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## Community participation in the management of school facilities and infrastructure development

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### ABSTRACT

One of the accelerations to realize the process of building the nation and character is through the 9-Year Education Policy. This study aims to examine the differences in the influence of the characteristics of committee members on schools on the role of school committees in managing the development of school facilities and infrastructure in public junior high schools in Bandung regency. The approach used in this study is a quantitative approach with data processing techniques through the Multiple Classification Analysis (MCA) model. The results of this study revealed that the role of the School Committee in the Management of the Development of School Facilities and Elementary School Facilities was classified in the 'Good Enough' category. There is a significant difference in the influence of age, employment status, salary, and educational background on the role of the school committee in managing the development of school facilities and basic school facilities. Meanwhile, gender does not have a significant difference in influence, so the implication is that it is necessary to develop a model of empowerment in the community by paying attention to aspects of the recruitment of school committee members, the cooperation of school committee principals, and schools; and the demands and needs of the school.



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## Introduction

Education has been believed to be one of the aspects of nation building which is very important to realize reliable professional and highly competitive citizens. In addition, it is also believed by various nations that education is an effective way as a process of nation and character building, which greatly determines the journey and regeneration of a country (Sutrisman, 2019). Education has always been an up-to-date topic of discussion for countries around the world, tanpa except Indonesia. According to Hoy in Azan (2014: 43), the quality of education is the result of an assessment of the educational process with high hopes to be achieved from efforts to develop the talents of education customers through a process education (Khairul, 2014). Education is a gift of knowledge that cannot be underestimated. With education a nation can reach a golden age (Pertiwi, 2018). In addition, according to Vina, the development of science has brought changes in almost all aspects of human life where various problems can only be solved except by efforts to master and increase knowledge (Abdillah, 2017).

In Indonesia, one of the accelerations to create a generation of the nation who have an educational background as a nation and character-building process, is through the 9-Year Basic Education Compulsory Education policy (WAJAR DIKDAS 9 Years). Where on the one hand, the 9-Year Basic Education Fair completion has stagnated in 2000 to 2004 due to the absence of up-date data related to macro indicators of APM and APK of elementary and junior high schools. This has caused the planning function of the 9-Year Basic Education Fair Completion, faced with problems, especially those related to needs analysis, including the problem of the need for facilities and infrastructure in an effort to complete the REASONABLE 9-Year DIKDAS.

On the other hand, the shift in the paradigm of the national education system based on Law No. 20 of 2003 concerning education management has changed from a centralization system to a decentralized system characterized by the application of the school-Based Management (SBM) model. The policy of implementing this model is in line with the spirit of regional autonomy as stated in Law No. 22 of 1999 concerning Regional Government, which has consequences for community empowerment in supporting education which is expected to be able to provide better, transparent and accountable educational services. To support community empowerment efforts in supporting education, the government through Kepmendiknas No. 044/U/2002, has formed a forum for the community to participate and channel their aspirations and support (Menteri Pendidikan Nasional, 2002).

The forum in question is, the Board of Education at the City level and the School Committee in each educational unit or group of educational units (schools). With the existence of the Board of Education and the School Committee, the level of concern and participation of the community in helping the government realize quality education is expected to increase. Where the School Committee is a non-profit and non-political body or institution, formed based on democratic deliberations by education stakeholders at the education unit level as a representation of the various elements responsible for improving the quality of educational processes and outcomes (Misbah, 2009).

However, according to the observations of the Ministry of National Education, in the implementation of Kepmendiknas No. 044 / U / 2002 there are still several problems that need to be resolved immediately, including: (1) Not all communities and education stakeholders in the regions understand Kepmendiknas No. 044 / U / 2002 concerning the Board of Education and School Committees; (2) Not all districts and schools have implemented Kepmendiknas No. 044/U/2002 as appropriate; (3) There are still many people who do not understand the School Committee, and consider the School Committee to be the same as the Education Organizing Auxiliary Board (BP3); and (4) The impact of the Board of Education and the School Committee has not had much effect on improving the quality of educational services and learning outcomes. The aim of forming the School Committee is to increase the responsibility and participation of the community in the administration of education in educational units (Marsofiyati & Febriantina, 2016).

And in an effort to improve the quality of educational services, the availability of educational facilities and infrastructure is an inseparable part (Suharto, 2013). Therefore, this research is intended to find out in depth about the implementation of Kepmendiknas No. 044 / U / 2002, especially those related to the characteristics of people who are members of school committees in the management of the development of educational facilities and infrastructure for State Junior High Schools in Bandung Regency. Whereas the management of school facilities and infrastructure is very important in order to achieve child-friendly school indicators, with good and child-friendly management, the school is a safe and comfortable place when students are there. Such as providing soap and a place to wash hands after activities such as community service, revamping parks to remove thorny plants, and fixing sports and extracurricular equipment (Dewi & Syukur, 2022).

Research conducted by (Frasawi, 2018) stated that the level of community participation in the development of the Ambengan Tourism Village was still low, namely 90% in the low category, and constraints in the development of the Ambengan Tourism Village, namely accessibility, facilities and infrastructure, accommodation, promotion, and human resources. Furthermore, research conducted by (Sari, 2015) stated that the people in the Borobudur Village area had successfully participated in forming, building, and developing the Borobudur tourist area with the presence of other tourist attractions built by the surrounding community. But unfortunately, the development of this area has not been accompanied by the addition of facilities and infrastructure that are useful for the settlements of the residents themselves, even though these facilities and infrastructure can further develop the village and make the settlement better. Therefore, the renewal of the research was carried out in schools in the city of Bandung. So based on the description above, the researcher wants to conduct research with the aim of examining the differences in the influence of the characteristics of committee members on schools and the role of school committees in managing the development of school facilities and infrastructure in public junior high schools in Bandung regency. The approach used in this study

is a quantitative approach with data processing techniques through the Multiple Classification Analysis (MCA) model.

## Method

This research uses quantitative research methods. According to (Sugiyono, 2019), research using quantitative methods is a research method based on the philosophy of positivism, quantitative methods are used in research with a specified population or sample, data are collected using research instruments, quantitative or statistical data analysis is carried out, aiming at in carrying out predetermined presumptive tests. With regard to the research method, broadly speaking it can be explained as follows: *First*, because this research is aimed at getting an idea or description of the variables studied, the approach used is a quantitative approach. *Second*, the variables studied consisted of: 1 (one) dependent variable, namely the participation of the school committee in the management of facilities and infrastructure development which was then given the symbol Y and 5 (five) independent variables, namely the characteristics of school committee members consisting of: Gender (X1), Age (X2), Employment Status (X3), Income (X4) and Educational Background (X5). *Third*, the data processing technique is carried out with the *Multiple Classification Analysis (MCA)* model, this is done considering that variable data varies, including nominal data for X and ordinal data for variable Y. And *fourth*, the research population is a member of the School Committee of State Junior High Schools in Bandung Regency. The research sample is the School Committee Management at a State Junior High School in Bandung Regency which is determined through *multi-stage random sampling*. Participants can be distinguished according to a number of categories as follows.

**Tabel 1.** Participant Category

<b>Individual</b>	Age
	Physical abilities
	Emotional abilities
	Mental abilities
	Experience
	Interest
	Talent
<b>Social</b>	Language
	Ethnic characteristics
	Education level
<b>Economics</b>	Income level
	Ownership patterns
	Untrained
	Semi-trained
<b>Employment</b>	Trained
	Ordinary employees (blue collar)
	Managerial employee (white collar)
	Semi professional
	Professional
<b>Development interests</b>	Past achievements
	Current events
	Desired goals or objectives

## Results and Discussions

The results of the research that has been carried out, broadly reveal the existence of a treasury of influences on gender, age, employment status, income and educational background of school committee members significantly on their participation in the management of the development of school facilities and infrastructure. In general, the findings of this study reveal that, of the 5 characteristic variables of school committee members that affect peran and school committees in the management of school facilities and infrastructure development (Y) there is one variable, namely Gender (X1) which does not have a significant difference in influence. The other four variables showed significant differences in influence. The magnitude of the influence can be seen from the difference between the Grand Mean or the average value of the dependent variable (Y) and the Adjusted Mean or the average value of the category on each independent variable.

The age variable (X2) in the category of school committee members aged 40 Years - 50 Years obtained an Adjusted Mean score = 38.98. That is, if it is compared to the value of Grand Mean = 38.78 there has been an increase or it can be said that this category is better than other categories. This fact indicates that, the age category in the recruitment of school committee members is a part that needs to be considered. On the basis that, at the age of 40 Years - 50 Years, an individual is in a phase of maturity in thanksgiving so that maturity and wisdom in taking action can be better compared to other age levels. For Employment Status (X3) in the category of school committee members who have the status of non-Teacher civil servants, they obtained an Adjusted Mean score = 39.30. That is, if it is compared to the value of Grand Mean = 38.78 there has been an increase or it can be said that this category is better than other categories. This condition can be an input in recruiting school committee members. That is, the recruitment carried out does not use only common prerequisites such as; community leaders, religious leaders, elements of non-governmental organizations /NGOs and the like, but it would be better to include the category of employment status of prospective school committee members.

For income (X4) in the category of school committee members who earn between Rp. 4,000,000 – Rp. 4,999,999 obtains an Adjusted Mean value = 39.18. That is, if it is compared to the value of Grand Mean = 38.78 there has been an increase or it can be said that this category is better than other categories. This condition describes the reality in society, when a person has a position of lower-class economic status, then the activities of the person concerned will focus more on trying to meet the needs of his life. And when the activities in the school committee do not promise him well-being, it will certainly affect the optimization of his work. For this reason, in the recruitment of school committee members, the income factor needs to be considered.

For educational background (X5) in the category of school committee members who have a high school background / Equivalent obtained an Adjusted Mean score = 39.19. That is, if it is compared to the value of Grand Mean = 38.78 there has been an increase or it can be said that this category is better than other categories. This discontion hints that, to become a member of the school committee, it is required to have a minimum educational background of high school/equivalent. When the school committee administrator does not have an adequate educational background, it is possible that the activities in the school committee do not run optimally because the influence of the ownership of knowledge and insights of the members or even the administrator does not support the performance of the school committee.

The Value of Grand Mean = 38.78 can be interpreted that, the Participation of the School Committee in the Management of School Facilities and Infrastructure Development (Y) is classified as 'Quite Good'. This condition suggests that, characteristic factors mainly related to age, employment status, income and background and education of prospective school committee members need attention in recruitment activities. The role of the school committee is to provide consideration and input in determining and implementing education policy (Hamriani, 2020). The fact that has been stated is affirmed by the opinion of (Sa'ud & Syamsuddin Makmun, 2007) that, planning for participants involves participants as part of a dynamic and open system that undergoes exchanges with their environment. Referring to these facts and opinions, in recruiting school committee members as part of educational planning activities, it is necessary to pay attention to age, employment status, income and educational background which should be poured into the recruitment criteria. To optimize the role of the school committee, especially in the management of the development of school facilities and infrastructure. From the results of this research, a hypothetical model can be proposed as an alternative in community empowerment.

This model, developed from the model of the linkage of the education system with other systems (Abin Syamsuddin Makmun, 2000) which explains that, 1) The education system receives input from the environment (other systems), and 2) In the education system, population (demographic) analysis is important in the framework of education planning. Where educational planning activities and educational activities are never separated from the surrounding community, because there is a relationship of mutual giving, mutual support and mutual benefit between educational institutions and society (Syam & Mustamin, 2017). In terms of policy, this model is based on Law No. 20/2003, Article 51 on SBM, where there are 4 roles of school committees (Republik Indonesia, 2003).

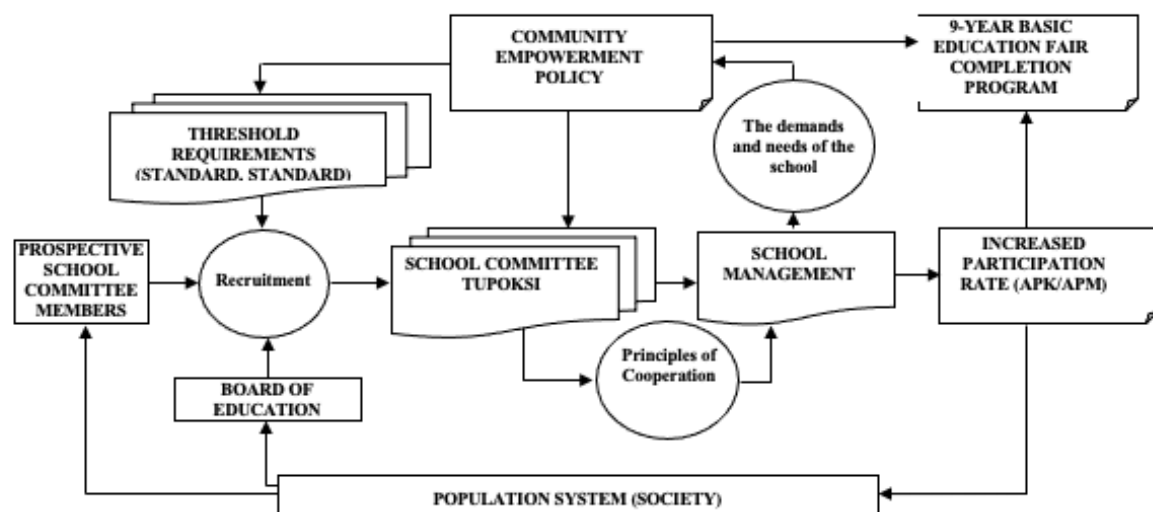
In technical terms, the elements developed in the hypothetical model are elements of a deep population system or society, which is related to the characteristics of society, such as the geographic environment, demographics, cultural, as well as elements of ideology and politics, social, economic, industrial, science, technology, Hankam, and religion. Those currently present at the school have potential to join the school committee. Candidates for seats on the school board represent a wide range of socioeconomic and demographic groups. It has to be more technically operationalized in the recruiting process by include variables like age, work status, income, and level of education. The purpose of the Board of Education is to increase the quality, equality, and efficiency of education administration in districts and cities via the engagement of the community. The Board of Education is not under the jurisdiction of the municipal or district education office or any other

government agency. There is a consistent procedure for selecting new members of the school board and new administrators. One is selected to lead the school committee if they meet the following criteria: 1) they are democratically chosen from and by members via open and transparent committee debates. 2) The term of office is decided by the komite sekolah after consideration. And thirdly, the komite school administration may bring in advisors based on their areas of expertise if they see fit. TUPOKSI Board of Education.

The School Committee creates a cooperation approach with the goal of bettering the quality of education provided. The school committee serves in a number of capacities, including advising, pendukung, pengontrol, and mediator. Members and administrators of school committees must meet threshold criteria (norms, standards), which have been idealistically specified based on the school committee's TUPOKSI. The operational threshold may be modified to suit the needs of the institution. The government has adopted a policy called Community Empowerment Policy, which consists of the following pieces of legislation: Law No. 20/2003, Article 51 on SBM; Law on Local Government No. 22 of 1999; and Decree of the Minister of National Education No. 044/U/2002 pertaining to school committees. Transparency, accountability, and relevance are the tenets upon which the school committee and the institution work together. These three tenets are not antagonistic, but rather seen as outcomes of the school's efforts to foster relationships with the surrounding neighborhood and establish a school board. Each school has different requirements, notably in terms of infrastructure and amenities, which contribute to the school's circumstances. This reality may serve as a foundation for community empowerment strategies that prioritize the school committee's role and responsibility.

Assuming the components of the model, in practice it is necessary to have a classification of the roles and functions of the committee according to the demands and needs of the school. For example, from the dimension of the characteristics of school committee members, the existence of policies supporting the completion of the 9-Year Basic Education Fair, such as the policy of financing education through School Operational Assistance (BOS) has an impact that needs to be observed where community empowerment in the form of financial assistance in certain community characteristics decreases, instead giving rise to an excessive supervisory role. In addition, the statement 'cheap education or free education' among the community actually gives rise to the perception that, BOS is considered to have met the needs of schools so that the community does not need to help schools in the form of finances.

Based on this reality, the hypothetical model of community empowerment mentioned above, hints at priority conditions for the role of school committees based on the demands and needs of the school taking into account the characteristics of the community around the school. For more details, this hypothetical model can be seen in the following figure: (Figure 1).



**Figure 1.** Hypothetical Model of Community Empowerment

Some conclusions about the analysis of the differences in the influence of the characteristics of school committee members on the participation of school committees in the management of school facilities and infrastructure development are:

There are differences in the varied influence of the variables of sex (X1), age (X2), employment status (X3), income (X4) and educational background (X5) of school committee members on the participation of school committee members as a *consideration* in the management of school facilities and infrastructure development

(Y1). The quality of school peran and school committees as *gives consideration* in the management of school facilities and infrastructure development (Y1) is classified as '*Good Enough*'. Rin the classification can be put forward as follows: (1) the variables of gender (X1), employment status (X3), and educational background (X5), these three variables did not have a significant difference in influence on the role of the School Committee as a *consideration* in the management of the development of school facilities and infrastructure (Y1), (2) the age variable (X2) has a significant difference in influence where the role of school committee members aged 40 years - 50 years as a giver of consideration can be said to be "better" than other ages, (3) variabel income (X4): has a significant difference in influence where the role of school committee members who have income: Rp. 2,000,000 – Rp. 2,999,999 and 1,000,000 – Rp. 1,999,999 as a consideration can be said to be "better" compared to other income.

There are differences in the varied influence of gender variables (X1), age (X2), employment status (X3), income (X4) and educational background (X5) of school committee members on the participation of school committee members as *supporters* in the management of school facilities and infrastructure development (Y2). The quality of peran and the school committee as *supporters* in the management of the development of school facilities and infrastructure (Y2) is classified as '*Good Enough*'. Rin the classification can be put forward as follows: (1) the gender (X1) and age (X2) variables, the two variables did not have a significant difference in influence on the role of the School Committee as a *support provider* in the management of the development of school facilities and infrastructure (Y2), (2) the employment status variable (X3) has a significant difference in influence where the role of school committee members who have the status of non-Teacher civil servants and traders as *supporters* can be said to be "better" than other employment statuses, (3) the income variable (X4) has a significant difference in influence where the role of school committee members who have income: Rp. 4,000,000 – Rp. 4,999,999 as a *support provider* can be said to be "better" compared to other income, (4) the educational background variable (X5) has a significant difference in influence where the role of school committee members who have a high school / equivalent educational background and S2 (Masters) as *the provider of education* can be said to be "better" than other educational backgrounds.

There are differences in the influence of variables of sex (X1), age (X2), employment status (X3), income (X4) and educational background (X5) of school committee members on the participation of school committee members in carrying out management supervision of the development of school facilities and infrastructure (Y3). The quality of school facilities and committees in carrying out supervision in the management of the development of school facilities and infrastructure (Y3) is classified as '*Good Enough*'. The details of its classification can be put forward as follows: (1) the gender (X1) and age (X2) variables, the two variables, did not have significant differences in influence on the role of the School Committee *in carrying out supervision* in the management of the development of school facilities and infrastructure (Y3), (2) the employment status variable (X3) has a significant difference in influence where the role of school committee members who have the status of non-teacher civil servants *in carrying out supervision* can be said to be "better", (3) the income variable (X4) has a significant difference in influence where the role of school committee members who have income: Rp. 2,000,000 – Rp. 2,999,999 *In carrying out supervision* can be said to be "better", (4) variable educational background (X5): Has a significant difference in influence where the role of school committee members who have an S2 (Masters) educational background *in carrying out supervision* can be said to be "better" than other educational backgrounds.

There are differences in the varied influences of gender variables (X1), age (X2), employment status (X3), income (X4) and educational background (X5) of school committee members on the participation of school committee members as *mediators* in the Management of School Facilities and Infrastructure Development (Y4). The quality of school facilities and the School Committee as a *liaison agent/mediator* in the management of school facilities and infrastructure development (Y4) is classified as '*Not Good*'. Rin the classification can be put forward as follows: (1) the gender (X1) and age (X2) variables, the two variables, did not have a significant difference in influence on the role of the School Committee as a *liaison agent/mediator* in the Management of School Facilities and Infrastructure Development (Y4), (2) the employment status variable (X3) has a significant difference in influence where the role of school committee members who have the status of non-Teacher civil servants and traders as *liaison agents/mediators* can be said to be "better" than other employment statuses, (3) the income variable (X4) has a significant difference in influence where the role of school committee members who have income: Rp. 4,000,000 – Rp. 4,999,999 and 3,000,000 – Rp. 3,999,999 as a *liaison agent/mediator* can be said to be "better" compared to other income, (4) the educational background variable (X5) has a significant difference in influence where the role of school committee members who have an S2 (Masters) background as a *liaison agent/mediator* can be said to be "better" than other educational backgrounds.

There are differences in the varied influence of the variables of sex (X1), age (X2), employment status (X3), income (X4) and educational background (X5) of school committee members on the participation of school committee members in the management of school facilities and infrastructure development (Y). The quality of

school peran and committee in the management of the development of school facilities and infrastructure (Y) is classified as '*Good Enough*'. Rin the classification can be put forward as follows: (1) the sex variable (X1) did not have a significant difference in influence on the participation of school committees in the management of school facilities and infrastructure development (Y). In other words, both men and women have the same role in the school committee. (2) the age variable (X2) has a significant difference in influence where the role of school committee members aged 40 years - 50 years in the management of school facilities and infrastructure development (Y) can be said to be "better" than other ages, (3) the employment status variable (X3) has a significant difference in influence where the role of school committee members who have the status of non-teacher civil servants in the Management of School Facilities and Infrastructure Development (Y) can be said to be "better" than other employment statuses, (4) the variable income (X4) has a significant difference in influence where the role of school committee members who have income: Rp. 4,000,000 – Rp. 4,999,999 in the Management of School Facilities and Infrastructure Development (Y) can be said to be "better" compared to other incomes, (5) the educational background variable (X5) has a significant difference in influence where the role of school committee members who have a high school / equivalent background in the Management of School Facilities and Infrastructure Development (Y) can be said to be "better" than other educational backgrounds.

## Conclusions

So, it can be deduced from the preceding description that the performance quality of schools and school committees is considered "Good Enough" while managing the development of school facilities and infrastructure (Y1). According to the categorization statistic "R," there is no significant difference in the impact of the School Committee's gender (X1), job (X3), or educational background (X5) when it comes to controlling the growth of schools. facilities and infrastructure (Y1), age variable (X2): has a difference a significant impact where the role of the school committee which has income: Rp., (X4): has a difference a substantial influence where the role of the school committee which has income: Rp. 2,000,000 – Rp. 2,999,999 and 1,000,000 - Rp. The sum of \$1,999,999 might be considered "better" than any other kind of compensation. In addition, the school committee's position as a facilitator of second-year infrastructure and facility development is judged to be of adequate quality. Classification coefficients (R) suggest that gender (X1) and age (X2) do not play a distinguishing role in the School Committee's function as a provider of support for the management of the construction of school facilities and infrastructure (Y2). However, the employment status variable (X3) does play a distinguishing role, such that the School Committee's function as a provider of support for the role of non-teacher civil servants and traders can be distinguished. If school committee members' salary plays a role (X4), there is a statistically significant difference: Rp. 4,000,000 – Rp.

The educational background variable (X5) has a significant difference in influence, with high school graduates and those with an equivalent educational background playing a more important role on the school committee, and those with a Master's degree or higher playing a more important role as education providers. background. Good Enough describes the standard at which our schools' infrastructure, as well as the committees responsible for its administration, are now operating (Y3). According to the breakdown, the School Committee's responsibility for overseeing the management of the building of school facilities and infrastructure is not significantly affected by either the gender (X1) or age (X2) of its members (Y3). Non-teacher PNS school committee members play a "better" role in supervising schools due to a substantial impact variation in the job status variable (X3). There is a statistically significant interaction between the income variable (X4) and the school committee member position (Rp). 2,000,000 – Rp. The educational background variable (X5): Has a substantial difference in impact, such that school committee members with a Masters (Masters) educational background play a "better" role in carrying out supervision than those with other educational backgrounds (2,999,999).

The School Committee's performance as a liaison agent/mediator in overseeing the expansion of school infrastructure and the condition of existing school facilities (Y4) are both rated as "Not Good." In terms of the School Committee's role as a liaison agent/mediator in the Management of School Facilities and Infrastructure Development (Y4), the categorical variables of gender (X1) and age (X2) do not differ significantly from one another, while the categorical variable of employment status (X3) does differ significantly from one another. If school committee members' salary plays a role (X4), there is a statistically significant difference: Rp. 4,000,000 – Rp. 4,999,999 and 3,000,000 - Rp. The educational background variable (X5) shows a considerable difference in impact, with school committee members with a Masters background (S2) being able to be described as a "better" liaison agent/mediator than those with lower levels of education. Also, the responsibilities and school committees in charge of overseeing the expansion of school infrastructure and facilities (Y) are of a satisfactory level. Gender (X1) as a categorical variable has no statistically significant effect on students' representation on

the school's facilities and infrastructure development committee (Y). In other words, the contributions of men and women to the school committee are equivalent. However, there is a statistically significant difference in the influence of age, such that the contributions of people between the ages of 40 and 50 to the management of the development of school facilities and infrastructure (Y) can be characterized as "better" than those of people in other age groups. 4,000,000 – Rp. The role of school committee members with high school or equivalent backgrounds in Development Management of School Facilities and Infrastructure (Y) can be said to be "better" than the role of school committee members with lower incomes (\$4,999,999), and the educational background variable (X5) has a significant difference in influence (\$1,999,999). The student's academic credentials.

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