

# The school committee's role in developing educational units



Bernadus N Nifmaskossu <sup>a,1,\*</sup>, Samuel Sopakua <sup>a,2</sup>

<sup>a</sup> Institut Agama Kristen Negeri, Ambon, Indonesia

<sup>1</sup> [bernadusnifmaskossu@gmail.com](mailto:bernadusnifmaskossu@gmail.com); <sup>2</sup> [sopakuasamy@gmail.com](mailto:sopakuasamy@gmail.com)

\* Corresponding Author

## ABSTRACT

This study examines the pivotal role of school committees in shaping educational development, focusing on SMP Negeri 6 Ambon as a case study. Employing a qualitative research approach, data collection methods such as interviews and observations were utilized. Data analysis adhered to Burhan Bungin's methodology, involving data collection, reduction, display, and conclusion drawing. The research underscores the multifaceted functions of the school committee: (1) Advisory Support: The committee provides guidance throughout various planning and program development stages, including infrastructure maintenance, book procurement, and educational management considerations; (2) Support for Educational Quality: Financial, emotional, and moral backing from the committee contributes to the implementation and improvement of educational standards at SMP Negeri 6 Ambon; (3) Decision-making Control: The committee exercises authority over educational planning and decision-making processes, overseeing both the allocation of resources and the management of educational outcomes; (4) Mediation and Policy Communication: Acting as intermediaries between parental and community expectations and school policies, the committee ensures transparency and alignment of objectives. Research findings indicate that while the committee is perceived as a supplementary organizational entity, attendance discrepancies among administrators suggest a lack of awareness regarding their roles and responsibilities. Committee administrators are selected through consensus at school meetings, with recommendations provided by teachers at SMP Negeri 6 Ambon. This study contributes to understanding the intricate dynamics of school committee involvement in educational advancement.

## Article History

Received 2022-02-04

Revised 2022-04-12

Accepted 2022-06-26

## Keywords

School committees;  
Educational development;  
Decision-making;  
Stakeholder engagement



This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



## 1. Introduction

According to Boocock, a school is not just a physical structure or a place of learning but rather a complex social system within a larger organization. This social system is characterized by various interconnected personal interactions among individuals within the school community, including students, teachers, administrators, and staff. In other words, Boocock emphasizes the importance of understanding schools as dynamic social environments where interpersonal relationships and interactions significantly influence the functioning and outcomes of the educational institution [1]. Similarly, According Buring *et al*, a school is primarily considered a learning institution, a place specifically designed for the purpose of imparting and receiving lessons. Additionally, Buring *et al* emphasize that a school is not merely a theoretical concept but also a physical space where these educational activities take place. Buring *et al* highlights the dual role of a school as both an educational institution and a physical environment conducive to teaching and learning [2]. Consequently, schools are entrusted with the education of the nation's children, particularly in Indonesia, fostering their academic growth. The objective

of schooling, as defined, is to cultivate national character through the development of spiritual intelligence, social intelligence, knowledge, personality, moral values, and independent living skills, facilitating active participation in education [3]. This objective can be achieved through collaborative efforts among all stakeholders to enhance school quality. One critical factor influencing school development is the school committee [4]. The term "school committee" replaces the Education Organizing Auxiliary Body, *Badan Pembantu Penyelenggara Pendidikan (BP3)* [5]. While these terms are generally interchangeable, they signify the community's enhanced role in supporting and ensuring quality education. As mandated by the SISDIKNAS Law, school committees function as autonomous bodies fostering community engagement to enhance the quality, equity, and efficiency of education management both within and outside educational institutions [6]. Their establishment aims to align with national education objectives, striving for improved quality, equity, efficiency in educational administration, and the democratization of education. Thus, there is a growing need for optimal support and community involvement. The primary purpose of school committees is to accommodate and channel community aspirations and initiatives, thereby formulating operational policies and educational programs within educational units [7].

The school committee plays a significant role in enhancing the quality of education within schools. This stems from its strategic functions, including serving as an advisory body for determining and implementing educational policies, providing support—financial, intellectual, or personnel—for educational endeavors, ensuring transparency and accountability in educational implementation and outcomes as a controlling agency, and acting as a mediator between the government and the community within educational units. The collaborative success between the school and its committee is indicative of the school's achievements, emphasizing the pivotal role of the committee. The aim of education management is to harness community participation to fortify school institutions, thereby enhancing the quality of education delivery and nurturing competitive, competent human resources. SMP Negeri 6 Ambon is an educational institution with a school committee playing a crucial role in realizing educational objectives. However, in practice, the committee often lacks a clear understanding of its role, resulting in suboptimal performance. Initial information obtained from a teacher suggests that many committee members view themselves merely as accessories to the school, neglecting their duties and obligations. Additionally, most committee members are frequently absent due to other organizational commitments, leading to their non-participation in school meetings addressing educational development issues. This reality poses a potential obstacle to future school development processes. Consequently, the researcher is motivated to conduct an in-depth study titled "The Role of School Committees in the Development of Educational Units: A Case Study at SMP Negeri 6 Ambon" to address these concerns.

## 2. Method

This study employs a descriptive qualitative research design, aimed at offering comprehensive insights into the phenomenon under investigation [8]. The data collection process encompasses various techniques, including interviews, observations, and potentially document analysis. Throughout this phase, the researcher serves as the primary instrument, directly engaging with participants to gather rich and nuanced data [9]. To ensure the reliability and validity of the data, several measures were implemented. Firstly, establishing rapport with participants was prioritized during data collection to foster an environment conducive to openness and honesty [10]. Additionally, triangulation was utilized to corroborate information from diverse sources or methods, enhancing the robustness of the findings [11]. Furthermore, member checking was conducted, allowing participants to review and validate the accuracy of the data attributed to them, thereby bolstering the credibility of the research outcomes [12]. The data analysis adhered to an inductive approach, aligning with qualitative research principles [13]. This involved systematically organizing and categorizing the collected data, identifying recurrent themes and patterns, and deriving interpretations and conclusions from these observations [14]. Techniques such as thematic analysis or content analysis were employed to unveil underlying meanings and relationships within the dataset [15]. The analysis process was iterative, characterized by continuous comparison and refinement of emerging

themes until data saturation was achieved, indicating no new insights were forthcoming [16]. The findings were presented in a coherent and comprehensive manner, supported by direct quotations or illustrative examples from the data to elucidate key points [17]. Through this approach, the research outcomes were effectively communicated, providing readers with a clear understanding of the phenomenon under investigation and the implications of the study.

### 3. Results and Discussion

This section elucidates the role of the school committee in education provision. According to the Minister of National Education Decree, the school committee functions as an independent entity, facilitating community involvement to enhance the quality, equity, and efficiency of education management within the educational unit. Minister of Education Decree number 044/U/2002 specifies that the education council operates at the district or city level, whereas the school committee operates within the educational unit, encompassing schools, madrasas, or non-school educational institutions [18]. The school committee assumes four key roles [6]: (1) Advisory role: Providing guidance in determining and implementing educational policies within educational units; (2) Supportive role: Offering financial, intellectual, and operational assistance in educational organization within educational units; (3) Oversight role: Ensuring transparency and accountability in educational implementation and outcomes within educational units; (4) Mediating role: Facilitating communication between the government (executive) and the community within the educational unit. In connection with this, the informant was posed the following question: What is the understanding of the father/mother/brother, serving as a school committee member, regarding their role in the school committee? The informant responded.

*"I understand the subsidiary body committee for managing existing programs at the school" (IW).*

*"The school committee is an organization consisting of a chairman and membership so it exists in the school to help with the implementation of education and indeed there must be a committee to support education in the school" (AL)*

Based on the responses provided by the informant, it can be deduced that they perceive the school committee as an entity with a supportive role in various educational initiatives within the school. Each educational institution is mandated to have a School Committee, comprising community representatives who contribute to educational endeavors. The School Committee serves as a conduit for enhancing partnership and communication between the school and the community, with the expectation that its formation will bolster school performance and quality [19]. As delineated in the Minister of National Education Decree Number 044/U/2002 concerning Education Councils and School Committees, the roles of the School Committee encompass: (1) serving as an advisory body in formulating and executing education policies; (2) providing support, whether financial, intellectual, or energetic, for educational implementation; (3) ensuring transparency and accountability in education implementation and outcomes as a controlling entity; and (4) mediating between the government (executive) and the Regional Representative Council (DPRD) (legislature) to empower and engage the community. Psychologically, the School Committee is envisioned to offer support to parents and the community, thereby enhancing school quality and fostering a conducive learning environment for students and the school community. For the School Committee to effectively fulfill its role, it must adhere to certain principles and mechanisms in its formation and management. Community involvement is crucial, beginning with the selection of committee members, which should be conducted accountably to ensure their accountability for performance. Consequently, the researcher queried the informant regarding the procedures followed by parents in forming a school committee, to which the informant responded.

*"The formation of the school committee commenced with an initial meeting attended by the principal, teachers, and school staff. Subsequently, a subsequent meeting was convened, inviting various stakeholders, including local community leaders, student guardians, and parents. Following the attendance of the invitees, a*

---

*meeting ensued, during which elections were conducted. However, notably, no teachers participated in the management of this committee.” (SG).*

*“The election of committee members and administrators is conducted through deliberation during a meeting that involves parents, guardians, community leaders, and teachers. This approach ensures transparency in the selection process, with teachers abstaining from involvement in the management of the school committee, leaving it entirely to parents and the community.” (FH)*

Based on the responses provided by the informants, it can be analyzed that the selection and formation of school committee members are deliberative, democratic, transparent, and accountable.

### **3.1. The Role of the School Committee as an Advisory Body**

The school committee, functioning as a body providing input to the school, signifies its role as a collaborative partner of the school principal, available for consultations regarding the school's future. Through the school committee, parents and the community actively engage in formulating the school's vision, mission, goals, and objectives [20]. They also determine the methods and strategies required to achieve these objectives, manifested in the formulation of policies, programs, and school activities. The presence of a school committee holds significant importance for every educational institution as it serves as the primary support unit in advancing the welfare of educational establishments beyond the internal school community. Prior to the implementation of any programs, consultation with the school committee is imperative. This is because all policies to be enacted or executed must incorporate the participation of both the internal and external school community. Concerning the advisory role of the committee, the researcher posed a question to the informant: Has the school committee effectively fulfilled its role as an advisory body in formulating and implementing educational policies within the educational unit? The informant subsequently responded.

*“The school committee prioritizes efforts to enhance the quality of education, such as classroom renovations, construction plans, and book procurement. Prior to making decisions, discussions occur between the school committee chairperson and its members. However, during meetings or joint sessions, not all committee administrators are consistently present.” (SG)*

*“Whenever a program is scheduled by the school and before its implementation, we, as committee administrators, are invited to attend a meeting to discuss relevant planning matters. However, attendance may be incomplete at times due to other commitments or unforeseen circumstances, resulting in occasional postponement of the meeting.” (IW)*

*“We are consistently involved, although not all administrators demonstrate the awareness required to fulfill their responsibilities, resulting in a negative impression of our performance as committee administrators.” (AL)*

*“Another informant also reiterated that the school committee, acting as a collaborative partner with the school principal, can provide input on every plan and program developed by the school. For instance, if the school intends to propose the rehabilitation of damaged infrastructure or buildings, it first engages in discussions with the school committee to gather input aligned with the community's aspirations, represented by the committee. Subsequently, the school committee, on behalf of the community it represents, can express agreement or disagreement with the educational program plan proposed by the school.” (FH)*

Based on the responses provided by the informants, it can be analyzed that the school has followed procedures for implementing educational activities by involving committee administrators in their role as providers of input. This is exemplified by the school's engagement of committee administrators in decision-making processes, which includes joint discussions on matters or programs pertaining to future educational development, such as book procurement, room construction, and other relevant issues. However, in reality, not all committee

administrators attend to fulfill invitations from the school, which consequently impacts the performance of both the committee administrators and the school, hindering efforts to enhance the quality of education. Furthermore, the committee administrators appear to lack responsibility in executing their duties and functions related to educational development at SMP Negeri 6 Ambon. This notion is further underscored by Diah Anita Sukmawati in her journal on the role of school committees in educational implementation, wherein school committees, in their advisory capacity, are expected to offer input, considerations, and recommendations in determining and implementing education policies in schools. Therefore, it is imperative for committee administrators to demonstrate a serious awareness and assume full responsibility to effectively collaborate with the school.

### 3.2. The Role of the School Committee as a Supporting Agency

The next role of the school committee is as a supporting agency. This role involves providing support for the implementation and enhancement of education quality, which can manifest in various forms such as financial assistance, energy, and intellectual support [21]. In practice, this support is realized by addressing issues such as teacher shortages, school fees for disadvantaged children, and the provision of personnel to aid in school repairs. Additionally, the committee facilitates the empowerment of assistance with facilities and infrastructure required in schools by leveraging existing community resources, coordinating closely with the school. The supportive role assumed by the school committee extends beyond merely offering encouragement and motivation; it encompasses broader functions. By serving as a supporting agency, the committee can promote parental and community involvement in education. Such involvement is crucial for educational institutions to effectively fulfill their role in nurturing a cultured and knowledgeable generation, as they heavily rely on extensive support from the broader community. Essentially, the provision of adequate facilities, infrastructure, and financial resources is essential for ensuring quality education. However, school budgets are often constrained. Therefore, it is imperative for the community to take responsibility and contribute as donors to facilitate the smooth operation of educational activities in schools. Individuals who are interested and empathetic can offer assistance in various ways, such as providing teaching aids, books, and covering fees for less privileged students. In connection with this topic, the informant was asked the question: "What is the role of the School Committee as a Supporting Agency?" to which the informant responded.

*"The school committee significantly contributes to the school's financial independence by addressing budgetary constraints and improving inadequate school facilities. It achieves this by seeking financial assistance without imposing additional burdens on students' parents. Furthermore, beyond its role in fostering public awareness and commitment to delivering quality education, the school committee also plays a pivotal role in fundraising to support educational initiatives."* (SG)

*"In addition to assisting with school infrastructure, the school committee also contributes to the development of human resources by offering suggestions and motivation to enable teachers to continuously enhance their performance. This endeavor aims to advance the school's capabilities and competitiveness relative to other educational institutions."* (FH)

Based on the responses provided by the informants, it can be deduced that the school committee plays a crucial role in supporting all school policies. This is evidenced by the collaborative efforts of committee administrators, parents, the community, and the school, who assist each other in improving school infrastructure, offering advice and motivation, and sourcing funds or donations beneficial for educational development at SMA Negeri 6 Ambon. Additionally, the school committee is expected to contribute to public fundraising initiatives to finance educational provisions and stimulate greater attention towards delivering quality education. In alignment with Asriani's assertions in her journal, the school committee, in its supportive capacity, is anticipated to provide assistance in the form of financial, intellectual, and operational support for educational implementation in educational units. It is hoped that the committee will convene regular and ad-hoc meetings or conferences with parents and

community members, actively seeking financial assistance from the business and industrial sectors to bolster the educational process in schools.

### 3.3. The Role of the School Committee as a Controlling Agency

The subsequent role of the school committee is that of a controlling entity, tasked with ensuring transparency and accountability in the execution and outcomes of education within schools [22]. Supervision conducted by the school committee encompasses overseeing decision-making processes and educational planning, as well as allocating funds and resources for program implementation. Moreover, the school committee monitors the effectiveness of education in schools, as reflected in the quality of educational outcomes. The findings from school supervision are crucial for guiding education implementation and enhancing its quality. Consequently, informants were queried regarding the role of the School Committee as a controlling agency at SMP Negeri 6 Ambon, to which the informant responded.

*“When it comes to control, I oversee the school's financial expenditures on a monthly basis, ensuring transparency in the allocation of funds to enhance accountability. Additionally, I monitor the teaching and learning processes of students.”* (FH)

*“The role of the school committee in control involves evaluating every activity within the school, supervising school program policies, and participating in the development and enhancement of school facilities, such as adding books to the library, with the aim of improving the quality of education.”* (SG)

Based on the responses provided by the informants, it can be inferred that the school committee administrators have effectively fulfilled their function and role as controllers in the educational process at SMP Negeri 6 Ambon. This oversight encompasses managing school financial expenditures and ensuring transparency in fund allocations, thereby enhancing accountability for the utilization of funds for educational purposes at SMP Negeri 6 Ambon. Additionally, concerning the ongoing learning process, committee administrators consistently undertake control, supervision, and evaluation activities to foster educational development. This demonstrates that the control function executed by the committee management extends beyond financial matters to encompass all programs related to educational process development. Moreover, this controlling role aims to ensure that the school committee, as a partner of the school and the community, delivers satisfactory services, particularly concerning the input and output generated by the school, which must meet the community's standards. Furthermore, in its capacity as a controlling body focused on transparency and accountability in educational implementation and outcomes, the school committee is expected to evaluate and supervise program policies, implementation, and outcomes in schools. It should also conduct regular meetings or gatherings with the school principal and teacher council, frequently visit schools, and engage in discussions with the teacher council regarding matters related to school processes.

### 3.4. The Role of the School Committee as a Liaison Agency (Mediator Agency)

The school committee, acting as a liaison or mediator among the government, school, parents, and community, serves as a conduit through which the aspirations of parents and the community are communicated to the school. This mediator role necessitates precision in identifying the interests, needs, and grievances of parents and the community [23]. The aspirations conveyed through the school committee are utilized by the school as input for refinement and enhancement. Additionally, the school committee is tasked with disseminating various school policies and programs to ensure accountability to the community. For the school committee, fulfilling the role of a mediator entails empowering the resources available to parents for educational implementation at the school. In its functioning, the school committee primarily focuses on fostering collaboration with the community, accommodating and assessing the aspirations, ideas, demands, and educational requirements put forth by the community. Collaboration with the community is indispensable, as the school is an integral part of society, and the vitality of educational institutions hinges on the community's involvement. Consequently, in every program undertaken by schools and school committees, soliciting assistance from the community is imperative. As such, the researcher posed the question to the

---

informant: "What is the role of the school committee as a liaison body (mediator agency) in enhancing education at SMP Negeri 6 Ambon?" to which the informant responded.

*"The presence of a school committee at SMP Negeri 6 Ambon yields benefits, as it facilitates the channeling and representation of students' and parents' aspirations. Additionally, the school consistently receives support from the school committee, enabling it to continually enhance the quality of education." (SG)*

*"The school committee is always prepared to receive input from individuals within the community or the school concerning challenges encountered in enhancing the quality of education. Subsequently, meetings are convened to address these issues, during which matters are discussed and solutions are proposed." (AL)*

Based on the informant's responses, it can be analyzed that, for the informant, the role of the School Committee as a Liaison Body provides significant benefits for the educational process at SMP Negeri 6 Ambon. Through its role as a liaison, the committee facilitates cooperation from various parties, including parents and the community, who collaborate with the school. Additionally, the existence of the school committee serves as a platform for parents and the community to convey aspirations, suggestions, and criticisms to the school, or vice versa, from the school to the parents, mediated by the school committee administrators. This aligns with the objectives of forming a school committee, as outlined in the Decree of the Minister of National Education Number 044/U/2002 concerning education councils and school committees. These objectives include accommodating and channeling the aspirations and initiatives of the community in shaping operational policies and educational programs in educational units, increasing community responsibility and involvement in educational implementation, and fostering a transparent, accountable, and democratic atmosphere in educational service delivery. In its capacity as a mediator between the government and the community, the school committee endeavors to provide clear direction and information regarding government education policies. This aims to enhance public understanding that the government continuously seeks to improve the quality of public education. The school committee, in its mediating role, is expected to collaborate with individuals and groups within the community, business organizations, and government entities concerning the provision of quality education. It should accommodate and analyze aspirations, ideas, demands, and various educational needs submitted by parents and the community, subsequently submitting reports to the school for enhanced educational implementation. Schools must foster cooperation with parents and the community so that the School Committee can effectively support them in improving the school's quality and atmosphere. It is anticipated that this role will cultivate a conducive and enjoyable environment for students, school residents, parents, the community, and other stakeholders.

#### 4. Conclusion

School committees at SMP Negeri 6 Ambon play a pivotal role in enhancing the educational process through their diverse functions. They serve as advisors, providing guidance and insights into planning and program implementation, although inconsistent attendance affects their effectiveness. Additionally, they act as supporters, facilitating collaboration among stakeholders to enhance education quality by securing resources and offering guidance. As controllers, committee administrators oversee finances and supervise learning processes to ensure transparency and continuous improvement. Moreover, they act as mediators, fostering cooperation between the school, parents, and the community, facilitating communication and collaboration. Overall, their active involvement contributes significantly to the improvement and collaboration within the educational process at SMP Negeri 6 Ambon.

#### Acknowledgment

The author would like to thank Institut Agama Kristen Negeri (IAKN) Ambon for the granted support.

---

### Declarations

- Author contribution** : All authors contributed equally to the main contributor to this paper. All authors read and approved the final paper
- Funding statement** : None of the authors have received any funding or grants from any institution or funding body for the research
- Conflict of interest** : The authors declare no conflict of interest
- Additional information** : No additional information is available for this paper

### References

- [1] S. S. Boocock, "The School as a Social Environment for Learning: Social Organization and Micro-Social Process in Education," *Sociol. Educ.*, vol. 46, no. 1, p. 15, Jan. 1973, doi: [10.2307/2112204](https://doi.org/10.2307/2112204).
- [2] S. M. Buring *et al.*, "Interprofessional Education: Definitions, Student Competencies, and Guidelines for Implementation," *Am. J. Pharm. Educ.*, vol. 73, no. 4, p. 59, Sep. 2009, doi: [10.5688/aj730459](https://doi.org/10.5688/aj730459).
- [3] E. S. Nurdin, "The Policies on Civic Education in Developing National Character in Indonesia," *Int. Educ. Stud.*, vol. 8, no. 8, pp. 199–209, Jul. 2015, doi: [10.5539/ies.v8n8p199](https://doi.org/10.5539/ies.v8n8p199).
- [4] H. Herwan, A. Aswandi, and M. Chiar, "The Role of School Committee in Supporting The Fulfillment of Education Facilities and Infrastructure," *JETL (Journal Educ. Teach. Learn.*, vol. 3, no. 2, pp. 282–287, Sep. 2018, doi: [10.26737/jetl.v3i2.763](https://doi.org/10.26737/jetl.v3i2.763).
- [5] A. Fitriah, B. Sumintono, N. B. Subekti, and Z. Hassan, "A different result of community participation in education: an Indonesian case study of parental participation in public primary schools," *Asia Pacific Educ. Rev.*, vol. 14, no. 4, pp. 483–493, Dec. 2013, doi: [10.1007/s12564-013-9275-8](https://doi.org/10.1007/s12564-013-9275-8).
- [6] E. S. B. Herawati, N. Nuraya, Adiman, and R. R. Aliyyah, "School Committee Support for Improving the Quality of Education Services," in *1st Annual International Conference on Natural and Social Science Education (ICNSSE 2020)*, 2021, pp. 321–327, doi: [10.2991/assehr.k.210430.048](https://doi.org/10.2991/assehr.k.210430.048).
- [7] D. Pendidikan, "Lampiran II Keputusan Menteri Pendidikan Nasional Nomor 044/U/2002 Tanggal 2 April 2002 Tentang Dewan Pendidikan Dan Komite Sekolah." Jakarta, 2002.
- [8] K. M. Borman, M. D. Lecompte, and J. P. Goetz, "Ethnographic and Qualitative Research Design and Why It Doesn't Work," *Am. Behav. Sci.*, vol. 30, no. 1, pp. 42–57, Sep. 1986, doi: [10.1177/000276486030001006](https://doi.org/10.1177/000276486030001006).
- [9] J. L. Hanson, D. F. Balmer, and A. P. Giardino, "Qualitative Research Methods for Medical Educators," *Acad. Pediatr.*, vol. 11, no. 5, pp. 375–386, Sep. 2011, doi: [10.1016/j.acap.2011.05.001](https://doi.org/10.1016/j.acap.2011.05.001).
- [10] L. S. Whiting, "Semi-structured interviews: guidance for novice researchers," *Nurs. Stand.*, vol. 22, no. 23, pp. 35–40, Feb. 2008, doi: [10.7748/ns2008.02.22.23.35.c6420](https://doi.org/10.7748/ns2008.02.22.23.35.c6420).
- [11] S. F. Turner, L. B. Cardinal, and R. M. Burton, "Research Design for Mixed Methods," *Organ. Res. Methods*, vol. 20, no. 2, pp. 243–267, Apr. 2017, doi: [10.1177/1094428115610808](https://doi.org/10.1177/1094428115610808).
- [12] A. Hussein, "The use of Triangulation in Social Sciences Research," *J. Comp. Soc. Work*, vol. 4, no. 1, pp. 106–117, Apr. 2009, doi: [10.31265/jcsw.v4i1.48](https://doi.org/10.31265/jcsw.v4i1.48).
- [13] J. Sim, B. Saunders, J. Waterfield, and T. Kingstone, "Can sample size in qualitative research be determined a priori?," *Int. J. Soc. Res. Methodol.*, vol. 21, no. 5, pp. 619–634, Sep. 2018, doi: [10.1080/13645579.2018.1454643](https://doi.org/10.1080/13645579.2018.1454643).
- [14] J. Côté, J. H. Salmela, A. Baria, and S. J. Russell, "Organizing and Interpreting Unstructured Qualitative Data," *Sport Psychol.*, vol. 7, no. 2, pp. 127–137, Jun. 1993, doi: [10.1123/tsp.7.2.127](https://doi.org/10.1123/tsp.7.2.127).
- [15] N. L. Leech and A. J. Onwuegbuzie, "Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond.," *Sch. Psychol. Q.*, vol. 23, no. 4, pp. 587–604, Dec. 2008, doi: [10.1037/1045-3830.23.4.587](https://doi.org/10.1037/1045-3830.23.4.587).
- [16] A. J. Barnett *et al.*, "An iterative approach to case study analysis: insights from qualitative analysis of quantitative inconsistencies," *Int. J. Commons*, vol. 10, no. 2, p. 467, Sep. 2016, doi: [10.18352/ijc.632](https://doi.org/10.18352/ijc.632).

- 
- [17] N. King, "Using Templates in the Thematic Analysis of Text," in *Essential Guide to Qualitative Methods in Organizational Research*, 1 Oliver's Yard, 55 City Road, London EC1Y 1SP United Kingdom: SAGE Publications Ltd, 2004, pp. 256–270. doi: [10.4135/9781446280119.n21](https://doi.org/10.4135/9781446280119.n21)
- [18] A. Gultom and E. Daryanto, "Policy Analysis and Decision Making in The Community In Accordance with Government Regulation No. 39 of 1992 CHAPTER III Article 4 And Decree of The Minister of National Education Number 044/U/2002," in *Proceedings of the 3rd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018)*, 2018, doi: [10.2991/aisteel-18.2018.105](https://doi.org/10.2991/aisteel-18.2018.105).
- [19] S. Lefever-Davis, C. Johnson, and C. Pearman, "Two Sides of a Partnership: Egalitarianism and Empowerment in School-University Partnerships," *J. Educ. Res.*, vol. 100, no. 4, pp. 204–210, Jan. 2007, doi: [10.3200/JOER.100.4.204-210](https://doi.org/10.3200/JOER.100.4.204-210).
- [20] K. J. Brehony, "The 'school masters' parliament': the origins and formation of the Consultative Committee of the Board of Education 1868-1916," *Hist. Educ.*, vol. 23, no. 2, pp. 171–193, Jun. 1994, doi: [10.1080/0046760940230203](https://doi.org/10.1080/0046760940230203).
- [21] S. Khasanatul and S. A. Permana, "The Role of the School Committee in Improving the Quality of Education At SD Negeri Kauman Kapanewon Pleret," in *2nd UPY International Conference on Education and Social Science (UPINCESS 2023)*, 2023, pp. 408–412, doi: [10.2991/978-2-38476-176-0\\_58](https://doi.org/10.2991/978-2-38476-176-0_58).
- [22] P. Rose, "Community Participation in School Policy and Practice in Malawi: Balancing local knowledge, national policies and international agency priorities," *Comp. A J. Comp. Int. Educ.*, vol. 33, no. 1, pp. 47–64, Mar. 2003, doi: [10.1080/03057920302597](https://doi.org/10.1080/03057920302597).
- [23] N. Suharto and E. Sofyan, "Community participation in the management of school facilities and infrastructure development," *JPPI (Jurnal Penelit. Pendidik. Indones.)*, vol. 9, no. 4, pp. 160–167, Dec. 2023, doi: [10.29210/020232217](https://doi.org/10.29210/020232217).