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ORIGINAL RESEARCH ARTICLE

The Strategy of School Committees in Supporting the Improvement of Educational Quality at SMAN 1 Punduh Pedada

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ABSTRACT

This study aims to analyze the role and strategies of school committees in improving educational quality at SMAN 1 Punduh Pedada. School committees hold a strategic position as key stakeholders in participatory and accountable educational management; however, their role is often still administrative rather than strategic. This research employed a qualitative descriptive approach, with data collected through interviews, observations, and documentation involving principals, teachers, committee members, and parents.

The findings show that the school committee has performed its roles as an advisory, supporting, controlling, and mediating agency, but these roles have not been fully optimized. Committee involvement in decision-making remains limited and tends to occur only at the final stage. Supporting factors include institutional support and community participation, while inhibiting factors include limited human resource capacity, weak coordination and communication, and the absence of structured strategic planning. The strategies implemented are still adaptive and not yet systematic, although they reflect collaborative efforts with the school. Therefore, optimizing the role of school committees requires strengthening strategic planning, improving stakeholder capacity, and enhancing communication systems to support sustainable educational quality improvement.

Keywords: School Committee, Strategy, Educational Quality, Stakeholder Participation, Educational Management



ABSTRAK

Penelitian ini bertujuan untuk menganalisis peran dan strategi komite sekolah dalam meningkatkan mutu pendidikan di SMAN 1 Punduh Pedada. Komite sekolah memiliki posisi strategis sebagai pemangku kepentingan dalam pengelolaan pendidikan yang partisipatif dan akuntabel, namun perannya masih cenderung administratif daripada strategis. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi yang melibatkan kepala sekolah, guru, anggota komite, dan orang tua. Hasil penelitian menunjukkan bahwa komite sekolah telah menjalankan fungsi sebagai pemberi pertimbangan, pendukung, pengontrol, dan mediator, tetapi belum optimal. Keterlibatan dalam pengambilan keputusan masih terbatas dan cenderung terjadi pada tahap akhir. Faktor pendukung meliputi dukungan institusi dan partisipasi masyarakat, sedangkan faktor penghambat meliputi keterbatasan sumber daya manusia, lemahnya koordinasi dan komunikasi, serta belum adanya perencanaan strategis yang terstruktur. Strategi yang diterapkan masih bersifat adaptif dan belum sistematis, meskipun menunjukkan adanya upaya kolaboratif. Oleh karena itu, optimalisasi peran komite sekolah memerlukan penguatan perencanaan strategis, peningkatan kapasitas pemangku kepentingan, serta perbaikan sistem komunikasi guna mendukung peningkatan mutu pendidikan yang berkelanjutan.

Keywords: *School Committee, Strategy, Educational Quality, Stakeholder Participation, Educational Management.*

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1. INTRODUCTION

Improving the quality of education is a strategic issue in national development, as it is closely related not only to the enhancement of human resources but also to the sustainability of social and economic development. In the Indonesian context, the importance of educational quality is emphasized in Law Number 20 of 2003 concerning the National Education System, which states that education aims to develop learners' potential to become individuals who are faithful, knowledgeable, competent, and possess noble character (Fantofik, 2025). Therefore, improving educational quality is not merely focused on academic achievement but also on character building and social values.

From a management perspective, educational quality is influenced by both internal and external factors. Internal factors include school leadership, teacher competence, curriculum, and infrastructure, while external factors involve community support, government policies, and stakeholder participation (Arifin, 2022). As an open system, education requires the active involvement of multiple parties to function effectively and adapt to environmental changes.

In line with the development of modern educational paradigms, School-Based Management (SBM) places schools at the center of decision-making processes while encouraging active stakeholder participation. In this context, community involvement becomes a key indicator of

successful educational management. Stakeholders are not merely supporters but strategic partners in planning, implementing, and evaluating educational programs (Mustofa, 2025).

One of the most concrete forms of community participation in education is the establishment of school committees. A school committee is an independent body that functions as a strategic partner in improving educational quality. According to the Regulation of the Minister of Education and Culture Number 75 of 2016, school committees have four primary roles: advisory, supporting, controlling, and mediating (Ministry of Education and Culture of the Republic of Indonesia, 2016). These roles indicate that school committees hold a strategic position in fostering collaboration between schools and communities.

Theoretically, school committees are expected to create synergy among stakeholders in improving educational quality. They contribute to policy formulation, resource mobilization, program supervision, and communication between schools and communities (Idharudin, 2025). Through these functions, school committees serve as an essential pillar in establishing transparent, accountable, and participatory educational governance.

However, empirical studies indicate that the implementation of school committee roles is often suboptimal. In many cases, school committees tend to function merely as administrative complements rather than active strategic partners. Their involvement is frequently limited to formal activities such as meetings or approvals, without meaningful participation in planning and evaluation processes (Rahmawati, 2024). This condition reflects a gap between the ideal conceptual role of school committees and their practical implementation.

This gap is influenced by several factors, including limited human resource capacity within the committee, lack of understanding of committee roles and responsibilities, and weak communication and coordination between schools and committees. Additionally, the absence of structured strategic planning further contributes to the ineffective implementation of committee roles in improving educational quality.

These issues are also evident at SMAN 1 Punduh Pedada, Pesawaran Regency, Lampung Province. Preliminary observations indicate that the role of the school committee has not been optimally implemented. The committee's involvement in strategic decision-making remains limited, resulting in minimal contributions to program planning and evaluation. Furthermore, committee activities tend to be incidental and are not supported by systematic planning.

Other challenges include limited competence among committee members and low levels of communication between the school and the committee, which hinder effective collaboration. Moreover, the absence of structured strategies in implementing the committee's role has led to underutilization of its potential in supporting educational quality improvement.

These conditions highlight the need for developing more effective strategies to optimize the role of school committees. Such strategies should not only focus on increasing participation but also on strengthening capacity, improving communication systems, and developing integrated strategic planning aligned with school programs.

Based on these issues, this study is important to conduct in order to examine the roles and strategies of school committees in improving educational quality. This research focuses on analyzing the roles of school committees, stakeholder participation, and strategic efforts in enhancing educational quality at SMAN 1 Punduh Pedada.

The findings of this study are expected to contribute theoretically to the development of educational management, particularly in relation to stakeholder involvement, and practically to provide recommendations for schools, school committees, and policymakers in formulating effective strategies for sustainable educational quality improvement.

2. RESEARCH METHODS

2.1 Research Design

This study employs a qualitative approach with a field research design to enable an in-depth understanding of phenomena within their natural context. This approach is chosen due to its naturalistic characteristics, allowing the researcher to capture social realities comprehensively as they occur in the field. The data obtained are descriptive in nature, reflecting behaviors, interactions, and social dynamics among individuals and groups within the educational environment.

The use of a descriptive qualitative method in this study aims to systematically explore and analyze various phenomena related to the strategies of school committees in supporting the improvement of educational quality. This approach allows the researcher to present actual conditions comprehensively without manipulating the variables under study, thereby ensuring that the findings reflect real situations (Sugiyono, 2020).

Conceptually, the descriptive qualitative approach is considered relevant for examining complex social phenomena, particularly those related to the roles, strategies, and relationships between school committees and schools. This is because qualitative research focuses not only on outcomes but also on processes, enabling a deeper, more contextual, and meaningful understanding (Arikunto, 2020).

In practice, data were collected through observation, interviews, and documentation. These techniques were applied in an integrated manner to obtain valid and comprehensive data regarding the implementation of the school committee's role. The collected data were then analyzed thoroughly to reveal various phenomena, events, attitudes, and perspectives related to efforts to improve educational quality at SMAN 1 Punduh Pedada.

2.2 Data Collection

In this study, the researcher employed various data collection techniques aligned with a descriptive qualitative approach to obtain in-depth and comprehensive data in accordance with field

conditions. The techniques included semi-structured interviews, non-participant observation, and documentation study, which were applied in an integrated manner to enhance data validity through triangulation (Sugiyono, 2020). Interviews were conducted flexibly with relevant informants, such as the school principal, school committee members, teachers, and representatives of parents, to explore information related to strategies, participation, and the roles of the school committee (Creswell, 2014). Observations were carried out directly on activities involving the school committee to identify their actual involvement in educational practices (Sugiyono, 2020). Meanwhile, documentation study was conducted by examining supporting documents, such as committee activity reports, the School Activity and Budget Plan (RKAS), school quality evaluation results, and related policy documents, in order to strengthen empirical data and enrich the analysis (Arikunto, 2020).

2.3 Data Analysis

In this study, the researcher employed a descriptive qualitative approach, and the data collection techniques were designed to obtain an in-depth understanding of the roles and strategies of the school committee. The techniques included interviews, observation, and documentation, which were applied in an integrated manner to enhance data validity through triangulation (Sugiyono, 2020; Moleong, 2018). Semi-structured interviews were conducted with key informants, such as the chairperson of the school committee, the school principal, teachers, and parents, to explore information related to strategies, challenges, and forms of collaboration between the committee and the school (Creswell, 2014). Observations were carried out directly on various activities and interactions between the school and the committee to understand how strategies were implemented in practice and to identify relationship dynamics and levels of participation (Sugiyono, 2020). Meanwhile, documentation study was conducted by examining relevant official documents, such as the School Activity and Budget Plan (RKAS), meeting minutes, activity reports, and policy archives, in order to complement and strengthen the data obtained from interviews and observations, as well as to provide written evidence for systematic analysis (Arikunto, 2020; Bowen, 2009).

2.4 Research Instruments

In qualitative research, the researcher acts as the primary instrument (*human instrument*) who is directly involved in data collection and analysis in the field. This is in line with the view that the researcher plays a central role in interpreting and constructing meaning from the data (Sugiyono, 2020; Creswell, 2014). To ensure that the research process is systematic and well-directed, several supporting instruments were employed, including interview guidelines, observation sheets, documentation, field notes, and research tools. Interview guidelines were used to explore information from key informants, such as the school principal, school committee members, teachers, and parents, regarding roles, strategies, collaboration, and challenges faced by the school committee. Observation sheets were utilized to directly examine activities and interactions involving the school committee in order to obtain factual data reflecting real field conditions. Documentation was used to collect relevant written data, such as the School Activity and Budget

Plan (RKAS), meeting minutes, and committee work programs, to complement and strengthen findings from interviews and observations (Arikunto, 2020). In addition, field notes were used to record important findings during the research process, while supporting tools such as audio recorders, cameras/mobile phones, notebooks, and laptops were utilized to enhance the accuracy and reliability of the collected data (Moleong, 2018).

2.5 Research Subject and Location

This study was conducted at SMAN 1 Punduh Pedada, located in Pesawaran Regency, Lampung Province. The selection of this research site was based on the consideration that the school possesses distinctive social and educational characteristics that are representative for examining the strategic role of the school committee in supporting the improvement of educational quality, particularly in coastal areas where community involvement in school activities is relatively active. This location provides a concrete illustration of the dynamics of the relationship between the school and the committee within a regional context.

3. RESULTS AND FINDINGS

3.1 The Role of School Committees in Improving Educational Quality

The findings at SMAN 1 Punduh Pedada indicate that the school committee has carried out four primary functions: advisory, supporting, controlling, and mediating, although their implementation remains suboptimal.

In its role as an advisory agency, the school committee has been involved in formal forums such as the preparation of the School Activity and Budget Plan (RKAS). However, this involvement is still limited and tends to occur only at the final stage of decision-making. This condition suggests that the decision-making process has not yet been fully participatory.

Theoretically, the advisory function requires active stakeholder involvement in policy formulation to ensure that decisions are comprehensive and contextual (Ministry of Education and Culture of the Republic of Indonesia, 2016). In the perspective of strategic management, Fred R. David emphasizes that stakeholder involvement in the strategy formulation stage is crucial for producing effective decisions (David, 2011). Furthermore, Mintzberg argues that strategy as plan and perspective should be developed collectively (Mintzberg, 1987). Thus, the limited involvement of the school committee indicates a gap between theoretical expectations and actual practice.

In its supporting role, the school committee contributes through manpower, ideas, and occasional financial support for school activities. This reflects stakeholder participation in supporting educational processes. According to school committee theory, the supporting function includes mobilizing both financial and non-financial resources to support educational activities (Syaifulloh, 2025).

From the perspective of educational quality, such support represents an input component that significantly influences the quality of educational outcomes (Sayuti, 2022). In addition, the Total Quality Management (TQM) approach highlights stakeholder involvement as a key principle in continuous quality improvement (Rahmawati, 2024). However, since the support provided remains incidental and is not integrated into strategic planning, its contribution to improving educational quality is not yet optimal.

Regarding the controlling function, the school committee has conducted monitoring activities, but these are not carried out systematically or continuously. In strategic management theory, supervision is part of strategy evaluation, which aims to assess the effectiveness of strategy implementation.

Moreover, in school committee theory, the controlling function is essential to ensure transparency and accountability in educational management. The weakness in this function indicates that evaluation mechanisms have not been optimally implemented, resulting in limited control over program execution and hindering sustainable quality improvement.

As a mediating agency, the school committee acts as a liaison between the school and the community, particularly in conveying parents' aspirations and supporting school programs. In stakeholder participation theory, community involvement is a critical factor in enhancing the effectiveness of educational programs (Mustofa, 2025).

From Mintzberg's perspective, this role relates to strategy as position, which concerns how an organization interacts with its external environment. However, the mediating role remains limited to basic communication and has not yet developed into broader strategic partnerships. This indicates that the committee's potential as an external liaison has not been fully optimized.

3.2 Supporting and Inhibiting Factors

The findings reveal that the effectiveness of the school committee's role at SMAN 1 Punduh Pedada is influenced by both supporting and inhibiting factors.

Supporting factors include institutional support from the school, community and parental participation, and the existence of programs involving the school committee. In the context of School-Based Management (SBM), internal support and community participation are key indicators of successful educational management (Mulyasa, 2013).

Furthermore, from a TQM perspective, stakeholder involvement reflects the principles of customer focus and continuous improvement, which contribute to enhancing educational quality (Rahmawati, 2024). Community participation also strengthens the development of a quality culture within the school environment.

However, several inhibiting factors were identified. First, the limited competence of the committee members. In strategic management theory, this represents an internal weakness that can hinder the effectiveness of strategies.

Second, the lack of communication and coordination between the school and the committee. Communication is a crucial element in strategy implementation, as it ensures alignment among stakeholders.

Third, the role of the committee remains largely administrative rather than strategic. This condition indicates that the committee has not fully fulfilled its intended roles. From Mintzberg's perspective, this suggests that strategy has not yet developed into a consistent pattern.

Fourth, the absence of structured strategic planning. According to Fred R. David, an effective strategy must involve formulation, implementation, and evaluation stages. The absence of strategic planning indicates that the strategic management cycle has not been fully implemented.

3.3 Strategies for Optimizing the Role of the School Committee

Based on the findings, several strategies can be implemented to optimize the role of the school committee at SMAN 1 Punduh Pedada.

1. First, enhancing collaboration between the school and the committee through more intensive communication and active involvement in school activities. This aligns with the principles of School-Based Management, which emphasize stakeholder collaboration. In strategic management theory, this represents the strategy implementation stage.
2. Second, providing more systematic and sustainable support for school programs. From a TQM perspective, this reflects the principle of continuous improvement, which requires ongoing development efforts.
3. Third, strengthening the committee's role in decision-making processes. Stakeholder involvement in planning is a crucial component of strategy formulation. In participation theory, active stakeholder involvement leads to more effective and contextual decision-making.
4. Fourth, strengthening relationships with the community through the development of strategic partnerships. This aligns with Mintzberg's concept of strategy as position, which focuses on the organization's external relationships.
5. Fifth, reinforcing the strategic role of the committee through the development of structured and systematic strategic planning. In educational management theory, well-planned strategies enhance the effectiveness of educational governance (Suyatno, 2012).

Thus, optimizing the role of the school committee requires not only increased participation but also capacity building, improved communication systems, and sustainable strategic planning.

4. RESULTS AND DISCUSSION

4.1 The Role of School Committees in Improving Education Quality

The findings indicate that the role of the school committee at SMAN 1 Punduh Pedada has been implemented through four primary functions, namely as an advisory, supporting, controlling, and mediating agency. These findings are consistent with the provisions of the Minister of Education and Culture Regulation Number 75 of 2016, which emphasizes the strategic role of school committees as partners in improving educational quality.

In its function as an advisory agency, the school committee has been involved in decision-making processes, particularly in the preparation of the School Activity and Budget Plan (RKAS). However, such involvement remains limited and tends to occur only at the final stage of decision-making. Theoretically, school committees should be involved from the initial stage of policy formulation to ensure that decisions are participatory, comprehensive, and aligned with stakeholders' needs (Hakim, 2024). This condition reflects a gap between theory and practice, where decision-making processes still tend to be top-down in nature.

As a supporting agency, the school committee has contributed through manpower, ideas, and participation in school activities. This reflects stakeholder involvement in supporting educational operations. However, such support remains incidental and has not yet been integrated into a systematic strategic planning framework. Theoretically, school committees should function as mobilizers of resources in a comprehensive manner to support quality improvement (Syaifulloh, 2025). Therefore, this condition indicates that the supporting role has not yet been optimally implemented.

Regarding its controlling function, the school committee has carried out supervisory roles; however, these have not been conducted systematically or continuously. Supervision remains sporadic and lacks a structured monitoring mechanism. Theoretically, the controlling function plays a critical role in ensuring transparency, accountability, and effectiveness in educational management (Rahmawati, 2024). This gap results in weak control over program implementation, which may hinder continuous quality improvement.

Meanwhile, as a mediating agency, the school committee has acted as a liaison between the school and the community, particularly in conveying parents' aspirations. However, this role is still limited to internal communication and has not yet developed into broader strategic partnerships with external stakeholders. Theoretically, school committees have significant potential to build social capital through collaborative networks that support educational quality improvement (Mustofa, 2025). This limitation indicates that the mediating role has not yet been fully optimized.

4.2 Stakeholder Participation in Educational Management

Stakeholder participation at SMAN 1 Punduh Pedada shows involvement in various school activities; however, it has not yet reached an optimal level. The involvement of the school

committee remains limited to certain stages and does not fully encompass the entire educational management cycle, including planning, implementation, and evaluation.

According to stakeholder participation theory, active involvement across all stages of educational management is essential to produce high-quality and effective policies. Epstein argues that the synergy between schools, families, and communities is a key factor in educational success (Yunus, 2024). However, the findings reveal a gap between the ideal concept and actual practice, where participation remains formalistic rather than substantive.

Supporting factors for participation include openness from the school, parental involvement, and programs that engage the school committee. However, several inhibiting factors were identified, such as limited competence of committee members, lack of communication, and the absence of a structured participation system. These conditions indicate that a strong culture of participation has not yet been established within the school environment.

The implications of this condition include the suboptimal effectiveness of educational programs due to insufficient integration between stakeholder needs and school policies. Additionally, weak participation leads to low stakeholder commitment in supporting school programs.

4.3 Strategies for Optimizing the Role of the School Committee

The strategies implemented by the school committee at SMAN 1 Punduh Pedada include enhancing collaboration, providing support for school programs, participating in decision-making, and strengthening relationships with the community. However, these strategies have not yet been integrated into a comprehensive strategic management framework.

According to Fred R. David, strategy is a tool to achieve long-term goals and must involve three main stages: strategy formulation, strategy implementation, and strategy evaluation (Yunus, 2024). The findings indicate that the strategies implemented are predominantly focused on the implementation stage, while the formulation and evaluation stages remain underdeveloped.

From Mintzberg's 5P Strategy perspective, the strategies applied reflect strategy as pattern, meaning recurring actions, but have not yet evolved into strategy as plan and strategy as perspective, which are more structured and sustainable (Anshori, 2025). This suggests that strategy has not yet become embedded within the organizational culture.

This gap results in suboptimal effectiveness of strategies in improving educational quality. Programs tend to be reactive, lack systematic planning, and are not supported by continuous evaluation. Therefore, strengthening strategic planning, improving implementation quality, and developing structured evaluation systems are necessary to ensure that strategies significantly contribute to educational quality improvement.

5. CONCLUSION AND SUGGESTIONS

5.1. Conclusions

Based on the findings and discussion regarding the study entitled “The Strategy of School Committees in Supporting the Improvement of Educational Quality at SMAN 1 Punduh Pedada,” several conclusions can be drawn.

1. First, the school committee at SMAN 1 Punduh Pedada has performed its roles as an advisory, supporting, controlling, and mediating agency. However, these roles have not been fully optimized. The involvement of the committee in decision-making processes remains limited and tends to be administrative and incidental in nature. This indicates that the committee has not yet fully developed as a strategic partner in improving educational quality.
2. Second, the effectiveness of the school committee’s role is influenced by both supporting and inhibiting factors. The main supporting factors include institutional support from the school, community participation, and the existence of school programs that involve the committee. Meanwhile, the inhibiting factors consist of limited human resource capacity among committee members, lack of coordination and communication, the committee’s role being largely formalistic, and the absence of structured strategic planning. These factors significantly affect the committee’s contribution to improving educational quality.
3. Third, the strategies implemented by the school committee are still adaptive and not yet systematic, although they have shown a tendency toward collaborative efforts with the school. These strategies include strengthening collaboration, providing support for school programs, participating in decision-making, and enhancing relationships with the community. However, these efforts have not been supported by structured planning, implementation, and evaluation processes as required in strategic management concepts. Therefore, it is necessary to strengthen strategy development through long-term planning to ensure that the role of the school committee becomes more effective, strategic, and sustainable in improving educational quality.

5.2. Suggestions

Based on the findings and discussion regarding the role of the school committee in improving educational quality at SMAN 1 Punduh Pedada, several recommendations can be proposed. First, schools are encouraged to enhance the involvement of school committees more optimally, particularly in program planning and decision-making processes, by establishing more open, structured, and sustainable participation systems, as well as strengthening communication and coordination. Second, school committees are expected to improve their capacity and understanding of their strategic roles, become more proactive in providing input, conducting supervision, and participating substantively in decision-making, and develop well-planned and sustainable work programs. Third, the government and policymakers are advised to strengthen the role of school committees through training, mentoring, and supportive regulations, as well as capacity-building

programs to ensure their professional and strategic contribution. Finally, future researchers are recommended to further examine models for optimizing the role of school committees through broader approaches, such as comparative studies across schools or the use of quantitative methods to measure effectiveness, as well as exploring the direct impact of school committee roles on educational quality improvement.

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