

## **School Management Strategy and Synergy with the School Committee in Improving the Quality of Education at UPT SMA Negeri 20 Bone**

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### ***Abstract***

This study aims to analyze the school management strategy implemented in SMA Negeri 20 Bone and examine the synergy between the school and the school committee in improving the quality of education. The approach used is qualitative by involving key informants, namely the Principal, Teachers, administrative staff, and the School Committee.

The results of the study indicate that strategies for improving the quality of education at SMA Negeri 20 Bone include: (1) Improving the competence of the principal through educational leadership training and quality-based management; (2) Active involvement of teachers in the school program planning process and curriculum development based on student needs; (3) Improvement of the administration system through the application of information technology to increase efficiency and transparency; and (4) Continuous evaluation to monitor the effectiveness of the strategies implemented.

In addition, synergy between schools and school committees is an important factor in encouraging improvements in the quality of education. School committees act as strategic partners by carrying out several main functions, namely: (1) Providing input and supervision of school budget planning and management; (2) Facilitating collaboration between schools and the community, including industry partners and other educational institutions; (3) Initiating supporting programs such as student skills training, career seminars, and extracurricular development; and (4) Monitoring transparency and accountability in the management of school funds and policies.

This finding confirms that improving the quality of education at SMA Negeri 20 Bone requires close and continuous collaboration between the school and the school committee. By implementing a structured management strategy and strengthening the role of the school committee, it is expected to create an effective and conducive learning environment for student development.

**Keywords:** Strategy, School Management, Synergy, School Committee, Quality of Education

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## INTRODUCTION

Effective school management and collaboration with the school committee are the keys to improving the quality of education, especially in SMA Negeri 20 Bone. School management involves planning, organizing, directing, and controlling educational resources to achieve predetermined goals. The principal plays a central role in strengthening managerial capacity, such as decision making, conflict management, and budget management.

The phenomenon that occurs shows that although the role of the school committee has been regulated in Permendikbud No. 75 of 2016, community participation in education management is still often symbolic. Many school committees have not been fully involved in the decision-making process or supervision of school programs. One factor is the old mindset that the responsibility for education lies only with teachers and the government, so that ideal collaboration has not been fully realized.

At SMA Negeri 20 Bone, the education development strategy involves strengthening the principal's skills, teacher training, implementing technology such as digital attendance and smart boards, and an industry-based curriculum. The school committee also helps bridge the relationship between the school and the world of work through workshops and seminars.

This collaborative approach is expected to create an adaptive and innovative education system, prepare students to become competent workers, and increase their competitiveness in the global market. With strong synergy, the quality of education at SMA Negeri 20 Bone can continue to improve sustainably.

### *Connection Between Variables And Development Hypothesis*

In this study, there is a relationship between variables that play an important role. The following is the relationship between variables from the two research questions:

#### 1. **School Management Strategy and Education Quality**

School management strategies include educational program planning, human resource management (teachers and education personnel), and supervision and evaluation. If these strategies are implemented effectively, they will contribute to improving the quality of education, such as improving student achievement, curriculum development, and optimizing school facilities.

#### 2. **Synergy between Schools and School Committees and Quality of Education**

This synergy involves collaboration between the principal, teachers, and school committee in planning, decision-making, and supervision of educational programs. When synergy runs well, schools will receive stronger support, both in terms of providing facilities, aligning programs with community needs, and motivating students and teachers, so that the quality of education improves.

#### 3. **School Management Strategy and Synergy between Schools and School Committees**

A good school management strategy encourages the active involvement of the school committee. Conversely, strong synergy with the school committee helps schools develop more relevant and applicable strategies. Both strengthen each other and jointly influence the quality of education.

School Management Strategy and Synergy The School and School Committee have a mutually supportive relationship, both of which lead to improving the quality of education at SMA Negeri 20 Bone.

## METHODOLOGY

The research approach used in the study "School Management and Synergy with the School Committee to Improve the Quality of Education at UPT SMA Negeri 20 Bone" is a qualitative approach. This study uses a case study design on the phenomena that occur at UPT SMA Negeri 20 Bone. This allows researchers to explore the specific context and internal dynamics that affect school management and synergy with the school committee.

The informants to be explored are the principal, teachers, members of the school committee, informants were selected based on their involvement and knowledge of school management and synergy with the school committee at UPT SMA Negeri 20 Bone. The research instrument used was an interview guide, in addition to conducting observations and documentation of school data.

## RESULTS AND DISCUSSION

### School management strategies at SMA Negeri 20 Bone

The school management strategy at SMA Negeri 20 Bone focuses on the visionary leadership of the principal, curriculum management based on student needs, and providing teaching method guidance for teachers. Referring to the theory of transformational leadership (Bass, 1985), the principal acts as a driver of change by inspiring teachers to continue to innovate. Fullan (2016) also emphasized the importance of the principal in ensuring that the curriculum is relevant to global demands and student needs. The synergy between the school and the school committee, according to the stakeholder collaboration theory (Bryson, 2018), strengthens the planning and implementation of educational programs. With this approach, the quality of education improves through active collaboration of all parties, supported by monitoring, evaluation, and ongoing training.

Teacher motivation at SMA Negeri 20 Bone is carried out through various strategies, such as giving awards, providing training, and creating a positive work environment. The principal acts as the main motivator who encourages teachers to continue learning and developing.

However, the main challenge faced is the inequality in the distribution of training, where there are still teachers who need special training to improve their competence. The current principal policy already reflects participatory leadership, but needs to be strengthened with better resource management and more equitable training, especially those that focus on innovative teaching methods.

In addition, giving awards to outstanding teachers is an additional incentive to increase their motivation. This principle is in line with Herzberg's Two-Factor Theory (1959), which states that motivational factors, such as recognition and development opportunities, play an important role in improving individual performance.

Principal support has also been shown to be important based on research by Guskey (2002), which shows that professional training supported by leaders can significantly improve teacher competence, strengthen work enthusiasm, and encourage the implementation of new teaching methods.

Learning support facilities, such as comfortable classrooms, access to technology, and adequate teaching materials, are very important to support the education process. The principal is responsible for ensuring that all facilities can be optimally utilized by teachers and students.

However, SMA Negeri 20 Bone still faces limitations, including the unavailability of a practical laboratory for students and the lack of internet connection. To overcome this, strategic policies are needed such as proposing a larger budget allocation for the procurement of technology facilities.

theory (1979) emphasizes that the physical environment influences individual development, including in the context of education. Earthman's study (2002) also found that adequate school facilities correlate directly with student learning outcomes, while Schneider (2002) showed that modern facilities can increase learning effectiveness by up to 30%.

### **Teacher Involvement in School Program Planning**

Teacher participation in school program planning is an important strategy in educational management. At SMA Negeri 20 Bone, teachers have the opportunity to provide input on school work programs, develop learning strategies, and contribute to the development of the school's vision and mission, both through formal discussions such as annual meetings and informal discussions.

According to Hoy & Miskel (2012) , teacher involvement in decision-making can increase motivation and a sense of ownership of school policies. However, not all teachers feel they have the capacity to provide constructive input. Therefore, training related to participatory leadership is important so that all teachers can contribute optimally.

#### **A. Providing Input on School Work Programs**

Teacher involvement in designing work programs helps ensure that they are relevant to students' needs. Teachers have practical insights that enrich the curriculum, learning activities, and provision of facilities.

Harris's (2004) research shows that teacher participation increases a sense of ownership of school programs, while Ingersoll (2001) found that teacher involvement helps reduce stress and increases job satisfaction.

#### **B. Arrange Academic and Non-Academic Activity Programs**

Teachers play a role in designing academic activities such as olympiads and remedial learning, as well as non-academic activities such as extracurricular arts and sports. These activities must be adjusted to the potential and interests of students to be more effective.

According to Fullan (2007) , programs designed with teachers tend to be more successful because teachers understand students' needs. Darling-Hammond et al. (2009) also stated that teacher involvement in non-academic activities increases student participation in and outside the classroom.

#### **C. Developing School Vision and Mission**

Teachers also have a role as agents of change who help the principal formulate the school's vision and mission. Formal and informal discussions provide space for teachers to convey ideas and strategies.

Leithwood et al.'s (2008) study confirmed that developing a school vision involving teachers strengthens collaboration and shared responsibility. Day et al. (2011) also stated that teacher involvement in developing a school vision has a positive impact on student success.

School management at SMA Negeri 20 Bone requires strengthening of school culture, teacher professional development, and stakeholder involvement. Recommendations include teacher mentoring, integration of positive values, and communication forums. Implementation of this policy aims to improve management effectiveness and support student success.

### **2. Synergy between SMA Negeri 20 Bone and the school committee**

The synergy between SMA Negeri 20 Bone and the school committee plays an important role in improving the quality of education through collaboration in program planning, provision of facilities, and improving teacher quality. The school committee supports academic and non-academic programs, helps manage the budget, and strengthens the school's vision and mission. However, challenges such as minimal understanding of the committee's role and limited funding are still faced. Solutions include committee training, regular discussion forums, and partnerships with the business world through CSR programs. This collaboration aims to create a conducive learning environment to improve student achievement .

## **CONCLUSION**

1. The strategy implemented by SMA Negeri 20 Bone has shown progress, as illustrated by the vision that focuses on effective management and development of student potential. Although the quality of education is improving, school management, especially in curriculum, student affairs, and finance, still needs improvement. The school committee has been involved in

- planning and supervision, but communication and evaluation mechanisms need to be strengthened. Innovation like Learning Community and IT facilities support improving the quality of education, but expanding participation and technology integration more carry on will increase results learning. For To achieve goals, a more structured strategy, data-based evaluation, and stronger synergy with relevant committees and stakeholders are required .
2. The principal's leadership strongly supports the teaching process by creating a conducive atmosphere, providing motivation, and providing supporting facilities. However, there is a need to improve the principal's managerial competence through training. Teacher involvement in planning program school varies, with a number of Teacher feel less involved, so it is important to implement policies that require the active participation of all teachers. The role of the school committee is also important in supporting learning, although There is constraint in transparency and coordination. To improve school management, it is necessary to strengthen the culture organization And development source Power man, as well as ensure fair distribution of tasks
  3. The administration system in schools is considered important in supporting the quality of education, although it still needs to be improved to be more integrated. With an efficient administration system, it can support management of various aspects of the school. However, obstacles related to the lack of formal training and adequate infrastructure .
  4. School committees play an important role in supporting the quality of education through supervision, planning, and financial support, but this role is often hampered by a lack of understanding and skills of members. Collaboration with schools focuses more on physical development, while human resource development needs to be improved. The main obstacles include low quality human resources and misunderstandings in fundraising. To improve the role of the committee, there needs to be regular training, transparency in fundraising, and the development of a better communication system between schools, the committee, and the community .

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