The Role of School Committees and Community Supervision: School Performance in the Process of Improving the Quality of Education

Erwanto Guntoro [1] , Siti Ruqoyyah [2] , Albert Efendi Pohan [3] , Sri Langgeng Ratna Sari [4]

[1,3,4.] Master of Educational Management Study Program , Postgraduate Program , University of Riau Islands , Batam City, Indonesia

[2.] Muhammadiyah University of Surakarta

[*] *Corresponding Author* : erwantoguntoro@yahoo.com

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ABSTRACT

This study examines the influence of school committees and community supervision on school performance in the context of school supervision and improving the quality of education at SMPN 3 Numfor Barat. School committees play a vital role in the school management framework in various countries, responsible for offering support, overseeing activities, and promoting the interests of schools related to educational services for students. In contrast, community supervision requires the involvement of parents, residents, and other stakeholders in monitoring and assisting school performance. This study aims to investigate how partnerships between school committees and community supervision can affect the quality of education in schools. The application of a qualitative descriptive approach using interviews, observation, and documentation methods. Including a literature review, secondary data analysis, and field studies to assess how the role of school committees and community supervision affects the quality of education. The research findings indicate that the School Committee and community supervision at SMPN 3 Numfor Barat play a vital role through various initiatives that encourage active involvement of parents and the community. This can offer new perspectives for formulating more effective and responsive education policies that meet the requirements of schools and local communities. School committees also support central administration, provide resources, and improve teacher skills. It was determined that school committee involvement and community oversight had a significant impact on improving the quality of education, offering recommendations for strengthening the role of school committees and community oversight.

Keywords: *School Committee, Community, School Performance, Quality of Education.*

1. INTRODUCTION

The school committee serves as a bridge between parents, the community, and the school to jointly improve the quality of education . This strategy seeks to assess the effectiveness of various oversight techniques and school committee involvement strategies in promoting accountability and improving school performance.

The quality of education is one of the main indicators of the success of the education system in schools. SMP Negeri 3 Numfor Barat continues to strive to improve the quality of education for its students. One of these efforts is the active role of the education council. The school committee consists of parents, community leaders, and school officials who work together to improve the quality of education through various programs.

Participation Theory This theory emphasizes that the active involvement of various stakeholders in the educational process can improve the quality of education. This participation can be in the form of involvement in decision-making, supervision, and implementation of school programs (Rogers, 1995). Educational Management Theory: This theory puts forward the importance of good management in managing school resources to achieve optimal educational goals (Bush, 2008).

The role of the school committee and community oversight is indeed very important in ensuring school performance and improving the quality of education. The school committee, which usually consists of parents of students, school residents, and often involves school staff and other local community members, has the primary responsibility for supporting and overseeing school activities. Here are some of the main roles of the school committee and community oversight: 1) Monitoring School Performance : The school committee is responsible for monitoring and evaluating the school's performance in achieving the set educational goals. They can conduct routine evaluations of various aspects such as academic, managerial, and school finances. 2) Providing Support and Advice : The school committee helps in providing strategic advice and support to the principal and staff regarding school management, educational programs, and other issues related to school performance. 3) Advocacy for School Interests : The school committee also acts as a liaison between the school and the community, advocating for the interests of the school and promoting understanding of the school's needs among parents and other community members. 4) Facilitating Community Participation : Community oversight involves the active participation of parents of students, local residents, and other stakeholders in supporting school activities and ensuring transparency in school management. 5) Ensuring Accountability : the school committee and community oversight work together to ensure the school's accountability for educational outcomes and resource management. This includes ensuring that educational resources are used effectively and efficiently.

Through good collaboration between the school committee and community supervision, schools can be better managed, educational policies can be adjusted to the real needs of the community, and the quality of education can be significantly improved. Therefore, it is important for the school committee and the community to work together in creating an educational environment that is conducive to the optimal development of students and the school as a whole.

The success of the learning process that is carried out is one of the benchmarks for the success of educational activities. of course educational activities and education are central to all educational institutions. on this side, the measure of the success of educational institutions often depends heavily on this learning activity in this task the role of teachers as class dynamics is very important. this is natural because in learning activities, teachers do not only act as learning partners. sometimes teachers must also be leaders, even in many cases teachers become role models for their students. however, in reality not all teachers have adequate abilities in delivering the intended learning success. many teachers fail to carry out their functions as dynamic or facilitators in the classroom, let alone to be a reference role model for their students. not to mention if we relate the role of this teacher to the global world. in fact, teachers and the world of education are often left behind in responding to the challenges of globalization because the results of education are "distant", so that the impact of education cannot be immediately known, for example its impact on education in the form of products. the direct result of the learning process is the report card, but it means nothing if the point owner does not participate in expressing his abilities. This job advancement is only visible after graduates enter the job market, because the "long-distance effects" of educational outcomes are of course not taken seriously by many.

Realizing that the learning process, which involves many institutional components which are the main processes in an educational institution, then the process of its activities needs to receive more attention. In addition, this process involves many human elements and other infrastructure that are used as learning resources for teachers and students. Of course, in order for this process to run well, the school or other related agencies must monitor and supervise it properly. A good teaching process also determines the quality of teaching and learning that truly belongs to the teacher on duty in the classroom. Of course, on that side, the supervisor factor must carry out the supervision process in a professional manner. However, it seems that the control process carried out by the control authority has not made significant progress from year to year. Supervisors tend to carry out supervision routines as they are. The weak energy of this supervisor should not be interpreted that the supervision process does not need to be carried out. There are other components that also have the opportunity to carry out supervision besides the supervisor himself. Let's call these components as school environment interest groups.

2. RESEARCH METHOD

This study uses a qualitative descriptive method to gain a deep understanding of the role of the School Committee in improving the quality of education at SMP Negeri 3 Numfor Barat. Data were collected through in-depth interviews with members of the School Committee, principals, teachers, and parents of students. In addition, direct observation and documentation of the School Committee programs were conducted.

Qualitative Research Theory This theory explains that qualitative research aims to understand complex phenomena through in-depth data collection and systematic analysis (Creswell, 2013). The role of the school committee and the community in supervising schools and improving the quality of education is very important to improve school performance. Here are some methods that can be applied by the school committee and the community: 1) regular monitoring and evaluation : the school committee can carry out routine monitoring activities on various aspects of school performance, such as academic, managerial, and administrative. This includes monitoring student achievement, availability of facilities, and school policies. 2) participation in strategic planning : the school committee can be actively involved in formulating strategic plans for the school. This includes identifying educational priorities, resources needed, and setting short-term and long-term goals. 3) providing input and suggestions : the school committee can provide valuable input to the principal and teaching staff regarding learning programs and extracurricular activities. They can also provide suggestions for improvements that can improve the quality of education. 4) collaboration with external parties : the school committee can collaborate with the local community, government agencies, and non-governmental organizations to support educational initiatives. Examples include holding student mentoring programs, financial assistance, or competency development activities. 5) advocacy and policy monitoring : the school committee can act as an advocate to encourage the implementation of good education policies in schools. They can also monitor the implementation of policies and ensure that the policies are in accordance with the needs and conditions of the school. 6) fundraising and resources : the school committee can organize fundraising activities to support school activities that require additional costs. They can also seek other resources, such as equipment, reading materials, or additional facilities. 7) community education and empowerment : the school committee can hold community education and empowerment programs about the importance of education and the role of parents in supporting learning at home.

By implementing these methods, school committees and communities can effectively improve school performance and overall educational quality. This creates an environment that supports quality learning and optimal development of student potential.

3. RESULT AND ANALYSIS
Society and the Concept of *School* Based *Management*

Before the crisis that hit the Indonesian economy, the process of educational activities in Indonesia implied signs of revival, especially in terms of quantity as indicated by the participation rate in elementary schools including Madrasah which was approaching 100%. Although it must also be admitted that the encouraging results have not been accompanied by success in terms of quality, in fact the problem of low quality of education occurs at almost all levels, types and fields of education (Tilaar, 1998 and Ditdikmenum, Directorate General of Elementary Education, 2000).

According to the findings of the World Bank (1998: 23), the ability to count, read and think of graduates of the Indonesian basic education system is at a low level. However, on the other hand, it must also be realized that improving the quality of education is not an easy job and cannot be done in a short period of time. Various efforts and programs have been concentrated on the process, and in the end it is realized that the process of improving the quality of education is not the work of schools alone.

Many components are expected to play an active role in this process, including the community as one of the stakeholders. School-based management is one of the new formats offered in an effort to improve the quality of education. The concept of MBS, a concept imported from the United States, is one of the alternative forms of educational decentralization programs known for its broad school-level autonomy and high community participation. The logic offered is that autonomy is given so that schools can more freely manage the resources they have, allocate them according to their needs and priority scales, and more than that, bring them in to support the success of education in schools. This offer requires the community to be more active in understanding, helping and controlling the educational process organized by schools, as well as holding schools accountable for the educational process they organize. The question is whether stakeholders are ready to play a role in this process.

of education are school, society and family, have the same consequences for maintaining the sustainability of the implementation. Curriculum And achievement objective academic (Idrus, 1997) . Considering that until now, Indonesian society has not completely recovered from the monetary crisis, should the quality aspect be temporarily put on the agenda, without having time to be implemented? Of course we do not expect that. Then the question is how is the concrete role of society in improving the quality of education?

In an education system that has involved the community in determining policies to be taken by the school (Community Based Education), parents and the community will play a greater role. The presence of the MBS concept is intended to further empower schools together with their stakeholders to manage and supervise the resources they have. Therefore , to improve the quality of schools,

stakeholders must work together. related to this is the function of stakeholder supervision of the educational process taking place in schools.

Parents of students through the School Committee/Council organization, teacher organizations, NGOs in the field of education, the community with its figures, ideally become school stakeholders. However, in the course of the education process, there has been a reduction in educational institutions (Idrus, 1996), so that currently schools are the only institutions responsible for the smooth running of education. The community and parents with the School Committee/Council institution feel that they have supported the implementation when they have finished making financial contributions to the school, the rest who knows? so in historical reality, the process of improving the quality of education is ultimately entirely handed over to the school; red and black school quality is an absolute school policy, is that true? as stated above, if you want to adopt the MBS concept, the community will have a very significant role in developing school quality.

in this case the functions that can be performed are: First, supervision of school performance. Supervision of school performance referred to here is actively participating in supervising the progress of the education and learning process taking place in schools. in fact, the community through its representatives participates in supervising the education process taking place in schools. it's just that so far the community has never dared to do this role, because the assumption that was built was that the community was not related to the direct process of organizing education, so it was impossible to understand school performance well.

Supervision of school performance includes the performance of teachers and principals, even ideally the community as a stakeholder component allows for recommendations to replace the head of the educational unit if the head of the educational unit is considered unprofessional in handling the educational process at school, and proposes a new head candidate who is considered more reliable. This idea is indeed extreme, but in the school-based management system model, this idea may be applied. because in its application, MBS has many performances of a reliable school manager, who has good educational managerial skills.

If the head of the educational unit is only able, then do not expect to achieve quality and autonomy in education. Second, the community participates in determining which materials should be given to students and which materials should be reduced. The goal is to find out to what extent there is a relationship between the educational materials provided by the school and the experiences of students in the field. On this side, again the question that arises is, is each component ready to carry out this new function.

The community is required to continue to follow the development of the curriculum in schools, and schools provide adequate information about the curriculum implemented in their schools. Perhaps there will be anxiety from

teachers, because they feel that their authority as educators is being interfered with by the community, especially for those who "feel qualified in their field". This situation needs to be explained that the "interference" of the community should be interpreted as assistance in choosing materials that are appropriate to the needs of students in the future. It also needs to be understood that sometimes the issues raised by teachers are no longer relevant to conditions in society, while because the teacher previously received the material "only that", and did not have time to follow the latest developments in society, they insist on maintaining the issues that are no longer interesting.

Third, the function of supervision in the budget. If so far the community has only been a supplier of funds, perhaps it needs to be developed so that the community can also participate in monitoring the flow of funds in and out. Of course, on this side there is a willingness between schools and the community to sit together to recalculate the funds they have and determine the contribution of funds from the community and also together design the use of funds for the success of the education process in schools.

Management
Community Supervision Activities.

Anyone who works in an institution should have their performance assessed. Unfortunately, the supervision given to workers has not really shown objectively how the employee's performance is. In the end, many employees were found to have poor work quality but were assessed as good (even very good). Conversely, there are also those whose work quality is very good but are assessed as poor. The psychological impact that arises is of course large. d impact psychological This furthermore can translated to in eye Money Rupiah.

How much big loss Which will experienced institution finance from monitoring performance like This, especially If matter This done in term time Which long . by Because That, For prevent process the, required monitoring Which effective to performance individual. It should be realized that the supervision process is actually also the responsibility (accountability) of the institution and individual workers to their stakeholders. Workers (in this case teachers and principals) not only have direct responsibility to their superiors, but also to parents of students and the community in general.

Good or the bad performance you , you must responsible answer to public . especially when we remember that our education funds come from the community. o rganization Which employ Teacher And head school must do monitoring performance in a way objective And responsible answer to society. It's just that so far the community does not understand how the supervision process for teacher and principal performance works. This is at least what makes *the stakeholder function weak* in the educational supervision process in educational institutions.

realize that MBS is A inevitability Which must accepted, so public And stakeholders interest school Also must start prepare self For carry out process monitoring performance school in a way overall. related to the supervision process, the purpose of the supervision process is to help improve and enhance the management of education in schools/madrasas to be more effective and efficient so that the best possible conditions for teaching and learning activities are achieved. with method This, supervisor fulfil two task: (1) Help school country in reach objective his education in accordance with vision And its mission. (2) To help improve the management of education in madrasas related to administrative management and academic management. a there is three type base process monitoring performance that is : monitoring management Work organization, monitoring process, And monitoring activity . the importance monitoring performance Teacher And head school acknowledged, between other, Because system monitoring Which long considered No adequate so that No satisfying, so that need system new Which can differentiate between s e people Teacher/ head one education Which have mark Good And performance Good .

they Which do more bad will do more bad Again . but more than that, that supervision as its initial mission must be able to improve the quality of work and make the learning process better than before. so in essence a good supervision system is a system that has adequate and objective differentiation power. in an education system that has involved the community in determining the policies to be taken by the school *(Community Based Education), then the School Committee or Council (which consists of representatives* of parents and the community) will have more power to evaluate/ evaluate whether performance Teacher And head school Good. by Because That required system supervision Which standardized, objective, fair And easy used.

the supervision process is often seen as something scary and seems like a search for fault. As a result, process monitoring Which done sometimes impressed accepted in a way force by Teacher And head school. model like This must abolished in draft supervision in time front . In addition, if in the past model, supervisors were only from institutions that directly supervised them, for example from the Department of Education, then supervision in the present can be carried out by the surrounding community.

, the following principles should be considered: *First,* scientific principles. monitoring must done in a way systematic, regular, programmed, continuous And objective based on data or information, use equipment Which capable provide data Which accurate, And monitoring must covers all over component or comprehensive . *Second,* the democratic principle. supervisor expected hold on firm on principle consideration, have soul family Which strong, as well as capable value And accept opinion person other. *Third,* the cooperative principle. Supervision should be able to develop joint efforts to create better educational and learning situations. *Fourth,* the constructive and creative principle. The

implementation of supervision should be able to foster the initiative of personnel and encourage them to be active in creating better educational and learning situations. The target of supervision activities is aimed at situations that allow for the achievement of educational and learning goals optimally.

For this reason, the main targets in supervising education and learning are (1) Implementation of teaching and learning activities . (2) The problem Supporter implementation activity education And learning like management class, management school, management program, guidance implementation, support readiness facility, cleanliness, order, discipline, implementation activity extracurricular, And etc. For reach supervision Which expected, You can use various type technique, between other: First, visit class For get description about process learning And management class, interaction learning, performance learning Teacher, activity learning student, And etc. information addition from technique This. *Second,* class observation, to find out the efforts and activities of students and teachers in the teaching and learning process. How is the mastery of the subject matter, mastery of teaching methods, use of learning media, the suitability of learning resources used in learning, and other supporting factors in order to achieve the goals that have been set. *Third,* observation of learning facility centers, to find out whether or not the learning facilities in the school are complete. The learning facility centers include libraries, laboratories, and learning centers. source b learning / media learning . *Fourth* , technique clarification problem certain through interview look at advance. This means that this technique is to develop positive aspects of teacher activities, encourage teachers to overcome teaching weaknesses, reduce teacher hesitation in facing problems during teaching. *Fifth,* routine meetings, can also be a supervision technique, because this technique is to convey general information, which can be known by all teachers. Of the five techniques above, perhaps the last one is that the community finds it difficult to participate in routine meeting activities carried out by the school . This Possible due to by reason academic or technical Which difficult applied .

a number of person own activity Which need his attention, so that attend meeting routine can bother activity Which want to done. However, supervision steps that can be taken by the community are: *First,* in formulating plans. step This require supervisor For plan with Good What Which need fixed or tested before supervision . plan the covers objective, material And technique Which will used, objective And implementation . *Second, the preparatory steps, namely preparing* various things needed for supervision activities . Which must prepared between other: letter commitment from head school or office region, template/ tool, standard/ criteria, book Work, data results monitoring previously, etc . *Third,* the implementation steps, as the target of academic supervision discussed above, the implementation of supervision is directed at the implementation of educational and learning activities and things that support the implementation of

learning in order to achieve educational goals . monitoring with gather data And compare results measurement with design program . *Fourth, follow-up steps, meaning from the results of supervision what needs to* be followed up. Follow-up is a coaching activity in implementing improvements and improvements to deficiencies and maintaining good components, according to the findings in the implementation of supervision. results monitoring can in the form of information about: (a) student, Good student not enough intelligent Which need treatment special and also student intelligent Which need program enrichment. (b) teachers, especially teacher professionalism, so that they can be given treatment to improve teachers who are less professional through in-service training programs, and (c) learning facilities that need attention to improve their quantity and quality. *Fifth,* reporting steps, in the sense that the documents resulting from supervision activities can be utilized, and can be a source of new information about academic activities and facilities, that the results of supervision should be compiled in the form of a report.

Implementation Barriers and Recommendations.

Changes in the management model applied in schools *(school) based management)* and educational sites that are more directed towards *community based education,* require changes in the supervision system implemented in schools. as We understand, formerly control And supervision in school only done by official Which have authority supervise, whereas they No have skills base supervision.

Do n't once in a while ignore ability supervisor Which part big is "retired Teacher" or part employee Teacher Which want to extend time his retirement. So far there has been no special place used to educate these supervisors. when Teachers' Training College (Institution Training Teacher) Still There is as institution training Teacher, Not yet There is program special For practice student become supervisor. even moment This Teachers' Training College Already Lots Which transform become college tall, However Not yet There is program special for him. There is. It means, power supervisor institution education Not yet Ready in a way concrete For face matter said. certain institutions. it is only an opportunity that arises for those who career-wise meet the administrative requirements. This is one of the obstacles if it is to be done using the community supervision model. s elain That, during This tutor has trained in institution manager education (office, office region, major, etc.), Which part big is Teacher Which has long serve Because One And other matter. for a long time and approaching retirement then recruited as supervisors, or because they received additional special education on supervision within a certain period of time which was then appointed as supervisors or often called supervisors. so it feels difficult to invite the community to become supervisors formally.

The solution that can be taken is to not apply formal demands as supervisors who follow a career ladder. This means that for supervisors from the community

there are certain rules that provide opportunities for community members to join the supervisory team. Another problem that arises is who among the community members can be selected to become school supervisors? Currently, every school has formed a school committee. Perhaps the best thing in this case is to involve the school committee as a supervisor for the school. Of course, the consequences of this should also be considered by the government. Realizing that not all communities understand educational issues, the Committee or School Council must provide training to members on educational supervision. On this side, it is important to organize supervision training for members of the Committee or School Council. Supervision training for members of the school committee is important to do considering that (1) not all members of the school committee understand the ins and outs of the learning process, (2) not all members of the school committee understand the educational supervision activities carried out in schools, and (3) to introduce to members of the school committee the best model for the supervision process in schools.

Epstein's (2001) Parent Involvement Theory states that parental involvement in their children's education can improve students' academic achievement and learning motivation. Swanson and Holton's (2009) Human Resource Development Theory emphasizes the importance of training and development to improve the competence and performance of educators.

Parent Participation: Parents of students are actively involved in various school activities such as committee meetings, supervision of teaching and learning activities, and fundraising for the improvement of school facilities. Facility Improvement: The School Committee plays a role in the procurement and improvement of teaching and learning facilities, such as classroom renovation, provision of teaching aids, and textbooks. Teacher Competency Development: Through training programs and workshops, the School Committee supports the improvement of teacher competency in innovative teaching methods. Supervision and Evaluation: The School Committee participates in supervising and evaluating school performance periodically to ensure that the quality of education is maintained.

The results and discussion regarding the role of school committees and the community in improving school performance and improving the quality of education can be seen from the following important aspects:

1. School Supervision.

   The school committee has a crucial role in the school supervision process. By conducting regular monitoring and evaluation of various aspects of school activities, such as teaching and learning activities, financial management, use of facilities, and school policies, the school committee can help ensure that the school is running according to established standards. This is important to prevent deviations and increase school accountability to the community and government.

2. Improving the Quality of Education.
   a. Role in Strategic Decision Making : School committees are involved in formulating educational policies and strategies that support improving the quality of education. They assist in setting short- and long-term educational goals, and ensure that these policies are in line with the needs and conditions of the school.
   b. Providing Input and Suggestions : the school committee provides valuable input to the principal and teaching staff regarding improvements that need to be made to improve the quality of education. This input can be in the form of suggestions regarding the curriculum, teaching methods, or teacher professional development programs.
   c. Advocacy for Education Policy : the school committee becomes an active advocate in fighting for the implementation of good education policies in schools. They play a role in ensuring that the policies are implemented properly and have a positive impact on the quality of education in schools.
3. Collaboration with the Community
   School committees work with local communities, government agencies, and non-governmental organizations to support school activities. This collaboration can include fundraising, providing material assistance, organizing extracurricular activities, or student mentoring programs. Through this collaboration, school committees can expand the resources available to schools and increase community involvement in education.
4. Education and Community Empowerment
   The school committee also plays a role in organizing educational programs and community empowerment about the importance of education and the role of parents in supporting learning at home. This includes counseling on the rights and obligations of parents, the importance of supporting school activities, and ways to improve the quality of educational support in the family environment.
   Thus, the role of the school committee and the community is very important in ensuring that schools not only function well administratively, but are also able to improve the quality of education sustainably. Through their active involvement in school supervision and efforts to improve the quality of education, the school committee and the community can create an educational environment that is conducive to the optimal development of students.

Goals and Benefits of School Committee

Caldwell and Spinks' School-Based Management Theory (1992) states that decentralizing school management by involving various stakeholders can improve the quality of education. Freeman's Stakeholder Satisfaction Theory (1984) states that the satisfaction of various stakeholders, including parents and the community, is important for the success of organizations, including schools.

The purpose of this study is to identify and analyze the role of the School Committee in improving the quality of education at SMP Negeri 3 Numfor Barat.

Benefits for the School are Improving the quality of education and school management, benefits for Parents of students are increasing participation and involvement in the process of children's education, for the Community can Strengthen the relationship between schools and the community in supporting better education.

4. CONCLUSION

The School Committee and Community at SMP Negeri 3 Numfor Barat have a very significant role in school performance in the process of school supervision and improving the quality of education. Active involvement of parents and the community, as well as support for the management and development of teacher competencies, are the main factors that contribute to improving the quality of education in this school. Regarding the role of the school committee and the community in school performance in the process of supervision and improving the quality of education, it can be concluded as follows: 1) Importance of School Supervision : The school committee has a vital role in supervising various aspects of school activities. By conducting regular monitoring and evaluation, they help ensure that schools operate according to established standards, increase accountability, and prevent deviations. 2) Contribution to Improving the Quality of Education : The school committee makes a significant contribution to improving the quality of education. Through active participation in strategic decision-making, providing input and advice to teaching staff, and advocating for effective education policies, they help create an optimal learning environment for students. 3) Collaboration with the Community : Collaboration between the school committee and the local community, government, and non-governmental organizations is key to expanding resources and support for schools. This not only benefits the school in terms of fundraising and providing facilities, but also strengthens the relationship between the school and the surrounding community. 4) Community Education and Empowerment : School committees play a vital role in increasing community understanding of the importance of education and parental support for home learning. Through education and empowerment programs, they help build awareness of the critical role of parents in the educational success of their children.

Overall, the role of the school committee and the community is very important in creating an inclusive, responsive, and quality educational environment. With their active involvement in school supervision and efforts to improve the quality of education, it is hoped that every student can access quality education and support their holistic development.

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