

DETERMINATION OF PLANNING MANAGEMENT AND SCHOOL COMMITTEE PARTICIPATION IN IMPROVING THE QUALITY OF BASIC EDUCATION

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ABSTRACT

Discourse on the quality of basic education in Godong Regency often encounters fluctuations in quality standards influenced by the dynamics of internal governance and the degree of public participation. This study aims to construct an analysis of the influence of management planning and the strategic role of school committees on educational quality, both partially and simultaneously. Using a quantitative correlational approach, data were collected from a sample of 140 principals, teachers, and committee members. The results of a linear regression analysis confirm that data-driven planning and optimizing the school committee as a supporting partner have a positive significance in improving instructional quality. Simultaneously, both variables contribute 66.52% of the determination, while the remainder is influenced by other external variables. Theoretically, this study concludes that the integration of inclusive strategic planning and the revitalization of the committee's role are key variables in sustainably escalating basic education quality standards.

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INTRODUCTION

Education is a fundamental pillar in developing quality human resources (HR) in the global era. In line with the mandate of Law Number 20 of 2003, education is pursued as a conscious effort to develop students' potential to possess spiritual strength, intelligence, and noble character. In the context of basic education, educational quality is a determinant indicator reflecting the effectiveness of the school system. Quality is no longer measured solely by academic outcomes, but rather through the integration of process quality, teacher competence, the availability of infrastructure, and stakeholder synergy within the education ecosystem.

However, the reality on the ground demonstrates a sharp discrepancy between national standards and actual regional achievements. In Grobogan Regency, particularly in Godong District, the quality of public elementary school

education still faces significant challenges. Primary data from 2023 shows that approximately 65% of public elementary schools in this region have quality achievements below the provincial average, exacerbated by 45% of schools experiencing limited learning facilities. This situation emphasizes that improving quality requires a systemic approach through strengthening internal governance and external participation.

Theoretically, the effectiveness of organizational management significantly influences educational quality. Management planning serves as a guiding instrument for a school's vision and operational strategy. Evidence-based planning enables precise resource allocation, aligning with research by Hamid et al. (2022), which states that inclusive strategic planning is positively correlated with organizational efficiency and the achievement of long-term quality targets. Furthermore, the School-Based Management (SBM) paradigm positions the community as a strategic partner through the School Committee. According to Minister of Education and Culture Regulation Number 75 of 2016, the committee's function is to improve service quality through advisory, support, control, and mediation functions. Prasetyo & Budianti (2021) emphasize that schools with active committees in their oversight function tend to have superior financial accountability and program quality compared to schools with passive committees.

Although regulations on the roles of management and committees are well established, there are gaps in the literature and practice regarding their integration at the local level. Previous studies have often examined these variables separately or within established urban contexts. In Godong District, the phenomenon of "formality committees" was found; 55% of committees lacked optimal coordination and 40% of their members lacked a clear understanding of their duties and functions. Rahmawati & Budiastira (2021) revealed that committees often served only as administrative prerequisites for accreditation and disbursement of School Operational Assistance (BOS) funds, without any substantive involvement. Furthermore, there is a managerial capacity issue, with 70% of school principals unable to develop visionary strategic plans, which, according to Sholeh (2020), are often simply copy-pasted without analyzing real needs. This gap between ideal regulations and the practice of "formality committees," along with the lack of data-driven planning in suburban areas, constitutes the primary research gap in this study.

This problem is exacerbated by classic budget constraints in 50% of the sample schools. Sari & Hidayat (2021) suggest that poor planning management is exacerbated by the committee's inability to creatively raise funds, leading to stagnation in facility maintenance. The integration of internal planning and the committee's role is a single, inseparable determinant. Wiyani (2022) emphasizes that the synergy of these two variables creates a healthy school ecosystem. At the research site, according to Pradana (2020), low teacher involvement (60%) in planning reduces motivation to achieve targets. Without committee oversight, management tends to be authoritarian and non-transparent (Hasanah, 2021), as reflected in the 47% of school programs in Godong that are not evaluated collaboratively.

This research makes significant theoretical and practical contributions through a comprehensive deterministic analysis. First, it fills the gap in empirical data regarding the simultaneous influence of planning and community participation at the sub-district level, which is characterized by high quality disparities. Second, this study offers solutions by identifying specific indicators—such as planning inclusiveness and the committee's advocacy function—that most dominantly influence quality. As stated by Supriyanto et al. (2023), local solutions must be based on strengthening participatory management models. Therefore, this study contributes by proposing a new coordination model that integrates the School Work Plan (RKS) with the active role of the committee as an external quality guarantor.

Based on this background, this study aims to: (1) analyze the magnitude of the influence of management planning on educational quality; (2) analyze the magnitude of the influence of the school committee's role on educational quality; and (3) examine the simultaneous determinants of management planning and the role of the school committee on educational quality at public elementary schools in Godong District.

METHOD

This study employed a quantitative approach with a causal-associative design using a survey method. This design was chosen to test causal relationships and measure the influence of management planning variables (X1) and the role of school committees (X2) on educational quality (Y). The use of quantitative methods allows for

generalization of sample findings to the population of public elementary schools in Godong District, Grobogan Regency. As emphasized by Sutrisno et al. (2022), a quantitative approach provides high objectivity in measuring correlations between school managerial variables through rigorous statistical testing.

The population in this study encompassed the entire managerial ecosystem at 30 public elementary schools in Godong District. The sampling technique used the Proportional Stratified Random Sampling method to ensure representativeness across all school levels. Respondents consisted of principals, teachers, and school committee administrators, with a total subject population of 240. The minimum sample size was determined using the Slovin Formula of 140.

Primary data was collected using a closed-ended questionnaire with a Likert scale (1-5). The instrument was developed based on a synthesis of Management Planning indicators (X1), measured through the formulation of the vision and mission, the preparation of the strategic plan (Renstra), and the accuracy of resource allocation. The role of the School Committee (X2), referring to Minister of Education and Culture Regulation No. 75 of 2016, encompasses advisory, supporting, controlling, and mediator functions. Education Quality (Y) was measured based on the achievement standards of the 8 National Education Standards (SNP).

To ensure data quality, the instrument was piloted on 30 respondents outside the research sample but within the equivalent population. Validity was tested using the Pearson Product Moment technique. Reliability was tested using the Cronbach's Alpha coefficient. The instrument is considered reliable if its coefficient is >0.60 . Hidayat & Sugandi (2021) emphasize that the accuracy of quality data is highly dependent on the instrument's ability to consistently capture stakeholder perceptions.

Data analysis began with the Classical Assumption Test, which includes tests for normality, linearity, multicollinearity, and heteroscedasticity to ensure the regression model meets the Best Linear Unbiased Estimator (BLUE) criteria. Next, hypothesis testing was conducted using Multiple Linear Regression Analysis, the t-test (Partial), the F-test (Simultaneous), and the Determination Test. This analysis aligns with the methodology of Tanveer et al. (2023), which confirms that multiple regression is highly effective in predicting school effectiveness. All data processing was carried out using SPSS version 26 software.

RESULTS AND DISCUSSION

Results

Based on the results of a simple linear regression analysis, it was found that the Planning Management variable (X1) has a positive and significant influence on Education Quality (Y). The t-test results showed a calculated t value of 12.582, greater than the t table of 1.96, with a significance level of $0.000 < 0.05$.

The regression coefficient of 0.731 indicates that every one-unit increase in planning management quality will be followed by a 0.731-unit increase in education quality. This proves that participatory, data-driven planning is a primary internal determinant in achieving national education standards at Godong District Public Elementary Schools.

The results of the second test indicate that the Role of the School Committee (X2) has a partial, significant influence on Education Quality (Y). The calculated t value was $9.042 > 1.96$ with a significance level of $0.000 < 0.05$. Despite field findings regarding formality constraints, the committee's contribution remains statistically significant, with a coefficient of 1.153 for X2. This indicates that committee support, in the form of advisory agency and supporting agency, provides a driving force for the provision of infrastructure and a better learning climate, although its strength is slightly lower than that of the planning management variable.

A simultaneous determination test was conducted using an F-test (ANOVA). The results showed an F-value of 136.245 with a significance level of 0.000. Since the significance level is <0.05 , the hypothesis that there is a simultaneous significant influence between Planning Management and the Role of the School Committee

on the Quality of Education in Public Elementary Schools in Godong District is accepted. The R-square (R²) value obtained for the Planning Management variable (X1) has a positive and significant influence on the Quality of Education (Y) of 0.5667, indicating that 56.67% of education quality is influenced by planning management, with the remainder being influenced by other factors. The role of the School Committee (X2) in the R-square analysis contributed 37.69%. Overall, the Quality of Education is influenced by Planning Management and the Role of the School Committee, amounting to 66.52% with an R-square value of 0.6652. In general, it shows that 66.52% of the variation in educational quality at public elementary schools in Godong District is collectively determined by the quality of school planning and the active role of the committee. Meanwhile, the remaining 33.48% is influenced by other variables not examined in this model, such as the principal's instructional leadership, teacher pedagogical competence, or central government budget support. Further research results can be seen in Table 1.

Table 1. Summary of Analysis Results

Hypothesis	Regression Equation	R ²	t/F-count	Sig.	Interpretation
H1: X1 → Y	Y = 7.648 + 0.731X1	0.5667	t = 12.582	0.000	Accepted, Positive, and Significant
H2: X2 → Y	Y = 7.487 + 1.153X2	0.3769	t = 9.042	0.000	Accepted, Positive, and Significant
H3: X1,X2 → Y	Y = -5.234 + 0.598X1 + 0.516X2	0.6652	F = 136.245	0.000	Accepted, Positive, and Significant

Source: primary data processed in 2025

The analysis of the model's effectiveness can be summarized in Table 2. This model will synergize with the established hypotheses. Model 1 is assumed to be a model of Education Quality influenced by Planning Management. Model 2 is assumed to be a model of Education Quality influenced by the Role of the School Committee. Model 3 assumes the Education Quality model is influenced by Planning Management and the Role of the School Committee together.

Table 2. Model Effectiveness Analysis (Regression Model Comparison)

Model	R ²	Adjusted R ²	Std. Error	F-hitung	AIC*	Ranking
Model 1 (X1 → Y)	0.5667	0.5635	10.145	158.300	1245.6	3
Model 2 (X2 → Y)	0.3769	0.3724	12.168	81.758	1298.4	4
Model 3 (X1,X2 → Y)	0.6652	0.6603	8.954	136.245	1205.2	1

AIC = Akaike Information Criterion (the smaller the better); Source: Processed primary data, 2025

Table 2 shows that the multiple regression model (Model 3) performed best with the highest R² (66.52%) and the lowest AIC (1205.2). This indicates that the combination of planning management and the role of the school committee provides the best prediction of education quality.

Discussion

Based on the results of data analysis, this study successfully confirmed three main hypotheses. First, Planning Management (X1) proved to be a very strong internal determinant of Education Quality (Y) with a t-value of 12.582. The magnitude of the regression coefficient of 0.731 indicates that the effectiveness of education quality in Public Elementary Schools in Godong District is highly dependent on the sharpness of strategic planning carried out by the principal and the school development team. Second, the Role of the School Committee (X2) provided a significant positive contribution partially with a t-value of 9.042. This finding addresses initial doubts regarding the effectiveness of the committee, which is often considered a "formality." Statistically, community involvement in the advisory and supporting functions is still able to accelerate quality, especially in the infrastructure dimension. Third, simultaneously, the two variables explain 66.52% of the variation in education quality. The results of the F test (136.245) and the AIC criteria (1205.2) position Model 3 as the best model (Ranking 1), which means that improving

the quality of basic education cannot be done partially, but through integrative synergy between solid school planning and active community participation.

The main positive finding is the high R2 value for the Planning Management variable (56.67%). This indicates that schools in Godong District have begun adopting data-driven decision-making principles. Good planning minimizes uncertainty in the management of BOS funds and human resource allocation. The high coefficient of 0.731 indicates that planning management is not simply an administrative document, but rather an operational blueprint that directly impacts process standards and graduate competency standards. Although significant, the independent contribution of school committees (37.69%) is much lower than that of internal planning. Interpretation of this finding points to the reality on the ground where the committee's role is often reactive, rather than proactive. The issue of "formality" revealed in initial observations is validated by these statistics; the committee is present when required to sign budget documents, but is less involved in substantive academic planning. This low role represents a weakness in a quality assurance system that should be transparent and accountable.

These findings reinforce the School-Based Management (SBM) theory, which states that school autonomy must be accompanied by public accountability. School-Based Management (SBM) is an educational management paradigm in which schools are given broad authority to manage resources (human resources, funds, and facilities) according to local needs and student characteristics. However, SBM does not intend to grant absolute power to schools. This theory requires that every authority granted must be accompanied by Public Accountability. This means that schools are obliged to account for every policy and outcome (educational quality) to stakeholders, especially the community through the School Committee. Without community participation, school autonomy risks degenerating into a small, closed, and uninnovative bureaucracy.

In the context of this research, the Planning Management variable is a technical instrument for schools to exercise their autonomy. Through solid planning, schools demonstrate independence in mapping the future of their educational quality. The Role of the School Committee variable embodies the public accountability and community participation aspects of SBM. The committee serves as a check and balance to ensure that school autonomy remains oriented toward student interests and community expectations. This aligns with the findings of Huda & Musyafak (2022), who found that SBM provides space for schools to innovate, but its success depends heavily on how transparently the school involves the committee in strategic planning. Sumbodo et al. (2023) stated that a balance between managerial autonomy and public accountability is an absolute prerequisite for school effectiveness in developing countries. Participatory planning involving all elements of the school and community within the SBM framework has been shown to improve school quality scores sustainably (Fitriyani, 2021). Arifin et al.'s (2020) findings suggest that the school committee is not simply a financial support body, but rather a pillar of accountability that keeps school management on track to achieve national standards.

The success of the multiple regression model in this study (66.52%) aligns with global knowledge emphasizing stakeholder collaboration. This synergistic finding demonstrates that educational quality will improve significantly when internal autonomy (planning) is synchronized with external oversight and support (committees). The integration of school independence in planning and public accountability through committees creates an educational ecosystem that is adaptive to change (Musthafa, 2024).

Positive research findings indicate significant managerial strength and social capital in Godong District Public Elementary Schools. The strongest finding in this study is the highly significant positive correlation between Planning Management and Educational Quality, with a regression coefficient of 0.731. This indicates that schools in Godong District have successfully implemented a systematic planning system. Work plan documents are no longer mere formalities but precise operational instruments. A value of 12.582 indicates that the more mature the planning (based on educational report card data), the more measurable the quality improvements achieved, particularly in process standards and infrastructure standards.

This research supports the findings of Hamid et al. (2022) and Mulyani (2023) state that strategic planning is the primary foundation of school effectiveness. However, this study adds a specific context to public elementary schools in rural areas (Godong District), where planning based on educational report card data is key. Strategic

planning is not merely a managerial tool, but rather an organizational learning process that determines the sustainability of quality amidst uncertainty, thus requiring stakeholder involvement. Similar support is provided by research by Sholeh (2020) and Wiyani (2022) that effective planning management in the digital era must transform from simply fulfilling documents to analyzing data that predicts student learning outcomes. Annual work plans need to be synchronized with school programs (e.g., school discipline culture) to accelerate the achievement of basic education quality standards.

Field observations revealed a "formality" obstacle in maximizing the role of the School Committee. Statistical results provided a surprising positive finding with a coefficient of 1.153. This figure demonstrates that the presence of the school committee provides significant leverage. Their roles in supporting agency (providing assistance) and advisory agency (consideration) have been shown to significantly contribute to a more conducive learning climate. This is in line with research by Prasetyo & Budianti (2021) that found that the success of the school committee is determined by its ability to mediate between parental aspirations and school managerial policies. The existence of the school committee as a supporting agency has proven to be a lever in providing technology-based learning facilities that are beyond the reach of the school's regular budget. This supports the positive findings regarding the committee's contribution to a more conducive learning climate through facility support (Fahrurrozi, & Yulis, 2023). Similar support is provided by Sari & Rahayu (2022) and Hidayat et al. (2024), who argue that the committee's strategic advisory role provides perspective on job market needs and parental expectations, which are key determinants in improving graduate quality. This strengthens the argument that the advisory function significantly contributes to determining the direction of educational quality.

The data shows that the committee contributed 37.69%. This figure confirms the theory of school-community partnerships but also raises critical concerns about their effectiveness at the practical level. Committee support creates greater public trust, which indirectly increases schools' motivation to maintain quality standards in educational services. Wuloandari & Gunawan (2022) state that an equal partnership between schools and the committee creates managerial efficiency, which is a determining factor in achieving Education Report Card indicators.

Another positive finding is the F-test analysis. The F-value was 66.52%. This is a very strong figure for research in the field of educational management. This finding demonstrates that the "internal engine" (planning) and the "external accelerator" (the committee) are working in sync in Dong District. This multiple regression model shows that collaboration between school bureaucracy and community participation produces much more stable quality performance than relying solely on one variable. With a coefficient of over 50%, this model demonstrates a high level of efficiency in education management in the region; meaning that investing in planning and strengthening committees is highly targeted. These findings provide empirical evidence of the success of SBM implementation at the local level. Schools in Godong District have demonstrated the ability to exercise their autonomy (through planning) and maintain accountability (through committees). This reinforces the body of knowledge that basic education in rural areas can achieve high quality standards when provided with space for independence accompanied by community oversight. This is consistent with research by Fathurrahman (2023). The committee's active involvement in oversight and input acts as a quality booster, compelling school management to maintain minimum service standards.

The use of Model 3 (Multiple Regression) has proven to be the best predictive tool, supporting the literature on educational management methodology (Sutrisno, 2022). Educational quality is achieved when teachers are involved in the implementation of strategic plans approved by the committee (Pradana, 2020). According to Hidayat & Sugandi (2021); and Fitri (2022), a comprehensive quality assessment instrument must include community participation variables to obtain holistic evaluation results. Continuity of quality improvement depends on how effectively the PDCA (Plan-Do-Check-Act) cycle is implemented in school planning.

Other influencing factors in Model 3 accounted for 33.48%. This aligns with research by Nuryanto (2023), who stated that the principal's instructional leadership acts as a primary catalyst, ensuring that every managerial policy and school planning are directly oriented towards improving the quality of teacher-student interactions in the classroom. The effectiveness of planning management depends heavily on how the principal oversees the implementation of school programs in accordance with the established School Work Plan (RKS). The transformation

of educational quality in the digital era is determined not only by the availability of facilities, but more so by teachers' pedagogical readiness to integrate technology into meaningful learning strategies (Lestari, 2021). This suggests that teacher competency is a crucial latent variable in determining whether school planning outputs result in tangible improvements in graduate quality. Similar support is provided by Handayani (2020); Zainuddin (2022); and Putri (2023) who argue that accurate budget allocation to meet standards and the creation of a healthy organizational climate are the physical foundations for achieving national education standards.

The integration of findings indicates that synchronizing data-based planning management (the Education Report Card) with the active role of the school committee accelerated the achievement of quality standards in Godong District. This synergy transformed regional policy from merely administrative to collaborative, strengthened public accountability, and created a basic education ecosystem that is adaptive to meeting regional quality report targets. Ramadhan (2022) stated that the use of the Education Report Card as the primary instrument in Data-Based Planning (PBD) shifts the paradigm of school management from intuitive to technocratic and objective, resulting in more targeted quality improvement programs. The same support was given by Kusuma (2021) who stated that the success of a school program compiled in the RKS is highly dependent on the active participation of parents, not just as financial supporters, but as resource persons and companions in the student learning ecosystem.

The synergy between planning management and the role of the school committee in Godong District is also influenced by the implementation of national policies. As explained by Ramadhan (2022), data-driven planning through the Education Report has sharpened the direction of school policies. This is reinforced by the committee's role in supporting the P5 program (Kusuma, 2021) and their ability to forge external collaborations (Utami, 2022). Ultimately, management digitization (Santoso, 2023) and strengthening public accountability (Wibowo, 2023) are key pillars explaining why these two variables simultaneously contribute 66.52% to education quality.

This study's findings modify the "Dual-Drive School Quality" theory. While traditional theory only emphasizes internal management as the primary driver, this study demonstrates the existence of a "Symmetric Synergy Model" for quality improvement. Educational quality in rural public elementary schools (such as those in Godong District) is no longer linear ($X \rightarrow Y$), but rather interdependent. The findings indicate that the highest regression value is achieved when Planning Management acts as the "Internal Engine" and the School Committee acts as the "External Accelerator." This study modifies Robbins & Coulter's (2018) perspective on planning; at the elementary education level, planning will be ineffective if it is not based on the "Social Capital" possessed by the School Committee. Without social engagement, planning will be merely a dead text. Therefore, this study introduces the concept of "Participatory-Strategic Synchronicity," where educational quality is defined as the result of synchronization between educational report card data (technocratic) and community resource support (participatory).

Overall, the conclusion of the discussion shows a determination of 66.52%, demonstrating that quality improvement efforts at Public Elementary Schools in Godong District are on the right track through strengthening planning governance and community partnerships. The remaining obstacles to committee formality must be addressed by improving the managerial literacy of committee members, so that their contributions go beyond mere statistics and have a real impact on transforming classroom learning. These findings indicate that to effectively improve the quality of education in Godong District, schools cannot rely solely on administrative aspects (planning) but must also synergize them with social and community forces (committees). A determination score of 56.4% represents a strong modality for quality transformation if these two elements are optimized beyond simply fulfilling accreditation requirements.

CONCLUSION

Based on the data analysis and discussion above, it can be concluded that management planning has a positive and significant impact on educational quality. This demonstrates that schools' effectiveness in developing data-based work plans (Education Report Cards) is a key foundation for improving the quality of learning processes and outcomes. The role of the School Committee contributes significantly as quality leverage through its supporting and advisory functions. Community involvement creates a conducive learning climate and supports school innovation.

Collectively, management planning and the role of the school committee contribute 66.52% to the impact on educational quality. The synergy between measurable internal governance and strong external support is key to the successful implementation of School-Based Management (SBM).

This research contributes to strengthening participatory management theory in the context of elementary education in suburban areas. The study successfully identified that educational quality is not solely determined by classroom instruction but is highly dependent on the integration of inclusive strategic planning with the optimized role of partner institutions (School Committees). Schools need to transform the planning process from merely an administrative tool to a strategic instrument that adapts to the real needs of students. This creates an urgent need to revitalize the committee's role, moving beyond being an "administrative rubber stamp" or financial donor to becoming a critical partner in substantive quality assurance. Given that the coefficient of determination indicates that 33.48% of other variables influence educational quality, a more in-depth exploration of the principal's instructional leadership and teacher pedagogical competence is necessary.

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