School Committee Communication Patterns in Actualize School Programs in Public High Schools

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Abstract

The school committee is one of the organizations that become partners in supporting school programs. The existence of a school committee is very important, especially in public schools. For state schools, the implementation of school programs requires a third party as a supporting system, especially in terms of funding. Even though state schools receive grants from the government, the implementation of school programs is not comparable when public schools are allowed to collect tuition fees from students' parents. Many school programs are not implemented. A school committee is needed that can support school programs. Therefore, the school committee needs to have good communication in its internal scope to support school programs. The purpose of this study was to analyze the school committee communication patterns in actualizing school programs in public high schools. This study used the descriptive qualitative method. The results showed that the star communication pattern was the most widely used by the school committee in discussing school programs that would be supported by the school committee. The form of communication that is carried out is mostly using WhatsApp media to interact. Communication barriers in realizing school programs are limited funds, still lack care for parents, and parents' mindsets. It can be concluded that all communication patterns can be used by the school committee depending on the situation and conditions. This study recommends the same research on the communication patterns of school committees other than in public schools.

Keywords: *Pattern, Communication, Communication Pattern; School Committee; School Program*

Introduction

It is undeniable that every school needs cooperation with other parties to support the implementation of school programs. The school program is an activity that is carried out continuously every year to achieve goals. This goal is adjusted to the characteristics possessed by each school.

The preparation of school work programs is adjusted to the conditions of the school, the potential of the surrounding area, the socio-cultural conditions of the surrounding community, and also the needs of students. In its preparation, school programs must not violate the rules and must be by the vision, mission, and goals.

Schoolwork programs can be developed by considering into account the strengths and weaknesses as well as the school's potential. In addition, attention should also be paid to the external and internal challenges faced. It is also necessary to prepare a schoolwork program in a systematic, detailed, measurable, and accountable manner (Sunartejo, 2014).

A school's education implementation is determined by planning a good schoolwork program. Schools can involve school committees in preparing school work programs and coordinate with the relevant Education Office.

One of the parties that can be involved in working with schools is the school committee. The School Committee is an independent institution whose members are parents/guardians of students, the school community, and community leaders who care about education (Permendikbud, 2016).

Article 56 paragraphs 1 and 3 of the National Education System Law states that school committees play a role in improving the quality of education services, which includes planning, monitoring, and evaluating educational programs through the education board and school/madrasah committees. In addition, school/madrasah committees, as independent institutions, are formed and play a role in improving the quality of services by providing advice, direction, and support for personnel, facilities, and infrastructure, as well as supervision of education at the education unit level (Subekti, 2012).

Meanwhile, in carrying out its role, the school committee also has the function of (1) encouraging the growth of community attention and commitment to the implementation of quality education; (2) Making collaborative efforts with the community and the government regarding the provision of quality education; (3) Accommodate all aspirations, ideas, proposals related to education submitted by the community; (4) Provide suggestions related to education policies and programs, Education Budget Plans and School Expenditures (RAPBS), criteria for educational unit performance, criteria for educational staff, criteria for educational facilities, matters related to education. (5) Encouraging parental and community participation in education to support quality improvement and educational equity. (6) Trying to raise funds from the public to finance the implementation of education in education units. (7) evaluating and supervising policies, programs, implementation, and graduates in education units.

In carrying out its functions, the school committee can provide considerations in determining the implementation of education policies related to school programs, RAPBS/RKAS, school performance, educational facilities in schools, and school cooperation with other parties. In addition, school committees can raise funds to support school programs, oversee education services, and receive criticism and suggestions from parents regarding school performance. (Permendikbud, 2016).

Since the enactment of free tuition fees for public high schools by the West Java provincial government starting in the 2020-2021 school year, public schools have had to think hard. Even though the government has allocated Education funds for each school through BOS and BOPD funds, it is still not sufficient to fulfill the implementation of school programs. Unlike when SPP was still in effect, schools still had a great opportunity to use funds to realize school programs and develop them.

It is in this situation that the role of the school committee is so important. As a school partner that bridges the school's communication with parents, the existence of a school committee is very much needed. Therefore, the relationship between the school committee and the school must be synergistic and harmonious.

It is not easy for school committees to help state schools implement school programs, especially in terms of funding. Plus the covid 19 pandemic situation that occurred in 2020 had an impact on the people's economy. It takes extra effort to raise funds from parents.

Regarding the problem of discontinuing tuition fees and the Covid 19 pandemic situation, the school committee needs to communicate well with students' parents. Starting with internal communication with the appropriate type, form, and pattern of communication.

Internal communication is organizational communication that can be communication from subordinates to superiors, communication from superiors to subordinates, or communication among subordinates. External communication is organizational communication that is carried out within the environment outside the organization, such as communication with third parties or with the general public. This can be described in the following table.

Organizational communication is the process of exchanging messages in a network that is interdependent with each other to overcome uncertain or ever-changing environments (Subkhi, 2013). In organizational communication, the sender and recipient of messages are within an organization, both in formal and informal groups (Subkhi, 2013). Organizational communication as the performance and capture of messages between communication units that are part of an organization (Pace, 2013). The characteristics of organizational communication include the existence of a clear structure and the existence of boundaries that are understood by each member of the organization (Masmuh, 2013).

From the opinions expressed by the figures above, it can be concluded that organizational communication is communication carried out within an organization or company, whether it is carried out by fellow subordinates, fellow superiors, or even subordinates with superiors.

The types of communication are written communication, oral communication, nonverbal communication, one-way communication, and two-way communication

Written communication is communication delivered in writing. The advantages of this communication include that the communication has been well prepared in advance. Oral communication is communication that is carried out orally. This communication can be done directly (face to face) or indirectly, for example by using the telephone.

Nonverbal communication is communication using gestures, pantomimes, and sign language. One-way communication is coercive communication in the form of orders, instructions, and coercion using sanctions. Two-way communication is more informative, persuasive, and requires feedback.

Devito's forms of communication cited by Anton suggest that communication patterns are divided into interpersonal communication and group communication.

Interpersonal communication is communication that takes place between one person and another. Arni Muhammad said that interpersonal communication is a process of exchanging information where feedback can be immediately known. So, it can be said that interpersonal communication is communication between individuals and other individuals whose reciprocity can be known directly (Muhammad, 2014).

Interpersonal communication is divided into two, namely (1) dyadic communication, namely communication that takes place between two people in a face-to-face situation. which can be done in three forms, namely conversation, dialogue, and interviews, (2) Triadic communication, namely a communication process that takes place between three or more people face to face, whose members interact with each other.

In group communication (group communication) face-to-face communication occurs. In this communication, the communicator and communicant face each other and see each other. Group communication is classified into two, namely small group communication, large group communication, public communication, and mass communication (Sendjaja, 2018).

Small group communication (small group communication) can occur when the communicator with each communicant can have a dialogue or question and answer. Some researchers argue that the maximum number of small groups is five to seven people. However, it is agreed that the minimum number in small groups is three people.

Large group communication (large communication) is communication that is difficult for interpersonal communication to occur. There may be little dialogue going on as well as small group communication. These large groups usually consist of 20-50 people.

Examples of public communication include speech communication, collective communication, rhetorical communication, public speaking, and audience communication. Whatever the name, public communication denotes a communication process in which messages are conveyed by the speaker in a face-to-face situation in front of a larger audience.

Mass communication can be defined as an ongoing communication process in which messages are sent from institutional sources to mass audiences through mechanical devices such as radio, television, newspapers, and films. The communication process carried out by community members will always be bound by applicable standards and rules. In the communication process, the communicators will comply with the rules that apply in their organization. This will affect the success or failure of the communication process.

The pattern of communication is a system that connects members in an organizational group into a single unit that forms a pattern of interaction among members in an organization. (Hardjana, 2016). Bayutiarno said that communication patterns are a way for a community or a community to communicate in maintaining their community, which can be in the form of regular meetings or even reciprocal relations with each other (Briliana & Destiwati, 2019).

With a communication network, the form of relationships or connections of certain people can be known. Likewise the openness of one group to another and the people who play a major role in the group. The exchange of information will form a pattern that can be grouped based on the situation that influences organizational group members to communicate with each other (V. Oisiana, 2016).

Communication network patterns (Devito, 2013) can be divided into 5 (five) parts, including wheel, circle, chain, Y, and star communication patterns. Each communication pattern has its characteristics. (Hardjana, 2016). The first is Wheel Communication Pattern. This type of communication pattern has a leader who deals directly with members of organizational groups. In this communication pattern, the leader acts as the messenger, and the group members act as recipients of the message or provide feedback to the leader without any interaction between members because they only focus on the leader.
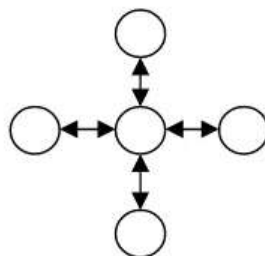
Source: (Devito, 2013)
Figure 1: Wheel Communication Pattern.

Second, Circle Communication Patterns. In this communication pattern, between members in an organizational group, where each member can communicate with each other both from the left and right, anyone can take the initiative to start communicating (as a communicator).
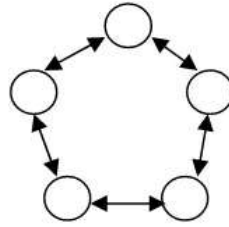
Source: (Devito, 2013)
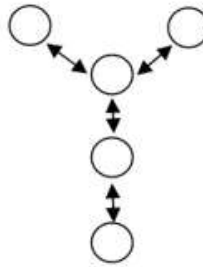Figure 2: Circle Communication Patterns.

Third, Chain Communication Pattern. This communication pattern is carried out by members of the organizational group, the communication in question is that one member can only convey a message to the member next to him, then the member who receives the message will continue with the other members again, and so on.

Source: (Devito, 2013)
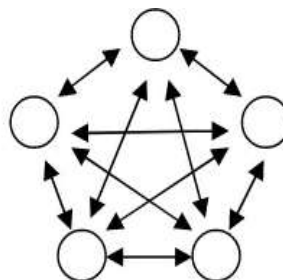Figure 3: Chain Communication Pattern

Fourth, Y Communication Pattern. This communication pattern occurs in three members of an organizational group who can communicate with each other, but two people can only communicate with someone beside them.

Source: (Devito, 2013)
Figure 4: Y Communication Pattern

Fifth, Star Communication Patterns. In this pattern of communication, all interact with each other fellow members both in conveying information and being able to do reciprocity to fellow members.

Source: (Devito, 2013)
Figure 5: Star Communication Patterns

Meanwhile, in the practice of communication of course some obstacles occur. Technological developments have caused the number of messages in an organization to increase sharply to ever higher

speeds. This can result in a message not being responded to, the message being considered unimportant, and there are even inappropriate responses (Mulyana, 2014).

When we convey messages to other people in an organization, messages are usually shortened. The message is usually delivered partially or even not delivered at all.

The characteristics of effective communication are carried out freely and openly. This is closely related to management style. If the management style is closed, closed usually inhibits the exchange of information. Likewise, too many channels can change the message as the message moves both vertically and horizontally in an organization.

Communication barriers consist of seven kinds of disturbances and obstacles namely technical disturbances, semantic disturbances, psychological disturbances, physical or organic barriers, status barriers, frame of mind barriers, and cultural barriers (Cangara, 2016).

Technical disturbances occur, for example, at radio stations, telephone networks, or damage to communication equipment. Semantic disorders are caused by errors in the use of language. For example, words that use too many foreign expressions, differences in language use, and inappropriate use of language structures. Psychological disorders occur due to problems within the individual. For example, psychiatric disorders, moods, or feelings of grief. Physical or organic obstacles, namely obstacles caused by geographical location. For example, the condition the distance is too far for the communication range. Status barriers occur because of differences in social status and seniority. For example, between the chairman and members, between superiors and subordinates, or between lecturers and students. Barriers to the frame of mind occur because of differences in perspective and mindset. Differences in perspectives and mindsets can be caused by different experiences and educational backgrounds. Cultural barriers are caused by differences in norms, customs or habits, and values that are applied.

Based on the explanation that has been described, the purpose of this study was to analyze the communication patterns of school committees at SMA Negeri Bogor City in realizing school programs. In addition, it will also describe the forms of communication that occur with the school committee at Bogor City Public High School as well as communication barriers that occur and obstacles in supporting school programs.

Research Methods

This study uses a qualitative approach to analyze the communication patterns of school committees in realizing school programs in public senior high schools. Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings). The qualitative research method is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out in a triangulation (combined) manner, data analysis is inductive/qualitative in nature, and the results of qualitative research emphasize more meaning rather than generalization. Meaning is actual data, definite data which is a value behind the visible data (Sugiyono, 2019)

The object of this study focuses on the communication patterns of school committees at public high schools in Bogor City. Meanwhile, the subject of this study was the management of the Public High School Committee in Bogor City.

This research approach uses qualitative research methods. Data were taken purely from research subjects. Data can be in the form of words either in writing or orally. The researcher used the post-positivism paradigm because the researcher wanted to build an understanding of the school committee's

communication patterns in the implementation of school programs at SMA Negeri Bogor City. The post-positivism paradigm is said to place more trust in the process of verifying a finding using various methods, so the researcher chose this paradigm.

This study suggests the quality and process carried out by informants as data, not in the form of numeric or numerical data. Three data collection techniques are carried out, namely observation, interviews, and documentation studies. The purpose of observation is to show a realistic picture of an event, help understand human behavior, make measurements of certain aspects, and provide feedback on these measurements. In this method, the researcher makes direct observations in the field while seeking information about the problem under study. In this observation, researchers dig up information from school principals or public relations from Bogor City Public High School to get the pattern of communication that occurs in the school committee. The interview is a data collection method used to obtain information directly from the source. The interviews used in this study were in-depth interviews. Interviews were conducted with predetermined informants, namely the management committee of the State High School in Bogor City. document study is a complement to the use of observation and interview methods in qualitative research. Documentation in the form of pictures or photos, videos, monumental works, and written sources related to the problem under study. Documentation studies in this study are in the form of photos of activities or notes in the WhatsApp group.

Data analysis in qualitative research is carried out simultaneously with data collection so that when data has started to be collected, data analysis must be carried out immediately to determine the next data collection. The stages in conducting data analysis are data reduction, data presentation, and verification. Data reduction is looking for themes, selecting or focusing on important things, summarizing, and removing unnecessary things. When the research was carried out, this stage was carried out continuously, to produce core notes from the data obtained. Data reduction is not only to simplify data but also to ensure that the data processed is data that includes research.

According to Miles and Huberman, data presentation is a set of structured information that gives the possibility of concluding. This stage is carried out to see the overall picture of the data. The data obtained in qualitative research are usually in narrative form, so simplification is needed without reducing the content. Conclusion or verification is the final stage in the data analysis process. This stage is carried out to find meaning from the data collected, by looking for relationships, similarities, and also differences. At this stage, the researcher presents conclusions from the data that has been obtained. In this study, the informants were determined by purposive sampling, namely the determination of informants based on capacity, capability, or who was involved in the field. Then the informants or research objects that are by the problems to be studied are the committee members of the State High School in Bogor City.

Results and Discussion

The results of the study show that there are several communication patterns in interactions within the school committee's governing body. The communication patterns are wheel patterns, chain patterns, Y patterns, and star patterns. The wheel pattern is shown when information or instructions are conveyed by the committee chairman or one of the administrators.

> "I will communicate several things or needs that are needed in the committee regarding programs or organizations from the school or outside the school. We communicate it by discussing it in the WA group and indeed if there is a need to meet, we will hold a meeting from the committee management..."

From the statement of one of the informants, it can be seen that the chairman conveyed information to all of his staff. If possible, discuss it directly in the Whatsapp group or meet in person.

The next communication pattern is the chain communication pattern. This pattern rarely occurs in school committee communication interactions. A chain of messages in this communication pattern occurs when the committee chairperson wants to ensure that the message being informed reaches the last party, in this case, the parents of the child.

"Structurally it is similar to the state cabinet, there is a president, vice president, ministers, and governors, similar that. I have the DPR, and MPR, I am the president, there is a vice president, and my ministers are sections. Sexy, the ministers will undergo it. The people who will dribble the student guardians, yes, yes, the information is the governors, namely the class coordinators. So the class coordinator was formed by the homeroom teacher. That's our governor who has his area, there is class 10, class 11, and class 12. We have a group. When I say A reaches the student's parents, A takes seconds…"

From the informant's statement, it can be seen that messages were sent in sequence from the committee chairman and finally to the student's parents.

Y's communication pattern is also rare. Even if it is done, it usually occurs in sections or between members who discuss a problem or a program with each other and then report it to the coordinator. The coordinator here does not mean the chairman, but members who are given the mandate to coordinate other members in planning or discussing an issue or program.

"…I often go to school before I'm really busy because I'm busy. my friend who followed me. They do the math and work my way up the information or get reports. The current conditions are a bit difficult because the leadership at my job is rather tight on time"

From the exposure of these informants, it is known that this communication pattern occurs under certain conditions. It can be seen in the statement that the condition of the committee chairperson does not allow him to lead the organization and be coordinated by one of its members.

The last communication pattern used is the star communication pattern. This communication pattern is most dominantly used in communication interactions within the school committee. In this communication, it is as if there is no distance between the chairman of the committee and its members. They communicate with each other to discuss a program.

"In our committee, there are not many administrators, only 4 people, namely the chairman, secretary, treasurer, and program coordinator. So we have a special WA group for communication and organization as well as discussions. Sometimes we meet offline, right around the school there are lots of cafes, right? Sometimes we talk there. Sometimes if everyone is busy, we usually use Zoom."

In this statement, it appears that there is minimal personnel in the school committee so they try to always discuss any problems or school programs together.

"Usually we have a meeting, ma'am, we internally chat first about the schedule. When we meet, we will send invitations to convey the program. Later we will meet to explain what the school's programs are, which ones can be accommodated by the committee, and which cannot."

It is the same as the statement of the informant above. All issues are discussed together before they are conveyed to a larger forum.

Likewise, with the next informant, they discussed the problem together. Even though in practice you don't have to meet in person, use WhatsApp media or Zoom meetings.

An organization should have a good and conducive communication relationship. Based on the research conducted by the researcher, all informants said that the communication relationship was quite good and conducive although it was acknowledged that sometimes there were problems in communication but in the end, everything could be overcome.

"Good relations with good schools and good committees, thank God." (Informant 1).

Informant 1 said that internal school committee relations were good. This shows that good communication has been established so that Susana is conducive."

"So far the internal conditions are conducive, yes the committee is safe. Because I made it clear from the start that I was the leader, the pattern I had was like this, my friends wanted to join or not, but thank God, my friends didn't bother. Thank God, the SMA 3 committee isn't weird, everything moves based on my knowledge, and not each of them has any interests, thank God. There's no shrimp behind the rock. Yes, everything follows what is from above, that's it." (Informant 2)

In carrying out their duties, committee members should understand their roles and responsibilities. However, the conditions encountered by researchers are different. Not all committee members fully understood their roles and responsibilities when they were elected as administrators, as explained by

"During my time as a committee administrator, alhamdulillah as a secretary, I did the job by the job description whose job is to provide information or bridge between the school and parents of students to provide input or information that will be conveyed to the school and we, the committee administrators, will accommodate all input and questions that become the next process or stage to provide solutions and solutions to provide the best for the school and the organization at SMA Negeri 5." (Informant 3)

From the answers of informant 3, it can be seen that the committee management already understands the roles and responsibilities that will be carried out. From the statements submitted, informants in the committee became mediators in conveying information

Unlike the case with the other three informants, they thought that they did not fully know the roles and responsibilities of being a school committee, as conveyed by informants 2, and 5 below.

"I don't know what my assignment will be. I mean like this, my husband had previously been on a committee in a private elementary school, so I know what the role of committees is in the private sector but that country is different. What a difference. At that time I said what should the committee do because it went through the selection process and I initially was not willing because I was bothered with my activities but the school and other friends asked me to comply, and even then went through various stages of suggestions from several parents there is a process, yes I have to learn. It's scary, this is related to public school funding too. Well, in the beginning, the committee didn't play too much of an important role in the funds so I wasn't worried. When it came out about the abolition of tuition fees, this was crucial, so I was even more vigilant." (Informant 2)

"As a whole maybe we also don't understand completely, but God willing, we understand that there are many roles in the committee and responsibilities that must be carried out to advance the school and support each school program." (Informant 5)

From the answers of the three informants, it can be seen that the administrators are trying to learn how to carry out their functions. They feel they already know, but they don't fully understand. Some of

the management personnel already know some do, and some even really don't know or are still figuring out their role in the school committee management.

Informant 2 said that the conditions within the school committee's internal management were conducive and safe. Establish communication vertically and horizontally. They walk according to directions or instructions from the committee chairman. It was also illustrated by the informant's statement that good communication had been established between the school committee members.

"Communication within the scope of the internal committee is currently very good and conducive. Where each committee member respects the other's decisions on the committee. We both give our best for the progress of the school and for the progress of the committee itself. So communication is needed and indeed that is one of the ways we can continue to provide the best for schools and children." (Informant 3)

Informant 3 said that the current internal conditions in the management of the school committee were very good and conducive. From the statements of informants it is known that their communication is going well, there is good interaction during communication to discuss programs or school activities that will be supported by the school committee.

"It's very conducive when it comes to problems lying if there aren't any. If there is a problem, it turns out that I see that the problem makes us smarter. Be honest, ma'am, in this committee we have a lot of parents who want to be involved. From the father's point of view, it's a bit lacking. We are bridging the guardians of students whose term is diverse mothers. The child wants to progress, the child wants to be like this, and the school wants to be like this. That's why we have to make a challenge there. If I say so. What impressed me the most, that was the most, not memorable, I synergized with the principal, of this school. We have a group called New Leader. At the beginning of every new year, we are also new, there is something new, there are those who are in office and those who are not. At the beginning of every new year, if there is a group that is no longer in office, we will form a new group. New Leader Principal, the Waka, and me. When someone is sensitive, really sensitive in that group, ma'am. We make a decision, I go down to the committee, the principal, and the school we work together, in other words, there should be no lies between us. What I do, the principal of the school knows, and what the principal does, I also know." (Informant 4)

Informant 4 said that the conditions in the management were good even though problems often occurred. But it makes them smarter in addressing the problem. The good synergy between the administrator and the school principal is shown. This shows that there is very good communication not only within the internal management of the school committee but also between administrators and the school principal or the school.

"Alhamdulillah, our relationship is good, that's how it is, God willing, the school will also be conducive, and hopefully in the future, the program will run well. Incidentally, during the past pandemic, we didn't have many programs to which we could apply. Insha Allah, at the beginning of this year, when we increase our grades, we will meet either the school committee or the coordinator of the class coordinator to plan the school program for the next year." (Informant 5)

Informant 5 said that the internal conditions in the committee were good, as well as the relationship between the committee and the school. Even though programs were hampered during the pandemic, administrators will communicate with schools during this post-pandemic period so that their relationships will get better and more harmonious.

In practice, several types and forms of communication also occurred within the school committee at SMA Negeri Bogor City.

On average, the type of communication that occurs within the committee is oral communication, either in person or face to face or via telephone.

"So far the form of communication that has been done in partnership with schools is sometimes by telephone or when we come to school. Yes, before I was busy, I often went to school because of school, but because of my busy life. my friend who followed me. They part their tally and way me that information or get a report. The current conditions are a bit difficult because the leadership at my job is rather tight on time." (Informant 1).

According to informant 1, there are different communication patterns in conveying information between the treasurer, who currently holds the main role, delegating one of the school committee administrators to convey information to the class coordinators. It is this trusted administrator who will discuss with other administrators to discuss the mandate from the treasurer regarding the school program that will be implemented. school. Each of them had received a description of their duties to communicate with the school.

Slightly different from the other four informants, according to informant 3, in communicating with the school, sometimes through written media other than by telephone or meeting in person.

"The communication that has been carried out by the school committee with the school is through committee meetings at schools or you can also submit letters, but often we come to school to communicate related matters that need to be discussed at that time. So, thank God, communication with the school principal and the teachers was quite good. We can hold meetings or via chat. The most important thing is that communication between the two parties can provide the best decision for the school and committee." (Informant 3)

Informant 3 said that the most important thing is good communication between the two parties. The type and form of communication are chosen according to the situation and conditions that occur. The school committee will submit a letter in advance if the communication to be made is official and important.

Several factors support communication in school committee communication interactions, including good coordination, no mutual suspicion, mutual support, providing time to meet, understanding problems, and technology.

"If all the time is right, the communication process will run smoothly"

"Yes, so far, if there is smooth communication, we support each other, and everything goes well and smoothly. For example, if there is an open donation from the Korlas, we support it, or we receive input from the Korlas and discuss it in the core team."

In carrying out its duties and functions, the school committee is not free from obstacles. Barriers to communication within the board's internal body are only about the busyness of the board. Almost all administrators have quite busy activities too and some of them also work.

"The factor that hinders our communication is usually being busy right, because by chance our committee chairman is quite busy with managing the pesantren, right then some members are also busy like that..."

Meanwhile, the obstacles that arose when supporting school programs were seen in the following statements.

"...the point is that the committee always wants to provide support, and tries to help facilitate school activities but is constrained by the committee's funds which are currently unstable, especially

with the current pandemic conditions, parents of students also make voluntary contributions, it's not continuous, so the committee's funds are very limited. ."

From this statement, it can be seen that being busy is one of the obstacles to supporting school programs. The busy activities of each administrator make communication not run smoothly and automatically. The committee management's steps to support school programs are hampered or delayed.

"We feel that there are obstacles, how many parents are ignorant, how many parents are considerate."

"… guardians of students vary. That's what will contribute. Some make donations, realizing that their children must excel. Some don't care, but we in the committee don't differentiate, which parents donate and which don't, the students get the same right to excel and all kinds of things…"

On the other hand, parental indifference is an inhibiting factor in realizing school programs. There are still parents who are not aware that their children must progress and excel so they need support from parents.

"Because in every school, parents usually have a different background, right? Automatically the parents' thoughts about the school's program were different. Some think that the program is important and urgent, and some think that the program is not needed. Well, sometimes it's the pros and cons that hinder school programs, that is."

The third factor that hinders the realization of school programs is the different mindsets of parents. Some think that a program is important, but others do the opposite.

In this study, the public high school committee in Bogor City was able to overcome every obstacle that occurred.

"Sometimes, in our class, for example, there are those who have difficulties, we tell them, for example, class representatives, sometimes we divide them up to that date, there are no older brothers, we haven't contacted Mama. We have a lot of difficulties. the school pays a little expensive, but gradually it becomes a lot. Come on, why don't the government issue an official, you know ma'am, indeed with no statement the school doesn't dare to feel that it's enough. Even though we'll see, madam, sorry honorary teacher. We once asked what if a letter was issued but the school didn't want it because it seemed to force us that we had to force it because if we weren't forced we didn't realize that sometimes they don't pay, it's not those who can't afford it, ma'am. The cohesiveness of the class is how we invite them and our fortune to get good friends. We do social work and must accompany the children. I work hard. I'm just happy by coincidence that when I can still have a meeting, it's a bit difficult now." (Informant 1)

According to informant 1, the way committee members overcome obstacles that occur is by picking up the ball with the class coordinator. They provide an understanding and explanation of school programs. He admitted that several times he asked for confirmation from the school in the form of a letter informing the parents of the student's voluntary donation nominal, however, because this was not permitted by current regulations, the school was not willing to do so. The committee management carried out a wheel communication pattern by having the courage to explain to the parents of students if they needed funds to help school programs that they felt were urgent.

Yes, we have used the priority scale. From several program activities proposed by the school, we make priorities, priority one until later, for example, if we have listed them, we will prioritize those with higher urgency." (Informant 2)

According to informant 2, the way committee members overcome obstacles that occur is by using the priority scale of the programs proposed by the school. School programs that have a higher urgency

take precedence. Setting the priority scale for school programs is discussed with the star communication patterns within the internal body of the school committee.

"I'll be honest, ma'am, to force baseball but to give direction, hope. We can't force it, but we invite it. We don't have a break. Sometimes we are tired, tired like this, some parents of students are critical. Contributed only once, his will many times. Sometimes we as leaders are quite tired too. Sometimes we want to be angry like that. Someone asked, what is this for this school? If we in this committee have funds, we will give them to the school, so we have confidence in the school, there is a principal who monitors it. Yes, the school is already running it, we don't want to be bothered about ABCD, we are committed to advancing this. If we do detailed calculations, how big is the fund, not big either? Why are you too critical? That's why I asked the committee to use conscience. If not, my conscience will also come out, if I don't want to step aside. We just build it." (Informant 4)

According to informant 4, the way the committee management overcame the obstacles that occurred was to invite the school committee's internal management to work with conscience, to work sincerely. Wheel patterns and star patterns are depicted in the efforts made to communicate all information, especially when asking for funds to finance school programs.

"Well, for school programs, usually at the beginning we socialize it to the class corps of each class. So all the class coordinators gathered together with the committees and schools to describe some of the programs that would be carried out. From Class Coordinator, we hope that we can convey it to parents. So that's why, the committee hopes a lot that the corps is as a friend, as a friend, that's how it is. So from that, some of the committees come from the class coordinator itself, with the hope that it will make it easier for us to communicate with these parents because after all the one who understands the character of each parent in the class is the corps itself. We hope that in this way, by coordinating with each other, communicating with each other that all these obstacles can be broken down, just like that." (Informant 5)

According to informant 5, the way committee members overcome obstacles that occur is by providing socialization and discussing the programs to be supported. The star communication pattern here is carried out to establish good coordination between administrators and class coordinators as a bridge for parents of students. Meanwhile, researchers tried to interview informants to find out which programs had been supported by the school committee.

"School programs are supported if the program is good, the program is profitable for the children. For example, in our case, when the school asks the children to need to try out, so we support that because we feel we are helping the children."

"I see it from its usefulness. If it is very useful to support many children's achievements, supporting school performance means that if we support this school the effect will be on children."

"What is clear is that the students are talented. For me, yes, don't just excel in school, but with talent, you can learn all kinds of things"

"So how can the program be implemented and supported by an automatic committee if the program is approved by many parents, right, at least 50 or 70% and above? It means that with such a percentage the program can be supported by the committee."

From the statements of informants, we can see that a program can be supported by parents if the program is profitable or beneficial for students and for school progress. In addition, the large percentage of support from parents for the implementation of the program is another factor.

Conclusion

Based on the results of the research described earlier, it can be concluded that the type of communication that occurs within the committee is on average oral communication, whether done in person or face to face, or via telephone. All public high school committees in Bogor City use WhatsApp media as the main communication medium. Some use written media in the form of letters, daring meetings, and face-to-face meetings.

Based on interviews, the communication barrier within the Bogor City State Senior High School committee was busy because the administrators on average worked or had other activities so it was difficult to get together. While the obstacles in supporting school programs are limited funds, lack of parental concern, and different parents' mindsets. School programs that have been supported by the public high school committee in Bogor City are programs that provide benefits for students, increase student achievement, and provide opportunities for the development of student talents which will ultimately improve school performance.

The communication pattern used by the public high school committee in Bogor City is dominated by the star communication pattern. In this communication, all committee members interact with each other to discuss school programs without any barriers between superiors and subordinates. This pattern is more widely used so that opinions, criticisms, or input are more open to convey that it makes it easier to discuss finding solutions to any problems that occur.

Other communication patterns that are also used are the wheel communication pattern, the chain communication pattern, and the Y communication pattern. The wheel communication pattern is still quite often used when the committee chairperson or the first informant conveys information or gives instructions to other officials. The serial communication pattern and the Y communication pattern rarely occur, only under certain conditions or situations. Meanwhile, circular communication patterns were not found in this study.

With this research, it is hoped that later the school committee will be able to use the right communication patterns in helping schools realize their programs. The school committee can maximize one of the patterns that can facilitate communication and get maximum results so that it can help school programs. With the right communication pattern, it is hoped that each member of the school committee can convey ideas, ideas, input, and suggestions for making a good program that can help carry out all activities in the school. The school committee is expected to synergize with schools with higher initiatives. This means that without the school asking, the school committee is responsive and adept in supporting the implementation of school programs. It is also hoped that the school committee will have its program which can be discussed with the school to make the school more developed and developing. Good interaction between fellow administrators and from superiors (chair of the committee) to their subordinates will certainly create harmony in managing the committee. When the school committee's governing body has established a solid relationship, it will be easier to make policies that will later be of interest to the school.

It is hoped that this research can be input for future researchers who discuss communication patterns so that they can analyze using different theories or approaches and can explore deeper data sources, look for other references that are more diverse and come from various sources so that the research results are better and more complete.

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