed, the committee opens up spaces to address school needs. The school communicates with the committee and parents when faced with financial challenges, and the committee offers solutions, such as allowing those unable to pay the full amount to contribute only 50%.

Regarding school achievements, all three schools have achieved outstanding grades with an A rating, a feat not easily accomplished without significant effort. Some teachers have received the Karya Satya Presidential Medal of Honor at the national level. The research results in students achieving excellence in both academic and non-academic fields. Students from these schools have received awards as district, city, provincial, and national champions in both academic and non-academic categories.

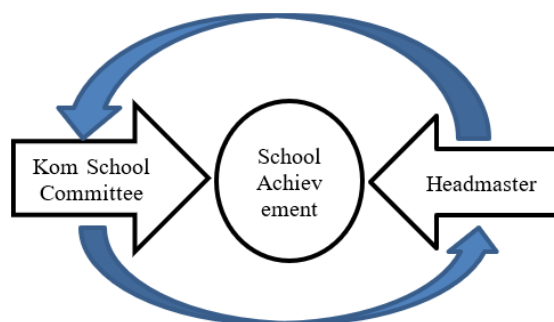


Figure 3 Committee, School Principal, and School Achievement Cycle
Source: Research Results Description

Supporting factors in improving the quality of education include:

- 1) Local government policies in the development of the education sector.
- 2) Local government policies in empowering the community.
- 3) Local government policies in building educational facilities for school boards and school committees.
- 4) School committees providing problem-solving for financial and impasse issues faced by schools.
- 5) Local government policies in creating regional budgeting for the operationalization of school board and school committee budgets.
- 6) Establishing good relations with entrepreneurs, industries, trade, tourism, and maritime sectors.

Obstructing factors in education are:

- 1) Minimal attention from the local government in providing school committee facilities.
- 2) Lack of response from the school regarding input, suggestions, and recommendations from the school committee.
- 3) Insufficient response from the education department regarding input, suggestions, and recommendations from the school committee.
- 4) Limited understanding of the school committee regarding its tasks and functions.
- 5) Still not fully maximizing relationships with relevant parties.

Success indicators in building quality education include:

- 1) The formation of school committees to be carried out democratically, openly, and responsibly in accordance with the articles of association and household budget.
- 2) School committees, together with school principals, conducting activities democratically, openly, and responsibly.
- 3) School committees and school principals establishing their stability in school activities and school quality.
- 4) School committees and school principals performing their functions and roles in carrying out school activities.

The school committee employs five approaches as follows:

- 1) Socialization, providing an understanding of community participation and responsibilities in education in the millennial era through training, education, and seminars.
- 2) Instruction, an organizational approach, making it a vital structure in the cultural network of society.
- 3) Simulation, providing stimulus for school committee activities along with the school principal in the form of educational facilities assistance from the local government.
- 4) Social media, information as communication in the millennial era brings accurate and trustworthy mindset changes. Social media provides accurate public information and can be reliable in its dissemination.
- 5) Quality assurance, the school committee assures all parties of the quality of education in every educational institution, ensuring that education produces competent students ready to face the challenges of changing times.

4. CONCLUSION

Based on the results of interviews and research discussions, it can be concluded: The synergy of the school committee, the principal in improving school achievement is needed to display honesty, openness, exemplary and responsibility. The commitment of the school committee and the principal in maintaining the authority of the school is a top priority to display reliable strength. The school committee and principal build responsive communication for various parties in advancing the school

by organizing social networking. School committees and principals open space for discussion when there is a deadlock between the school committee, principal, teachers, students and parents in carrying out every activity that runs. School committees and principals motivate teachers and students to excel, innovate and create. School committees and principals build coordination channels with internal and external parties.

Based on the results and conclusions of the study, we provide the following suggestions: Openness between principals and school committees in organizing facilities and infrastructure development activities. The school committee and the principal should think about advancing the school through student activities. School committees and principals to give appreciation to teachers and students who excel. School committees and principals to provide a free platform for teachers and students to express their ideas. The school committee provides policies that support the principal to drive every activity that advances the school. The principal to report regularly and openly with all school issues to the school committee..

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