



Research Article

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School Committee Participation in Improving the Quality of Education

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ABSTRACT:

School Committees in Indonesia hold a strategic mandate to improve the quality of education; however, their concrete contributions in rural elementary schools remain insufficiently explored, particularly regarding the governance-practice gap. This study employed a qualitative case study approach at SD Negeri 01 Badak, utilizing participatory observation, in-depth interviews (with the principal, teachers, and the committee chair), and document analysis. The committee was actively involved in fundraising (e.g., graduation events), providing physical facilities (e.g., a prayer room and student chairs), and planning school programs. However, the oversight of program implementation was weak due to members' limited understanding of their strategic roles and time constraints, which created disparities between resources and pedagogical needs. Optimizing school-community partnerships requires targeted capacity-building efforts and structured accountability mechanisms to bridge the gap between normative and practical aspects. This study reveals governance disparities within rural School Committees. It contributes to participatory management theory by demonstrating how local socio-cultural constraints, such as parental time poverty, shape decentralization in resource-limited areas.

Keywords: Committee, Participatory, Quality, Education.

ABSTRAK:

Komite Sekolah di Indonesia memiliki mandat strategis untuk meningkatkan mutu pendidikan, namun kontribusi konkretnya di SD pedesaan masih terbatas kajiannya, terutama terkait kesenjangan tata kelola-praktik. Penelitian ini menggunakan jenis studi kasus kualitatif di SD Negeri 01 Badak ini menggunakan observasi partisipatif, wawancara mendalam (kepala sekolah, guru, ketua komite), dan analisis dokumen. Komite berpartisipasi aktif dalam penggalangan dana (acara perpisahan), pengadaan sarana fisik (mushola, kursi belajar), dan perencanaan program sekolah. Pengawasan implementasi program lemah akibat pemahaman anggota akan peran strategis yang belum memadai dan kendala waktu, menciptakan ketimpangan sumber daya-pedagogi. Optimalisasi kemitraan sekolah-masyarakat memerlukan peningkatan kapasitas terarah dan mekanisme akuntabilitas terstruktur untuk menjembatani kesenjangan normatif-praktis. Penelitian ini mengungkap disparitas tata kelola Komite Sekolah di pedesaan, memperkaya teori manajemen partisipatif dengan menunjukkan bagaimana kendala sosio-kultural lokal misalnya kemiskinan waktu orang tua yang membentuk desentralisasi di daerah terbatas sumber daya.

Kata Kunci: Komite, Partisipatif, Kualitas Pendidikan.

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INTRODUCTION

Education serves as the main foundation for human and national development. The strategic goal of education is to form human beings with quality, competence, and character.¹ To achieve high-quality education, it is not enough to rely solely on the performance of teachers or principals as internal elements; it requires the active involvement of various external stakeholders, including parents and the community. This is where the school committee plays a vital role as a bridge between the school and the community in creating a sustainable educational synergy.²

Success in educational institutions is not only determined by internal elements such as the performance of teachers and principals. Still, it is also significantly shaped by the active involvement of the surrounding community. In this context, school committees play a crucial role as representatives of parents and the broader community, providing support and overseeing the implementation of educational programs in schools.³ The school committee is an autonomous body established to facilitate community involvement in improving the quality of education services. Its responsibilities are not only limited to administrative tasks, but also include playing an active role in supporting the implementation of various programs initiated by the school.

Normatively, Permendikbud No. 75/2016 states that the School Committee has four strategic roles: providing consideration, support, supervision, and serving as a liaison between the school and the community. This role should make the School Committee

¹ Musnaeni, "Pentingnya Manajemen Strategi Dalam Meningkatkan Kualitas Pendidikan," *CENDEKIA: Jurnal Ilmu Pengetahuan* 2, no. 2 (2022): 98–104, <https://doi.org/10.51878/cendekia.v2i2.1168>.

² Joko Setyo Prayitno, "Wawancara Dengan Kepala Sekolah," 2025.

³ Abdah Munfaridatus Sholihah and Windy Zakiya Maulida, "Pendidikan Islam Sebagai Fondasi Pendidikan Karakter," *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 2020, <https://doi.org/10.37680/qalamuna.v12i01.214>.

not just a formal symbol, but an active actor in designing, assisting, and evaluating the education process.⁴

The School Committee was formed as a forum for community organizations that share concerns, commitment, and loyalty in supporting the improvement of school quality. The establishment of this committee is designed to align with the local character and potential, including culture, demographic conditions, environment, agreed-upon values, and local community beliefs. Therefore, the existence of the School Committee is a manifestation of the community's shared philosophical values. In its implementation, the School Committee adopts an approach that focuses on the users of educational services (client model), a power-sharing and advocacy model, and a partnership model, with the primary objective of enhancing the quality of educational services in schools.⁵

The school committee plays a crucial role in procuring educational facilities and infrastructure by bridging the school's needs with community support. Through fundraising activities involving parents, local donors, and collaborative partners, the committee helps procure facilities such as classrooms, prayer rooms, tables, chairs, and other learning equipment. In addition, the committee is involved in planning, monitoring, and providing input to ensure that the procurement process is transparent and, as needed, to provide input. This role helps to overcome school budget limitations while strengthening community participation in improving the quality of education. Educational facilities and infrastructure, including textbooks, teaching aids, learning technology devices, proper classrooms, laboratories, libraries, and hygiene and fitness facilities, play a crucial role as the foundation

⁴ Ahmad Yani, "Majalah Ilmiah Manajemen Menunjukkan Bahwa Sekolah Menengah Kejuruan Negeri 2 Palembang Merupakan Implementasi Komite Sekolah Di Sekolah Menengah Kejuruan Negeri 2" 9 (2020): 15–36.

⁵Selvi Mayarani and Desi Nurhikmahyant, "Peran Komite Dalam Pengadaan Sarana Dan Prasarana Di SD Negeri Pucang IV Sidoarjo," *Jurnal Inspirasi Manajemen Pendidikan* 4, no. 4 (2014): 163–76.

for creating a conducive learning environment; their availability and quality not only affect the comfort of students and teachers but also open up opportunities for more varied and interactive teaching methods, increasing the motivation and absorption of learners and ultimately supporting the achievement of optimal and sustainable learning outcomes.⁶

The school committee serves as a communication bridge between school stakeholders and the broader community, playing a role in providing input during policy development, supporting the implementation of educational activities, and overseeing the execution of various programs.⁷ However, in the field, it was found that the role of the School Committee has not been fully optimized. Based on initial observations at SD Negeri 01 Badak, several main problems have been identified, including a low understanding of the School Committee's functions, a lack of communication between the school and the committee, and declining community participation in educational activities.

Quality human resources are closely related to the quality of education. Achieving this goal requires the involvement of all education stakeholders, including the community. One form of community involvement recognized in the national education system is the school board or school committee. This body supports schools in planning, monitoring, and assessing educational activities. As community representatives in education management, school committees contribute to the design,

⁶ Eling Retno Khofifah and Baqiyatush Sholihah, "Manajemen Sarana Dan Prasarana Dalam Peningkatan Kualitas Pembelajaran," *Jawda: Jurnal of Islamic Education Management* 4, no. 2 (2023): 139–61, <https://doi.org/10.21580/jawda.v0i0.0.20594>.

⁷ Siva Fauzia, Sudadio Sudadio, and Suherman Suherman, "Pengaruh Peran Komite Sekolah Terhadap Mutu Pendidikan Sekolah Dasar Di Kecamatan Kelapa Dua Kabupaten Tangerang," *JTPPM (Jurnal Teknologi Pendidikan Dan Pembelajaran): Edutech and Intructional Research Journal* 10, no. 1 (2023): 103–12, <https://doi.org/10.62870/jtppm.v10i1.21409>.

monitoring, and evaluation of educational programs to ensure that they are implemented effectively and in line with students' needs.⁸

Investing in quality education that aligns with the demands of modern times significantly supports social and economic development through enhanced human capital. Quality education not only equips individuals with knowledge but also fosters character, attitudes, and practical skills, which in turn strengthen their capacity to innovate and generate new ideas.⁹ To build an inclusive education system that can respond to global demands, active participation from various stakeholders, including school committees, is essential. School committees play a key role in fostering collaboration between educational institutions, communities, and businesses. These partnerships help create a learning environment that not only develops students' academic competencies but also fosters innovative, independent, and entrepreneurial individuals who can contribute to inclusive and sustainable economic progress.

This research also has a connection with the study conducted by Makmun.¹⁰ The study was conducted at SMK Negeri 2 Metro, which revealed that the School Committee plays a strategic role in enhancing the quality of education through its functions as a consideration, supporter, supervisor, and mediator between the school, community, and government. Although conducted at different levels and in various contexts, the findings reinforce the need to strengthen the role of the School Committee in decision-

⁸ Filda Lisma Yenti and M. Nurzen .S, "Membangun Lingkungan Sekolah Kolaboratif Melalui Kepemimpinan Bersama (Shared Leadership)," *Dirasah: Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam* 8, no. 1 (2025): 12–21, <https://doi.org/10.58401/dirasah.v8i1.1556>.

⁹ Muh. Hanif, Suherlan, and Hizbul Khootimah Azzakiyyah, "The Role of Civic in Enhancing Community Welfare Through Social Participation," *Technopreneurship and Educational Development Review (TENDER)* 1, no. 3 (2024): 125–32, <https://doi.org/https://doi.org/10.61100/tender.v1i3.229>.

¹⁰ Makmun Makmun, "The Role of School Committees in Improving the Quality of Education (Study Case at SMK Negeri 2 Metro)," *Syntax Idea* 5, no. 3 (2023): 252–61, <https://doi.org/10.46799/syntax-idea.v5i3.2142>.

making, program supervision, and enhancing transparency in education governance. This also confirms that a participatory and collaborative approach involving the community through the School Committee can be applied relevantly in both urban and rural environments to encourage the realization of better quality education.

Previous research, such as Hakim & Atoillah.¹¹ dan Ghozali & Ariskawanti.¹² Emphasizes the strategic role of committees in education financing. However, there are still a few studies that specifically discuss the concrete contributions of School Committees at the public primary school level in the local rural context, especially in decision-making, program preparation, and supervision.

The relevance of this research is also seen in the study conducted by Sulistyorini.¹³ This highlights the importance of the School Committee's role in implementing School-Based Management (SBM) in Madrasah Ibtidaiyah Negeri Tegalasri Blitar. The committee not only acts as an advisor and supervisor, but is also active in fundraising, strengthening infrastructure, and forming partnerships with the community through forums such as class associations. Similar findings were also obtained in a study at SD Muhammadiyah Tegalgede.¹⁴ This confirmed that the committee's active participation in planning, implementing, and

¹¹ Muhammad Nur Hakim and Nu'man Atoillah, "Pengelolaan Sumber Keuangan Dan Komite Sekolah Sebagai Upaya Peningkatan Mutu SMP Negeri 1 Bangil," *At Tadbir: Islamic Education Management Journal* 2, no. 1 (2024): 1–12, <https://doi.org/10.54437/attadbir.v2i1.1508>.

¹² Muhammad Ghozali and Eka Ariskawanti, "Peran Supporting Agency Komite Sekolah Dalam Pembiayaan Pendidikan," *Islamika* 4, no. 3 (2022): 504–15, <https://doi.org/10.36088/islamika.v4i3.1913>.

¹³ Sulistyorini Sulistyorini, "The Role of School Committee in Implementation of School-Based Management To Improve the Quality of Education of National Standard Madrasah At Kabupaten Blitar," *Proceeding of International Conference on Education, Society and Humanity* 1, no. 1 (2023): 401–8.

¹⁴ Bambang Sumardjoko et al., "The Role of the School Committee in Improving the Quality of Education at Tegalgede Muhammadiyah Elementary School," *Iseedu of Islamic Education Thoughts and Practice* 8, no. 2 (2024): 231–39.

evaluating school programs can encourage transparency, accountability, and improved quality of educational services. Thus, these results reinforce the importance of collaboration between schools and communities through school committees in the context of basic education, including in rural areas such as the focus of this study.

Theoretically, this research refers to the participatory management approach in education that emphasizes the need for collaborative decision-making between internal (teachers/principals) and external (parents/community) actors. The Community Resource Institution's (CRI) community empowerment model, utilizing the Village Information System (VIS) approach, is also a valuable reference, as it emphasizes needs-based planning, multi-stakeholder involvement, and data-driven monitoring. Applying these principles in the school context can improve the effectiveness and transparency of education governance.¹⁵ If these principles are applied in the school environment, the school committee can create a strong partnership between the school, parents, and the community. This collaboration will enhance the quality of education by promoting sustainable practices and empowering all parties involved.

Educational communication management plays a crucial role in fostering synergistic relationships among various parties within the school environment.¹⁶ Effective and open communication between the school and the school committee is the main foundation for encouraging the committee's active participation in various education quality improvement programs. Through structured communication management, principals and teachers

¹⁵ Siti Nur Maela and Muh. Hanif, "Manajemen Pemberdayaan Masyarakat Melalui Pendampingan Desa Oleh Combine Resource Institution Untuk Penguatan Penerapan Sistem Informasi Desa," *INNOVATIVE: Journal Of Social Science Research* 4, no. 3 (2024): 13113–26.

¹⁶ Mustaqim Mustaqim, "Manajemen Komunikasi Pendidikan Multikultural Menuju Pendidikan Damai Dan Toleransi," *Jurnal Nomosleca* 6, no. 1 (2020), <https://doi.org/10.26905/nomosleca.v6i1.4037>.

can clearly and transparently convey their vision, work programs, and school needs to the committees. Conversely, school committees also have the space to express their aspirations, constructive criticism, and support according to their capacity.

This research is academically important because it fills a gap in the literature related to the effectiveness of School Committees in the real context of public primary schools. Practically, the results of this study are expected to serve as a reference for schools and policymakers in strengthening education governance based on community participation. This contribution also has broad relevance. Although SD Negeri 01 Badak is situated in a local environment, the challenges it faces represent the general conditions in many public primary schools in Indonesia, especially in rural areas. Considering the findings and issues, this research is a pressing scientific endeavor to critically and contextually examine the dynamics of School Committee participation. In the face of the complexity of basic education challenges, the presence of committees should not be merely symbolic. Still, it should be empowered as a strategic partner that bridges policy ideals with the reality of practice in the field. Therefore, this study aims to explore in depth the forms of School Committee participation in improving the quality of education at SD Negeri 01 Badak, analyze the actual contributions made, and identify the challenges and opportunities faced during the implementation of their roles.

METHODS

This research employs an intrinsic qualitative case study design, focusing on a single case, namely SD Negeri 01 Badak, which is studied in depth to understand the role of the School Committee in improving the quality of education. This design was chosen because it allows researchers to explore the phenomenon of School Committee participation holistically and contextually, including the social, cultural, and structural dynamics that influence it. The population in this study consisted of all education

stakeholders in SD Negeri 01 Badak, while the sample was determined purposively, specifically those considered to have relevant and in-depth knowledge, including the principal, teachers, and the head of the school committee.¹⁷

The main instruments in this study were semi-structured interview guidelines, participatory observation sheets, and data documentation formats. The data collection process was conducted through three main techniques. In-depth interviews were conducted to obtain direct perspectives from key informants regarding the contributions and constraints of the School Committee. Each interview lasted an average of 30 minutes, depending on the informant's availability and the depth of information obtained. Direct observation of committee interaction and participation in school activities, and document analysis, such as meeting minutes, photos of activities, and other supporting archives. Data analysis was conducted following the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and drawing conclusions or verifying results. The collected data were categorized based on the main themes, analyzed narratively, and presented in descriptive form to reveal the pattern of participation and its impact on the quality of education.¹⁸

To ensure the validity of the data, triangulation of sources and techniques, rechecking the results of interviews or member checks, and consultation with expert lecturers in writing were carried out. The ethical aspects of the research were upheld by providing information and obtaining consent from all participants regarding the purpose and process of the research, as well as ensuring the confidentiality of their identity and personal data. All research procedures were carried out with the principles of transparency, volunteerism, and protection of participants' rights prioritized, to

¹⁷ Pahleviannur et al, *Metodologi Penelitian Kualitatif*. In *Metodologi Penelitian Kualitatif*, Rake Sarasin, 2022.

¹⁸ Sirajuddin Saleh, "ANALISIS DATA KUALITATIF," *Analisis Data Kualitatif* 1 (2017): 180.

ensure the scientific validity and integrity of the research as a whole.¹⁹

RESULTS AND DISCUSSION

Based on the results of research through participatory observation, in-depth interviews, and documentation studies, this study found that the School Committee at SD Negeri 01 Badak has played an active role in supporting the improvement of the quality of education, especially through fundraising, procurement of infrastructure such as prayer rooms and study chairs, as well as involvement in planning school programs and budgets. The committee also provides indirect support for learning activities, such as encouraging parental involvement and sponsoring various activities. However, monitoring the implementation of school programs and consistent communication with the school are still weaknesses that need to be addressed. To gain a deeper understanding of the school's perspective on the School Committee's role in supporting educational quality, researchers conducted in-depth interviews with the principal of SD Negeri 01 Badak. The results of the interview are summarized in Table 1 :

Table 1. Interview with the Principal of SD Negeri 01 Badak

Question	Answer
What role do you see the School Committee playing in supporting the improvement of education quality at SD Negeri 01 Badak?	The School Committee plays an important role in supporting school programs. Not only do they assist in fundraising for student farewells, but they also actively provide input in the preparation of school programs. For example, in the procurement of infrastructure, the committee is heavily involved, from planning to the realization of the mushola at SD 01 Badak.
In the learning aspect, what concrete forms of support does the	The committee supports the implementation of learning by providing

¹⁹ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, ed. Bambang Ismaya, 1st ed. (Karawang: Saba Jaya Publisher, 2024).

School Committee provide?	adequate learning facilities. They also assist in providing student chairs and encourage parental involvement to motivate children to develop a passion for learning. The committee also supports school activities.
How has the communication and coordination between the school and the School Committee been?	Coordination is quite good, although it could still be improved. We regularly hold meetings, especially when preparing work programs and budgets. Sometimes, there are time or participation constraints, but generally, communication is open and conducive.
What are the challenges or obstacles faced in collaborating with the School Committee?	One of the challenges is the lack of a full understanding of their functions and responsibilities. Additionally, time constraints and the busy schedules of committee members, who are also parents of students, pose obstacles to implementing joint programs.
What do you think can be improved to optimize the role of the School Committee in improving the quality of education?	In my opinion, there is a need for training or briefing on the duties and functions of the School Committee. In addition, more intense communication and involvement of the Committee in program evaluation are also important, so that they feel a greater sense of ownership in the education process at school.

Based on an interview with the principal.²⁰ As presented in Table 1, we found that the School Committee at SD Negeri 01 Badak has a significant role in supporting the improvement of education quality. The principal explained that the Committee's participation is not limited to fundraising at student farewells, but also includes active involvement in the preparation of school programs and the provision of infrastructure facilities, such as learning chairs and the construction of prayer rooms. In addition, the Committee also supports the learning aspect through motivating parents and organizing religious activities. However, there are still challenges, such as committee members' limited

²⁰ Prayitno, "Interview with the Principal of SD Negeri 01 Badak."

understanding of their strategic role, as well as time constraints due to their busy schedules. The principal also emphasized the importance of training and improved communication to optimize and sustain the Committee's role. This indicates that without systematic capacity building and coaching, the potential of school committees as a pillar of participatory governance will be limited to the administrative level, failing to become agents of change in the continuous improvement of education quality.

In addition to the principal, further information was obtained from the teacher, who also serves as the coordinator of the relationship between the school and the committee. This interview aimed to understand teachers' perceptions of the School Committee's contribution and communication in supporting learning activities. A summary of the interview results is presented in Table 2.

Table 2: Interview with the School committee coordinator, teacher of SD Negeri 01 Badak

Question	Answer
What is your perspective on the role of the School Committee in educational activities at this school?	The School Committee is an active body that supports various activities. They help provide learning facilities such as chairs and assist with classroom repairs. Their presence makes us teachers feel more supported, especially when the school's needs cannot be met from the budget.
Has the School Committee ever been directly involved in learning activities or learning support activities?	Yes, several times the committee supported activities such as religious activities, in the form of serving as a resource person at the Ramadan pesantren.
According to you, does the School Committee provide input into the learning process or program?	They do not get involved in the technical aspects of learning, but they often provide input during meetings regarding student needs, study discipline, and parental involvement. The committee's input is usually very contextual, as they also see the children's conditions at home firsthand.

To what extent does communication between teachers and the School Committee support classroom learning?

Communication is indeed more frequent between the principal and the Committee, but we teachers are also involved, especially when there are school agendas that involve parents.

What are your expectations for the School Committee's future role in supporting the quality of education at this school?

We hope that the committee can be more active in bridging the communication gap between schools and parents, as well as supporting programs to improve teacher quality, for example, through training or the provision of educational materials. The stronger the synergy between the committee and teachers, the better the quality of learning will be.

Based on an interview with one of the teachers at SD Negeri 01 Badak, as presented in Table 2, it is known that the school committee is considered quite active in supporting educational activities at the school. The committee contributes to the provision of learning facilities such as chairs. It assists in classroom repairs, which greatly helps teachers in carrying out the learning process, especially when needs are not yet met through the school's official budget. Additionally, the committee has also been directly involved in educational support activities, such as serving as a speaker during religious activities during the month of Ramadan.

Although not directly involved in the technical aspects of learning, the committee often provides input at school meetings regarding student needs, discipline, and the role of parents in supporting their children's learning. Communication between teachers and the committee occurs primarily through school activities, although communication is generally more frequent between the principal and the committee. Teachers hope that in the future, the committee can be more active in bridging the communication gap between the school and parents, as well as supporting the improvement of teacher quality through training and the provision of educational resources. This is expected to strengthen the

synergy between teachers and the committee for the improvement of learning quality. However, if the committee's involvement continues to be limited to a supporting role and is not systematically directed toward strengthening the professional capacity of educators, then the collaborative potential that should be a strength in improving learning quality will remain incidental and unsustainable.

Next, to obtain a direct perspective from the School Committee, the researcher interviewed the Chair of the Badak 01 Public Elementary School Committee. This interview focused on the form of committee participation, the challenges faced, and expectations for improving the quality of education. The results of the interview can be seen in Table 3.

Table 3. Interview with the Head of the School Committee of SD Negeri 01 Badak

Questions	Answer
What motivated you as a member of the school committee to get involved in supporting education at SD Negeri 01 Badak?	Our motivation is simple: we want the children in this community to receive a good education. As parents and citizens, we feel we have a moral responsibility to help the school, especially when there are shortcomings in facilities or support from the government.
What forms of participation has the School Committee engaged in to support educational quality?	We are involved in fundraising, helping to build prayer rooms, providing school desks, and supporting religious activities such as Ramadan boarding schools. We also provide input in the development of school programs and participate in evaluation meetings every semester.
How does the School Committee communicate with the school, particularly the principal and teachers?	Communication is quite good. The principal is open to feedback, and the teachers are also friendly when we visit. Although we are not education experts, they value our opinions as parents' representatives.

What obstacles does the Committee typically encounter in carrying out its duties?	The main obstacle is usually time. We committee members all have our busy schedules, so it is difficult to always be active. In addition, not all parents can contribute, so it is sometimes difficult to raise funds evenly.
What are your expectations for improving the quality of education at SD Negeri 01 Badak, and how can the role of the Committee be further enhanced?	We hope that the quality of education will improve, not only in terms of facilities, but also in terms of character building and the quality of children's learning.

Based on interviews with the school committee chairperson, as presented in Table 3, it is known that the main motivation for the committee's involvement in supporting education at SD Negeri 01 Badak is based on the importance of education for children in the surrounding environment, as well as a sense of moral responsibility as part of the community. The committee has demonstrated tangible participation in various aspects, such as fundraising, the construction of a mosque, the provision of study chairs, and support for school activities.

In addition, the committee chairperson said that the committee was also actively providing input in the development of school programs and participating in evaluation meetings. Communication with school officials, including the principal and teachers, is considered to be fairly good and open, despite the committee lacking professional expertise in the field of education. However, there are some challenges faced, particularly related to time constraints due to the busy schedules of committee members, as well as insufficient participation from some parents in supporting the programs being implemented.

This shows that the School Committee has not been fully optimized as a strategic partner in improving the quality of education. Although its participation has touched on several important aspects, such as facility support and community partnerships, its role in supervision, quality evaluation, and policy-making is still not prominent. More targeted and sustainable

measures are needed to strengthen the capacity and role of the School Committee. The transformation of the committee from merely an administrative complement to a critical and visionary participatory actor must be a shared agenda in realizing a more inclusive, transparent, and quality basic education governance.

Most previous research on the role of School Committees has focused on urban or upper secondary school contexts and has tended to emphasize administrative functions such as fundraising or technical support. This study aims to fill this gap by examining in depth the dynamics of the role of School Committees in rural public elementary schools, specifically SD Negeri 01 Badak, which has its unique local characteristics. In addition, this study also highlights the specific gap between formal governance and real participation practices, which often do not run in parallel. Thus, this study not only emphasizes the importance of Committee participation but also critiques its limitations and offers a more strategic and contextual participatory empowerment approach.

Research findings show that the School Committee at SD Negeri 01 Badak has played a significant role in supporting the improvement of education quality through concrete forms of participation. The committee actively raises funds, such as for student graduation activities, which serve as a form of recognition for academic achievement. Not only that, they also strive to provide facilities and infrastructure, such as the construction of a prayer room and study chairs, which are very important in creating a comfortable and religious learning environment. The committee is also involved in the school program planning process and provides relevant input. On the other hand, their involvement in encouraging parental participation in supporting children's learning at home demonstrates a growing synergy between the school and the community. These findings align with the studies by Hakim & Atoillah²¹ and Ghozali & Ariskawanti.²² which emphasizes

²¹ Nur Hakim and Atoillah, "Pengelolaan Sumber Keuangan Dan Komite Sekolah Sebagai Upaya Peningkatan Mutu SMP Negeri 1 Bangil."

that the School Committee is a strategic partner in improving the quality of education by strengthening community participation.

Further analysis based on the School Committee role theory suggests that these findings represent a supporting role.²³ Particularly in terms of resource mobilization and provision of educational facilities.²⁴ Involvement in fundraising and the development of learning facilities demonstrates a tangible contribution to the operational aspects of education that schools desperately need. In terms of participation in school program planning and input, the committee acts in an advisory capacity, as explained by Maula & Noviyanti.²⁵ Namely, in ensuring that school policies are in line with community needs. Involvement in encouraging parental participation through religious activities and learning guidance at home demonstrates the dimension of mediation, namely as a bridge between schools and the social environment.²⁶ Although the control function is not yet prominent in these findings, the committee's commitment to evaluating activities and participating in school meetings indicates the emergence of a supervisory and evaluative role.

The role of the Committee at SD Negeri 01 Badak has represented most of the strategic functions that should ideally be carried out by the School Committee in promoting inclusive,

²² Ghozali and Ariskawanti, "Peran Supporting Agency Komite Sekolah Dalam Pembiayaan Pendidikan."

²³ Agus Suryana, "Partisipasi Komite Sekolah Dalam Meningkatkan Mutu Sekolah," *EduInovasi: Journal of Basic Educational Studies* 3, no. 2 (2023): 337–49, <https://doi.org/10.47467/edui.v3i2.3639>.

²⁴ Azizatul Mar'ati, "Peran Komite Sekolah Dalam Meningkatkan Mutu Pendidikan," *Kalam Cendekia: Jurnal Ilmiah Kependidikan* 10, no. 2 (2022): 478–84, <https://doi.org/10.20961/jkc.v10i2.65774>.

²⁵ Faradina Milla Maula and Shobihatul Fitroh Noviyanti, "Empowering of School Committees: Concrete Steps to Improve The Quality of Education," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 8, no. 2 (2024): 689–702, <https://doi.org/10.33650/al-tanzim.v8i2.7116>.

²⁶ Ridhwan M Daud, "Revitalisasi Peran Komite Dalam Meningkatkan Mutu Pendidikan Di Sekolah," *Jurnal Nakula : Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial* 2, no. 4 (2024): 143–59, <https://doi.org/10.61132/nakula.v2i4.943>.

participatory, and quality education. These findings are in line with the research by Maya Ayu Komalasari.²⁷ At MTs Hidayatul Muftadi'in which emphasizes the importance of close collaboration between the school and the committee in implementing academic and non-academic programs. Strong collaboration enables the achievement of the school's vision and mission, especially when the support provided by the committee encompasses moral, financial, and strategic aspects. Thus, what the School Committee at SD Negeri 01 Badak does is not merely a conventional form of participation but a reflection of a substantive and sustainable partnership model in community-based education management.

The involvement of the School Committee in bridging the relationship between parents and schools is one of the important dimensions in this study. Through religious activities such as Ramadan, boarding schools, and encouraging parents to be more actively involved in supporting their children, the committee promotes parental awareness in supporting their children's learning process. Although not directly involved in the technical aspects of learning, their contributions through input in school meetings regarding discipline, student needs, and character development strengthen the committee's social and cultural functions.

This finding is in line with the theory of school-parent partnership, in which the School Committee holds a strategic position as a center for community participation and aspirations.²⁸ The committee not only conveys parents' input to the school, but also creates a two-way communication space through forums or

²⁷ Maya Ayu Komalasari, "School Associations and School Committees: Improving the Quality of Education at MTs Hidayatul Muftadi'in South Lampung," *Journal Corner of Education, Linguistics, and Literature* 4, no. 1 (2024): 269–78, <https://doi.org/10.54012/jcell.v4i001.390>.

²⁸ Kiki Sukinawan et al., "Peran Strategis Komite Sekolah Dalam Meningkatkan Mutu Pendidikan: Tinjauan Literatur," *JlIP - Jurnal Ilmiah Ilmu Pendidikan* 8, no. 4 (2025): 3974–82, <https://doi.org/10.54371/jiip.v8i4.7628>.

joint activities, thereby building a more transparent and participatory relationship.²⁹ In addition to being the voice of the community, the Committee also encourages parents to be more active in various school activities, including assisting their children's learning process at home. Thus, the role of the Committee transcends administrative boundaries and transforms into a facilitator of collaboration, a driver of innovation, and a promoter of parental ownership of the educational process.³⁰

This practice reflects an effective partnership model as described in recent studies, which emphasize the importance of parental involvement in decision-making and school program development. When communication between the school and parents is strengthened through the active role of the Committee, a more intimate, open, and empowered educational environment is created.³¹ With this kind of synergy, the quality of education and student character tend to improve significantly, along with the growth of mutual trust and concern for the sustainability of education in the school environment.

²⁹ Saekul Anwar, "Role of the School Committee As a Mediator Between Educational Institutions and Village Communities in Madrasah Tsanawiyah, Gabus Sub-District, Grobogan Regency," *Jurnal Administrasi Negara* 28, no. 2 (2022): 138–62, <https://doi.org/10.33509/jan.v28i2.1712>.

³⁰ Rosmailani Simamora et al., "Pengembangan Model Kemitraan Sekolah Dan Orangtua Pada Sekolah Menengah Atas," *SCHOULID: Indonesian Journal of School Counseling* 8, no. 1 (2023): 10, <https://doi.org/10.23916/083345011>.

³¹ Rusmin Husain et al., "Analisis Optimalisasi Peran Komite Sekolah Dalam Mendukung Program-Program Sekolah," *Knowledge: Jurnal Inovasi Hasil Penelitian Dan Pengembangan* 5, no. 2 (2025): 370–76, <https://doi.org/10.51878/knowledge.v5i2.5058>.

Field findings also indicate significant obstacles to optimizing the role of School Committees. Time constraints due to members' busy work schedules are a major challenge, resulting in minimal involvement in various school activities. In addition, a lack of in-depth understanding of the strategic functions of the Committee, particularly in terms of oversight and decision-making, means that their role tends to be purely administrative or technical. These weaknesses indicate that the role of the Committee is still far from ideal as a strategic partner of the school in the governance of quality and accountable education.

These findings are consistent with the results of research conducted by Effendy Irawan et al.³² which revealed the dysfunction of the School Committee, particularly in terms of monitoring and channeling community aspirations, one of the main causes of which was the busy professional lives of committee members. Although formally the committee has four main functions, in practice, only some of these are carried out effectively. Teguh Triwiyanto expressed a similar view.³³ which states that a weak understanding of regulations and limited strategic capacity of committees often result in their position being merely an administrative complement within the school structure.

These findings indicate that optimizing the role of school committees in promoting educational quality can only be achieved through capacity building and the implementation of a sustainable participatory approach. This is in line with Nurmaning et al.³⁴

³² Effendy Irawan, Nurhadi Nurhadi, and Yuhastina Yuhastina, "Peran Komite Sekolah Dalam Meningkatkan Mutu Pendidikan: Studi Pada SMP Negeri 1 Surakarta," *Jipsindo* 8, no. 1 (2021): 15–28, <https://doi.org/10.21831/jipsindo.v8i1.38533>.

³³ Teguh Triwiyanto, "Hambatan Implementasi Program Kerja Komite Sekolah Untuk Meningkatkan Peran Serta Masyarakat," *Jurnal Manajemen Dan Supervisi Pendidikan* 2, no. 2 (2018): 129–36.

³⁴ Bina Andari Nurmaning et al., "Social Construction of School Committee for Quality Education in Elementary Schools," *International Journal of Humanities, Social Sciences and Education* 10, no. 7 (2023): 164–68, <https://doi.org/10.20431/2349-0381.1007019>.

which emphasizes the importance of internalizing the social role of the committee through training and continuous interaction; Islam et al.³⁵ which underlines dialogical forums as a medium for collective learning; and Nuraya et al.³⁶ which places participation at the heart of community-based school governance. Capacity building efforts are not merely technical, but part of a cultural transformation in local education management. A systemic approach is needed to strengthen the institutional capacity of School Committees. This includes ongoing training, socialization of strategic tasks and functions, and improved coordination between schools and committees. This approach is in line with Suryana's view³⁷ and Maula & Noviyanti³⁸ which emphasizes that when school committees are actively involved as co-agents in the entire education process, from planning and implementation to evaluation.

Thus, its contribution to achieving fair and equitable education quality will be significant. The School Committee essentially has four main roles that need to be strengthened: (1) an advisory role in providing input on education policies and performance; (2) a supporting role in mobilizing resources and community participation; (3) a controlling role in evaluating and supervising programs to ensure accountability; and (4) a mediating role in bridging communication between schools and the community.³⁹ However, in order for these roles to be carried out

³⁵ Muhammad Islam, Ahmad Suriansyah, and Metroyadi, "The Role of The School Committee: Multi-Site Study in MTS Darud Da' wah Wal-Irsyad Kersik Putih and MTS State 1 Tanah Bumbu," *Journal of K6 Education and Management* 3, no. 1 (2020): 26–31, <https://doi.org/10.11594/jk6em.03.01.04>.

³⁶ Naufalia Nuraya et al., "Implementation of the Roles and Functions of the School Committee in Improving the Quality of Education Services in the City of Cirebon," *Tadbir: Jurnal Studi Manajemen Pendidikan* 5, no. 1 (2021): 81–100, <https://doi.org/10.29240/jsmp.v5i1.2113>.

³⁷ Suryana, "Partisipasi Komite Sekolah Dalam Meningkatkan Mutu Sekolah."

³⁸ Maula and Noviyanti, "Empowering of School Committees: Concrete Steps to Improve The Quality of Education."

³⁹ Hilya Gania Adilah and Yaya Suryana, "Manajemen Strategik Dalam Meningkatkan Mutu Pendidikan Madrasah Ibtidaiyah," *Jurnal Isema: Islamic*

optimally, the capacity of Committee members needs to be enhanced through relevant and contextual training.⁴⁰ This training not only improves members' understanding of their duties, but also strengthens the effectiveness of their contributions in the field.

In addition, the presence of a principal with a transformative leadership style is also an important factor in encouraging the active involvement of the Committee. Without leadership that opens up opportunities for participation and provides adequate resources, the School Committee risks being stuck in a shallow symbolic role, nothing more than an administrative accessory.⁴¹ The transformation of the Committee's role from a mere technical implementer to a strategic partner requires policy intervention, institutional strengthening, and the development of a sustainable collaborative culture. The findings of this study reinforce the theory of participatory management and school-community partnerships, highlighting the importance of transforming the role of the School Committee from a technical implementer to a strategic partner in decision-making and quality control in education. A local participation-based approach and institutional capacity building are key to creating inclusive, empowered, and sustainable education governance. Thus, the results of this study provide a conceptual contribution to the development of community-based education collaboration models, especially in rural contexts with limited resources.

Educational Management 6, no. 1 (2021): 87–94, <https://doi.org/10.15575/isema.v6i1.11037>.

⁴⁰ Herlina Ekawati, Titik Haryati, and Endang Wuryandini, "Peran Komite Sekolah Dalam Implementasi Manajemen Berbasis Sekolah," *MANJERIAL: Jurnal Inovasi Manajemen Dan Supervisi Pendidikan* 5, no. 1 (2025): 10–17, <https://doi.org/10.51878/manajerial.v4i4.4179>.

⁴¹ Herlina Ekawati, Titik Haryati, and Endang Wuryandini, "Peran Komite Sekolah Dalam Implementasi Manajemen Berbasis Sekolah," *MANJERIAL: Jurnal Inovasi Manajemen Dan Supervisi Pendidikan* 5, no. 1 (2025): 10–17, <https://doi.org/10.51878/manajerial.v4i4.4179>.

CONCLUSIONS

Based on the results of the study, it can be concluded that the School Committee at SD Negeri 01 Badak has played a significant role in supporting the improvement of education quality through various forms of participation. These roles include fundraising for school activities, providing facilities and infrastructure such as a prayer room and study chairs, and involvement in school program planning. Additionally, the committee also encourages parental involvement in children's education at home through community-based activities. These findings reinforce the view that the school committee is a strategic partner in achieving quality education through collaboration between the school and the community.

However, there are a number of obstacles that hinder the optimization of the committee's role, such as the limited time of members due to their busy schedules, as well as a lack of in-depth understanding of the committee's strategic functions and responsibilities in the education system. As a result, their participation tends to be limited to technical activities and has not yet fully addressed aspects of educational planning and quality control. Therefore, efforts are needed to strengthen the institutional capacity of the committee through training, socialization, and improved communication and coordination between schools and the committee. This is in line with a participatory management approach that emphasizes the importance of synergy between schools and the community in improving the quality of education in a sustainable manner.

This study has limitations in its scope, which is focused on only one school, namely SD Negeri 01 Badak, so the findings obtained may not necessarily be generalized to other schools with different social and cultural conditions. In addition, the use of a qualitative approach with data sources limited to certain informants may cause subjective bias, because not all views of the school community or the surrounding community were fully accommodated. Time constraints in the data collection process also

limit the depth of exploration into various forms of school committee participation, which may be more diverse and dynamic in practice.

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