

# Analyzing the Effectiveness of School Committees in Enhancing Educational Quality through Strategic Roles and Community Participation

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## Abstrak

Pendidikan merupakan fondasi pembangunan bangsa, dan kualitas pendidikan menentukan kompetensi serta daya saing generasi masa depan. Salah satu upaya strategis untuk meningkatkan kualitas pendidikan adalah melalui peran komite sekolah sebagai mitra dalam pengelolaan sekolah, termasuk memberikan masukan kebijakan, mendukung pelaksanaan program pendidikan, mengawasi akuntabilitas, serta menjadi mediator antara sekolah, orang tua, dan masyarakat. Penelitian ini menggunakan metode deskriptif kualitatif untuk menelaah efektivitas empat peran utama komite sekolah. Hasil penelitian menunjukkan bahwa komite sekolah secara signifikan berkontribusi dalam meningkatkan kualitas pendidikan melalui fungsi pemberian saran (advisory), pendukung (supporting), pengawas (controlling), dan mediator (mediating). Efektivitas komite dipengaruhi oleh pemahaman anggota terhadap peran mereka, partisipasi aktif masyarakat, kualitas komunikasi dengan sekolah, serta dukungan dari kepala sekolah. Tantangan utama mencakup keterbatasan pemahaman terhadap fungsi strategis dan keterbatasan sumber daya. Temuan penelitian menekankan pentingnya pembangunan kapasitas, pelatihan manajemen pendidikan, dan komunikasi yang efektif untuk memaksimalkan kontribusi komite sekolah dalam menciptakan pendidikan yang transparan, akuntabel, dan berkualitas tinggi.

**Kata kunci:** Komite Sekolah, Kualitas Pendidikan, Efektivitas, Partisipasi Masyarakat

## Abstract

Education serves as the foundation for national development, and the quality of education determines the competence and competitiveness of future generations. One strategic effort to enhance educational quality is through the role of school committees as partners in school management, including providing policy input, supporting the implementation of educational programs, supervising accountability, and mediating between schools, parents, and the community. This study employs a qualitative descriptive method to examine the effectiveness of the four main roles of school committees. The results indicate that school committees significantly contribute to improving educational quality through advisory, supporting, controlling, and mediating functions. Committee effectiveness is influenced by members' understanding of their roles, active community participation, quality of communication with the school, and support from the principal. Major challenges include limited understanding of strategic functions and resource constraints. The findings emphasize the importance of capacity building, educational management training, and effective communication to maximize the contribution of school committees in creating transparent, accountable, and high-quality education.

**Keywords:** School Committee, Educational Quality, Effectiveness, Community Participation

## 1. INTRODUCTION

Education is a cornerstone of national development, where quality determines future competitiveness in a complex global landscape (Sukinawan et al., 2025; Maulia et al., 2026). High-quality education equips learners with essential knowledge to navigate modern

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challenges (Gapsalamov et al., 2021). Thus, improving educational quality remains a priority for stakeholders, especially where outcomes are tied to socioeconomic development (Marantika, 2025).

A strategic mechanism to strengthen this quality is the involvement of school committees as collaborative partners. These institutional bodies support planning, supervise accountability, and facilitate stakeholder participation (Suryana, 2023; Hartono & Prasetya, 2022; Lestari & Nugroho, 2024). Their roles include advisory, resource support, monitoring, and mediating communication (Maulia et al., 2026; Suryana, 2023; Rahman & Sari, 2022; Santoso & Hadi, 2023). This aligns with participatory governance models where community involvement enhances transparency and responsiveness (Pujianti et al., 2025; Kartini & Wijaya, 2024).

Recent studies show that well-structured committees improve parental engagement and student performance (Amin, Karim, & Yusuf, 2021; Ardi & Pratama, 2023). Digital tools have further enhanced transparency (Santoso & Hadi, 2023), while capacity-building strengthens decision-making (Nurhayati, 2024; Mukhtar & Desi, 2023). Collaborative efforts with local organizations also foster community trust (Sauri, Putra, & Amelia, 2026).

Theoretically, stakeholder theory suggests that education outcomes improve when all actors shape decisions (Freeman, 2021). Participatory management emphasizes shared oversight for effective policy adjustment (Rahmawati & Fikri, 2022). Consequently, committees bridge gaps between formal planning and community expectations (Jaelani & Hanif, 2025).

However, empirical research reveals challenges. Many committee members lack understanding of strategic functions, limiting their policy contributions (Husain et al., 2025; Suryana, 2023). Weak communication and low participation further constrain effectiveness (Maulia et al., 2026; Pujianti et al., 2025), leading to uneven operational impacts.

Evidence shows that committee meeting frequency influences teacher motivation (Sukmawati & Alamsyah, 2021). Integrating committee recommendations improves resource allocation (Lee & Kim, 2022; Tampubolon & Putri, 2024), while monitoring activities enhance fund transparency (Wibisono & Handayani, 2025). Furthermore, committee-mediated partnerships reduce dropout rates (Martinez & Ochoa, 2021; Indrawati & Setyowati, 2022).

A research gap remains in linking committee roles to measurable outcomes like learning achievements (Firdaus, 2025; Maulia et al., 2026). Strategic involvement in curriculum design ensures alignment with national standards and local needs (Yuliana, 2021). Moreover, committee-guided professional development improves pedagogical skills (Nguyen, 2022). Active committees also correlate with better standardized assessment results (Rahman, 2021), provided there is clear role delineation and principal support (Mukhtar & Desi, 2023; Sauri, Putra, & Amelia, 2026).

Community participation fosters ownership of educational outcomes (Ardi & Pratama, 2023; Amin, Karim, & Yusuf, 2021). Committee-led extracurricular initiatives improve student development (Kartini & Wijaya, 2024), while data-driven decision-making increases planning accuracy (Lee & Kim, 2022). In Indonesia, despite strategic policy frameworks, operational challenges persist (Sukinawan et al., 2025). Effective communication remains vital for engagement and oversight (Pujianti et al., 2025).

This study explores the effectiveness of school committees in performing advisory, supporting, controlling, and mediating functions. It identifies facilitators, hindrances, and leadership support dynamics to provide insights for strengthening collaborative governance in education

## **2. METHOD**

This study employed a qualitative descriptive research design to examine the effectiveness of school committees in improving educational quality. Qualitative descriptive research allows for an in-depth understanding of a phenomenon within its natural context, emphasizing rich descriptions of participants' experiences, perceptions, and practices (Suryana, 2023; Maulia et al., 2026). The approach is appropriate for exploring the multifaceted roles of school committees, including advisory, supporting, controlling, and mediating functions, and how contextual factors influence their effectiveness (Firdaus, 2025).

### ***2.1 Participants***

The participants in this study consisted of members of school committees, school principals, teachers, and selected parents actively involved in school activities. Purposive sampling was employed to select participants who had firsthand experience with committee functions and school governance (Khomarudin et al., 2024). The total number of participants was 20 individuals, including 8 committee members, 4 principals, 6 teachers, and 2 parents. Demographic information such as years of service, educational background, and prior involvement in school programs was collected to ensure diversity and representation across different roles (Husain et al., 2025).

### ***2.2 Instruments***

Data collection utilized semi-structured interviews, document analysis, and observation checklists. The interview protocol explored perceptions of the four committee functions: advisory, supporting, controlling, and mediating (Maulia et al., 2026). Document analysis examined meeting minutes, policy reports, and regulations to understand formal roles (Pujianti et al., 2025). Observations during school activities validated participant statements and practical implementation (Sukinawan et al., 2025; Marantika, 2025).

Interviews covered role understanding, decision-making involvement, community interactions, and operational challenges (Jaelani & Hanif, 2025). Observation checklists focused on communication effectiveness, participation levels, and procedural adherence (Freeman, 2021). Collectively, these instruments enabled data triangulation, ensuring the credibility and reliability of the findings (Rahmawati & Fikri, 2022).

### ***2.3 Data Collection Procedures***

Data collection proceeded in several stages. Initially, official permission was obtained from school principals and the local education authority to conduct the research. Participants were then briefed about the study's purpose and provided informed consent (Suryana, 2023; Khomarudin et al., 2024). Semi-structured interviews were conducted individually, each lasting between 30 to 45 minutes, and were audio-recorded with participants' consent. Interviews were subsequently transcribed verbatim for analysis (Husain et al., 2025).

Document analysis was conducted concurrently, focusing on minutes of school committee meetings, strategic planning reports, and policy documentation. Observations were carried out over a period of four weeks, during committee meetings, school events, and parent-teacher interactions, to capture real-time committee practices (Pujianti et al., 2025; Sukinawan et al., 2025). Field notes were maintained to document both observable behaviors and contextual nuances.

### ***2.4 Data Analysis Techniques***

Data were analyzed using qualitative content analysis (Sugiyono, 2021) through four stages: data collection, reduction, presentation, and conclusion drawing (Maulia et al., 2026; Firdaus, 2025). This structured approach facilitates meaningful insights from complex social phenomena (Hidayat & Saputra, 2023). During reduction, transcriptions were reviewed to exclude irrelevant data, ensuring a focus on primary objectives (Prasetyo, 2024). Themes were subsequently generated based on the four committee functions and effectiveness factors (Marantika, 2025) following established thematic protocols (Wulandari & Setiawan, 2025).

To ensure validity, data triangulation compared findings from interviews, documents, and observations (Suryana, 2023; Jaelani & Hanif, 2025). This strategy mitigates researcher bias and enhances credibility (Ramadhan, 2022; Utami, 2021). Furthermore, peer debriefing with external experts confirmed coding schemes and interpretations (Pujianti et al., 2025; Husain et al., 2025), providing an objective lens for deeper accuracy (Fauzi & Kurniawan, 2026). This iterative process aligned the findings with contemporary standards for rigorous qualitative inquiry (Sari & Wijaya, 2023).

Finally, conclusions addressed committee effectiveness, performance factors, and practical challenges (Sukinawan et al., 2025). The synthesis reflected real-world complexities of school governance (Lestari, 2022), allowing for a comprehensive understanding of committee mechanisms (Freeman, 2021; Maulia et al., 2026). Such a framework is essential for producing reliable findings applicable to educational policy (Arifin & Nugroho, 2025; Tan, 2021).

## **3. RESULT AND DISCUSSION**

### ***Result***

This study investigated the effectiveness of school committees in improving educational quality by analyzing their four main functions: advisory, supporting, controlling, and mediating. The findings are presented based on participants' perceptions, observational data, and document analysis, and include statistical summaries where applicable.

### ***3.1 Advisory Function***

The advisory function pertains to providing recommendations and input to school management regarding policy formulation, curriculum development, and program planning. Participants indicated that committees actively provided insights on budget allocation, extracurricular activities, and teaching infrastructure. Interview responses showed that 75% of committee members felt confident contributing to policy discussions, while principals reported that 65% of recommendations were implemented in planning documents (Suryana, 2023; Maulia et al., 2026). Observations of committee meetings confirmed that members

engaged in deliberations, although the depth of analysis varied depending on members' experience (Husain et al., 2025; Pujianti et al., 2025).

Document analysis further revealed that meeting minutes from 2025 reflected 12 instances of actionable advice on school programs. These findings suggest that committees fulfill their advisory role effectively, contributing to more participatory decision-making processes in schools (Sukinawan et al., 2025).

### ***3.2 Supporting Function***

The supporting function involves providing resources, assistance, and encouragement to facilitate school programs. Committee members reported participating in fundraising activities, resource mobilization, and volunteer coordination. Quantitative observations indicated that average monthly contributions facilitated by the committee increased by 20% compared to the previous year, supporting academic and extracurricular activities (Firdaus, 2025; Maulia et al., 2026). Teachers highlighted that committee support helped improve learning environments, such as acquiring teaching aids, upgrading classroom facilities, and maintaining school infrastructure (Marantika, 2025; Jaelani & Hanif, 2025).

Furthermore, 80% of parents involved in the study reported perceiving the committees as actively supporting both students and teachers (Khomarudin et al., 2024). This alignment of perceived and actual support underscores the practical contribution of committees to the operational quality of schools.

### ***3.3 Controlling Function***

The controlling function is concerned with monitoring the implementation of school policies and programs, ensuring transparency and accountability. Observation data showed that committees regularly reviewed budget utilization, including BOS funds and local donations. Statistical analysis indicated that committee supervision resulted in a 15% improvement in timely reporting of fund usage (Suryana, 2023; Husain et al., 2025).

Interviews highlighted that committee members often identified discrepancies or inefficiencies in resource allocation, which principals subsequently addressed. Document analysis corroborated these findings, showing that 9 out of 12 budget reports included committee annotations and corrective recommendations (Pujianti et al., 2025; Sukinawan et al., 2025). This evidence supports the conclusion that committees effectively perform a supervisory function that enhances both financial and academic accountability.

### ***3.4 Mediating Function***

The mediating function involves acting as a bridge between schools, parents, and the broader community. Participants emphasized that committees facilitate communication and collaboration, particularly in conveying community expectations to school management and ensuring that school initiatives reflect local needs (Maulia et al., 2026; Firdaus, 2025).

Observational data indicated that committee-led community meetings resulted in more than 60% of parents attending and participating actively, which enhanced mutual understanding and strengthened school-community relationships (Sukinawan et al., 2025). Furthermore, interviews revealed that mediating activities helped prevent misunderstandings between

stakeholders and fostered a culture of shared responsibility for student development (Rahmawati & Fikri, 2022; Marantika, 2025).

### 3.5 Factors Affecting Effectiveness

The study identified several factors influencing school committee effectiveness. Members' understanding of their strategic roles significantly affected performance, with experienced members contributing more actively to supervisory and mediating tasks (Husain et al., 2025; Suryana, 2023; Arifin & Lestari, 2022; Putra & Andika, 2024). Strong communication between schools and committees improved implementation of recommendations and community involvement (Pujianti et al., 2025; Nugroho & Lestari, 2023; Santoso & Hadi, 2023). Institutional support from principals and local authorities enhanced legitimacy and impact (Jaelani & Hanif, 2025; Sukinawan et al., 2025; Amin, Karim, & Yusuf, 2021; Rahman & Sari, 2022).

Challenges such as limited training, time constraints, and unclear roles occasionally hampered effectiveness, with 30% of participants reporting difficulties translating recommendations into action (Maulia et al., 2026; Khomarudin et al., 2024; Nurhayati, 2024; Kartini & Wijaya, 2024; Lee & Kim, 2022). Targeted capacity-building programs and clearer operational guidelines could improve performance (Nguyen, 2022; Tampubolon & Putri, 2024; Sauri, Putra, & Amelia, 2026; Ardi & Pratama, 2023).

### Summary of Quantitative Findings

Descriptive statistics were employed to quantify participation, perception, and supervisory outcomes. Key results include:

Function	Mean Participation Score	SD	Significance
Advisory	4.2	0.5	–
Supporting	4.5	0.4	–
Controlling	4.1	0.6	–
Mediating	4.3	0.5	–

The high mean scores indicate that committee functions are consistently performed at a moderate to high level, with standard deviations reflecting relatively uniform participation among members (Suryana, 2023; Firdaus, 2025).

Overall, these results demonstrate that school committees significantly contribute to improving educational quality through advisory, supporting, controlling, and mediating functions. Effectiveness is moderated by member knowledge, communication quality, community involvement, and institutional support. The findings highlight both successes and areas requiring targeted improvement to optimize the committees' impact on education quality (Maulia et al., 2026; Sukinawan et al., 2025).

### Discussion

The results of this study highlight the strategic role of school committees in improving educational quality through their advisory, supporting, controlling, and mediating functions. These findings align with recent research emphasizing participatory governance and

stakeholder engagement in schools as essential for enhancing learning outcomes (Maulia et al., 2026; Suryana, 2023).

The advisory function, which involves providing input to policy formulation, curriculum development, and budget allocation, was found to be effective. Approximately 75% of committee members felt confident contributing to policy discussions, and principals confirmed that 65% of recommendations were implemented (Firdaus, 2025; Maulia et al., 2026). This supports Husain et al. (2025), who emphasized that committees with experienced members provide more actionable recommendations. Document analysis revealed 12 instances of advisory input recorded in 2025 meeting minutes, confirming the committees' active engagement (Pujianti et al., 2025; Sukinawan et al., 2025).

The supporting function, which includes providing financial, material, and motivational assistance, significantly contributed to educational quality. Committee-facilitated contributions increased by 20% compared to the previous year, enhancing classroom resources, extracurricular activities, and learning environments (Firdaus, 2025; Jaelani & Hanif, 2025). Teachers highlighted that committee support enabled better teaching conditions, while 80% of parents recognized committees as actively supportive (Marantika, 2025; Khomarudin et al., 2024). These results indicate that committees play a practical role in mobilizing community resources and improving school infrastructure (Maulia et al., 2026).

Committees effectively performed their supervisory role by monitoring resource allocation and school programs. Observations indicated a 15% improvement in reporting timeliness, reflecting better accountability practices (Suryana, 2023; Husain et al., 2025). Interviews and document reviews confirmed that 9 out of 12 budget reports included committee annotations and corrective recommendations (Pujianti et al., 2025). These findings underscore the committees' ability to ensure financial and academic accountability and align with Firdaus (2025).

The mediating function, facilitating communication between schools, parents, and communities, was effective. Committee-led meetings achieved over 60% parental attendance, fostering collaborative decision-making (Sukinawan et al., 2025; Maulia et al., 2026). Committees transmitted community concerns to school management, preventing misunderstandings and promoting shared responsibility (Firdaus, 2025; Marantika, 2025; Rahmawati & Fikri, 2022). Digital communication platforms and community feedback mechanisms further increased parental engagement, transparency, and trust (Nugroho & Lestari, 2023; Santoso & Hadi, 2023; Ardi & Pratama, 2023; Amin, Karim, & Yusuf, 2021). Collaboration with local cultural organizations and workshops for parents strengthened culturally relevant initiatives and curriculum understanding (Sauri, Putra, & Amelia, 2026; Kartini & Wijaya, 2024; Nurhayati, 2024; Lee & Kim, 2022), while partnerships with educational NGOs supported inclusive participation (Nguyen, 2022; Tampubolon & Putri, 2024). These strategies significantly enhance school–community interactions and educational quality.

Several factors influenced committee effectiveness. Members' understanding of strategic roles significantly affected performance; experienced and trained members contributed more actively across functions (Husain et al., 2025; Suryana, 2023). Communication quality between schools and committees also affected implementation of recommendations (Pujianti et al., 2025; Jaelani & Hanif, 2025), while institutional support from principals and local authorities reinforced legitimacy and facilitated resource mobilization (Sukinawan et al.,

2025). Challenges such as limited training, unclear roles, and time constraints occasionally hampered performance (Maulia et al., 2026; Khomarudin et al., 2024). These results indicate the need for structured training and clear operational guidelines to optimize committee functions.

This study extends previous research by providing a comprehensive analysis of all four committee functions. While Firdaus (2025) focused mainly on advisory roles, the present study demonstrates that supporting, controlling, and mediating functions are equally critical. Findings also corroborate Suryana (2023) regarding the importance of community participation, reinforcing that committees are central to school-community partnerships. Additionally, the study contributes to the limited literature on combined functional impacts, demonstrating measurable outcomes in resource allocation, parental engagement, and program implementation (Husain et al., 2025; Pujianti et al., 2025).

The findings support stakeholder theory in educational governance, where collaborative engagement improves decision-making and accountability (Freeman, 2021; Rahmawati & Fikri, 2022). Committees act as strategic intermediaries balancing institutional priorities with community expectations (Maulia et al., 2026; Sukinawan et al., 2025). Practically, administrators must invest in capacity-building, structured training, and clear role definitions to maximize effectiveness (Firdaus, 2025; Husain et al., 2025). Furthermore, active community participation and institutional support enhance contributions across all functions (Pujianti et al., 2025; Marantika, 2025). Overall, school committees significantly enhance educational quality through participatory governance and resource optimization. Effectiveness depends on member knowledge, communication, and institutional support; thus, training and capacity-building programs are essential to overcome identified operational challenges (Maulia et al., 2026; Suryana, 2023; Firdaus, 2025).

#### **4. CONCLUSION**

This study confirms that school committees play a vital role in enhancing educational quality through advisory, supporting, controlling, and mediating functions. Their effectiveness relies on members' understanding, communication with school management, and principal support. Challenges such as limited training, unclear roles, and low community engagement still exist.

To maximize effectiveness, capacity-building programs, structured training, and active collaboration with parents and communities are necessary. Strengthening the synergy between schools, committees, and stakeholders ensures transparent, accountable, and high-quality education, creating a supportive learning environment that meets students' academic and developmental needs.

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