

The Influence of School Committees and Operational Assistance for Educational Units on School's Quality

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Abstract: This study aims to determine whether school committees and educational unit operational assistance influence school quality. This research was carried out at SD Negeri Muara Kuang District, Ogan Ilir Regency. This type of research is quantitative, while the partial correlation method is used. The validity test uses construct validity while the reliability test uses Cronbach's Alpha. The analysis prerequisite test used the normality test, homogeneity test, linearity test, and multicollinearity test and the data are analyzed using sample regression and multiple regression techniques. The sample in this research is the school committee, principal, and teachers in SD Negeri, Muara Kuang District, with 61 people. Data collection techniques in this research used questionnaires and documentation. The results conclude that 1) there is an influence of school committees on school quality with a correlation value of 0,109 with a correlation percentage of 1,2%; (2) there is an influence of assistance educational unit operations on school quality with a correlation value of 0,937 with a correlation percentage of 87,8%; (3) there is an influence of the school committees and educational unit operational assistance together on school quality with a correlation value of 0,937 with a relationship percentage of 87,8%. The novelty states that school committees and educational unit operational assistance is important for school quality. This study contributes to the educational stakeholders to give more attention for school committees and educational unit operational assistance.

Keywords: School Committees, School Operational Assistance, School Quality

A. Introduction

Education is very important for the welfare and progress of a nation. Research shows that there is a positive relationship between education and human resource development, poverty alleviation, and economic growth. The government, as an institution responsible for protecting its citizens, has made efforts to improve the quality of education through regional autonomy (Indra et al., 2022). This allows autonomous regions to regulate and manage local communities' interests,

empowering them to improve community welfare in all areas, including education. The implementation of regional autonomy has been marked by various laws, including Law Numbers 32 and 33 of 2004 concerning Regional Government and the Financial Balance between the Central Government and Regional Governments. Decentralization of education delegates authority from the central government to the regions, focusing on the regency/city as the focus of decentralization.

The Indonesian government is implementing School-Based Management Education Quality to enhance education quality in regional autonomy. This approach, a collaboration between the government, UNESCO, and UNICEF, allows schools to manage resources more effectively, with high community participation and in line with national education policy. The Education Quality Assurance System in Indonesia aims to achieve high intelligence in human and national life through the implementation of the Education Quality Assurance System (Idris et al., 2022). School-based management provides autonomy and encourages participatory decision-making, involving all school residents and regional officials in determining education direction and progress. This approach aims to increase community participation and contribute to the realization of National Education. To ensure democratization, transparency, and accountability, forums like the education council and school committee are needed, including parents, students, teachers, principals, local community leaders, and education officials (Smith & Benavot, 2019).

Each educational unit has a school committee, a separate entity with no hierarchical connection to governmental organizations. The school committee's goals are to (1) support and channel community initiatives and aspirations in developing educational programs and operational policies in educational units; (2) expand community responsibility and role in education organization; and (3) establish an environment that is transparent, accountable, and democratic to organize and deliver high-quality education services in educational units (Hasbullah, 2006). The School Committee, regulated by Minister of Education and Culture Regulation Number 75 of 2016, is selected through parent/guardian meetings and determined by the principal. Its role is to improve education services by revitalizing duties based on cooperation and balancing the interests of parents, students, teachers, and local communities. The existence of the school committee bridges the interests of both. The role of the school committee in bridging the interests of the community and education providers always requires careful identification (Soejoso, 2004).

The 4 main roles of the Committee are (1) providing considerations (advisory agency), (2) providing support (supporting agency), (3) supervising the implementation of education in schools (controlling agency), and (4) liaison between schools and parents of students (mediator). To carry out its role, the school committee has the function of encouraging the growth of community attention and commitment to the implementation of quality education, is tasked with encouraging

parents and the community to participate in education and raising or exploring the potential of community funds to finance the implementation of education in the school. Institutionally, the school committee can be directly supervised by the community (Kurniawan, 2006).

As a result of the school committee and the school's collaboration, the community and the school share responsibility for education and collaborate to develop education. The community can use this to share ideas and encourage involvement in improving education in their locality. If the school's services fall short of the expenses incurred, the community or parents of children who contribute to educational funds in educational units may file a lawsuit against the school through the school committee. Additionally, the community has a right to know the different amounts of money coming into the school through the school committee (Muhi, 2012). The school committee's work includes contributing to the creation of the school activity and budget plan, offering suggestions for modifications, and participating in school development plan, it must adhere to the semester learning plan or school development plan the principal's ratification of the semester learning plan. Since the school activity plan and budget exists to accomplish the goals previously enumerated in the primary objectives of the. School activity plan and budget is a comprehensive program/activity cost and finance plan for a single fiscal year (Rahmania, 2012).

Empowering the education board and school committee can help control education projects, as they can begin preparing the school activity plan and budget (Basson & Mestry, 2019). However, internal control is difficult due to a lack of information and closed school-level fund management (Putra & Suryanawa, 2022). Community involvement and control are crucial to avoid misappropriation and ensure transparency in education fund management. Up until now, community involvement has traditionally been understood to mean raising money for education, particularly in schools. The community is hardly ever informed about the usage of cash after that (Muhi, 2012). Therefore, the role of the school committee as a representative of the community in controlling the implementation of education including the management of education funds is very important (Rosser & Fahmi, 2018). One example of education funds that need to be managed is the operational assistance for education.

In addition to the influence of the school committee, one of the efforts to increase community access to quality education is the school operational assistance program now known as the education unit operational assistance program (Trisnawati, 2019). The main objective of the school operational assistance program is to provide affordable and quality education services, especially for poor students (Mulya & Rahaju, 2021). By offering school operational assistance, enhancing educational capacity through the construction of new school units, new classrooms, and school

building rehabilitation, and enhancing teacher quality through increased collaboration with Teacher Training Institutions or Universities to produce productive teachers, school operational assistance aims to improve student services (Amini, 2016). This emphasizes that the government generally provides school operational assistance funds to realize affordable and quality education services for all levels of society.

The school operational assistance programs, launched in July 2005, aim to improve education quality in Indonesia, particularly in schools with limited facilities and infrastructure (Irsan, 2013). The programs are divided into three categories: equalizing and expanding access, improving quality, relevance, competitiveness, governance, accountability, and public image. The government hopes that these programs will be felt across all levels of society and prevent children from dropping out of school for a minimum of nine years. Then the results of the research conducted by Hadiyanto (2015) given the study's findings demonstrate that the use of the school operational assistance policy significantly and favorably affects parents' involvement in raising their children's academic performance. It is known that the school operational assistance policy has a positive and significant influence of 271.19% on enhancing student learning success and that schools and parents must have a positive and substantial influence of 27.81% on the quality of education when they work together positively.

Then the research conducted by Adawiyah (2016), Given that the study's findings indicate that the operational assistance funds have contributed to educational units for underprivileged students in East Jakarta's private schools, it can be said that the fund's existence has generally lessened the operational burden on private schools. Textbooks, computers, LCDs, and labs are just a few examples of the infrastructure and amenities that private schools feel greatly aided by to support the teaching and learning process. From the results of the discussion above, it can be stated that the school committee has a very large influence and role in improving the quality of education if it is properly functioning and empowered by educational institutions. Then the school operational assistance program also makes a major contribution to improving the quality of education if it is managed properly and allocated according to the targets and utilization of the school operational assistance funds. This research was conducted at SD Negeri in Muara Kuang District. The we chose Muara Kuang District Schools because the we was assigned there and also from the results of initial observations conducted by the we on October 1, 2023, at SD Negeri in Muara Kuang District, the we found several indicators that stated the direct involvement of the school committee in the implementation of education at SD Negeri in Muara Kuang District. This can be seen where the school committee pays attention and builds commitment with the community to support school programs aimed at improving the quality of SD Negeri Muara Kuang District. Then the school committee at SD Negeri Muara Kuang District also plays a role in accommodating the ideas and

aspirations of the community, especially regarding improving the quality of education at SD Negeri Muara Kuang District.

We have identified indicators of school operational assistance program fund management in SD Negeri Muara Kuang District, including the school budget team's temporary work budget for one year. The budget is prepared based on the activities and needs of teachers and employees in each field. The temporary plan is communicated to the School Committee for consideration. School operational assistance fund bookkeeping is carried out using various books, including general cash, bank, and tax subsidiary books. Tax payments include VAT and PPh articles 21 and 22.

Supervision and evaluation of school operational assistance Fund management are carried out by internal and external parties. The management of school operational assistance funds is reported to the Regency, Provincial, and Central Education Offices. However, problems have been encountered with the management of school operational assistance funds, including insufficient funds to cover all school operational needs, lack of transparency, manual processing of financial reports, and delays in disbursement. Further research is needed to determine the impact of the school committee and school operational assistance program funds on improving the quality of education in SD Negeri Muara Kuang District, Ogan Ilir Regency. We are interested in examining the impact of the school committee and school operational assistance funds on the quality of education at the SD Negeri Muara Kuang District. Therefore, we are interested in examining whether the influence of the school committee and school operational assistance that has been running well at the SD Negeri Muara Kuang District has an effect on the quality of education at the SD Negeri Muara Kuang District, Ogan Ilir Regency.

B. Methods

This research was conducted in SD Negeri throughout Muara Kuang District, Ogan Ilir Regency. This type of research is quantitative research. Quantitative research is a research approach that often requires to use of numbers, starting from data collection, interpretation of the data, and the appearance of the results (Arikunto, 2017). This research method uses the correlation method. Correlation is the relationship between two or more variables, which is used for analysis or hypothesis testing if the we intends to find out the influence or relationship between the independent and dependent variables (Nasir, 2009). The population in this study was the Principal, Treasurer, School Committee, and all teachers in SD Negeri throughout Muara Kuang District, Ogan Ilir Regency consisting of 154 people. Meanwhile, according to Arikunto (2010) the population is the entirety of the research subjects. Usman & Akbar (2006), The population is made up of all values, including quantitative and qualitative measurements and computation results, derived from specific attributes

about a collection of complete and distinct items. The population is made up of all values, including quantitative and qualitative measurements and computation results, derived from specific attributes about a collection of complete and distinct items. The sample obtained was 61 respondents. The number of samples obtained is then divided into all schools so that the determination of the number of samples in each school has the same proposition. Data collection techniques were applied by 1) observation, according to Pranoto (2015) Using the sense of sight to make an observation entails not asking questions. In this technique, we conduct direct observations at the place and object being observed, namely the school committee, School Operational Assistance Funds, and the quality of the SD Muara Kuang District; 2) questionnaire, is a method of gathering data in which a list of questions is sent to respondents to complete (Misbahuddi & Hasan, 2013). This questionnaire is used to obtain data on all research variables with a total of 90 questions consisting of 30 questions for the School Committee variable, 30 questions for the School Operational Assistance variable, and 30 questions for the school quality variable; 3) documentation, is a record of past events (Arikunto, 2017).

C. Results and Discussion

The Influence of the School Committee on School Quality at SD Negeri in Muara Kuang District

Based on the results of the regression test, show that the coefficient value of the school committee variable b is -0.013 with a negative sign and smaller than the constant value a (1.968), which means that the school committee does not have a major influence on school quality. While the results of the t-test obtained the calculated t value of the school committee variable of -0.298 is smaller than the t table of 2.002, ($-0.298 < 2.002$) with a significance level of 0.767 greater than the α value of 0.05 ($0.767 > 0.05$), this shows that the committee does not have a significant influence on the quality of the school of SD students in Muara Kuang District.

The results of previous research include those conducted by Makmun et al (2014) with the study's findings demonstrating that the committee's establishment involved the teacher council, the community, the government, and business and industrial circles, and it referred to the rules and regulations. Although the school committee's primary function is to provide support and consideration, its controller role is still restricted to using the school budget and excluding academic matters and performance evaluation. Stakeholders also favor the mediation role, given that primary schools need collaboration with numerous elements. The school committee, an autonomous entity, plays a significant role in ensuring high-quality education in SD Negeri Muara Kuang District. Next research results Fariah (2010) According to the study's findings, the school committee where the study was carried out

participated to differing degrees. Participation by the school committee in the delivery of basic education is both possible and feasible.

Mulyono's opinion is that the school committee serves as an official venue for discussing and accommodating issues about the school's interests. To raise the standard of education, the school and the school committee must work together. The school's progress can be determined by the active engagement of the school committee. As a mediator between the school and other parents of students in both academic and extracurricular domains, the school committee plays a crucial role in raising the standard of educational services (Supardi et al., 2023). Therefore, the existence of a school committee can create quality education. The school committee's contribution to raising the standard of instruction at SMP N 1 Surakarta is limited to the phases of (1) planning and (2) learning execution. The school committee participates in both phases by serving as (1) an advisor, (2) a fundraiser, and (3) an education supervisor (Irawan et al., 2021). In addition, according to (Ningsih et al., 2021) With a coefficient value of 0.183, the school committee has a favorable impact on educational quality. In other words, if a good school committee is in place, the quality of education will improve. According to a number of the aforementioned research studies, the school committee has no discernible impact on raising the standard of education in SD Negeri Muara Kuang District. This is because the committee is not directly involved in educational institutions and because the majority of the parents of the students are rubber tappers.

The Influence of Operational Assistance for Educational Units on School Quality at SD Negeri in Muara Kuang District

Based on the results of the regression test, it shows that the coefficient value b of the operational assistance variable for educational units is 0.992 with a positive sign and smaller than the constant value a (1.968), which means that school operational assistance has a large influence on school quality. While the results of the t-test obtained the t-value of the school operational assistance variable of 20.267 which is greater than the t-table of 2.002, ($20.267 > 2.002$) with a significance level of 0.000 which is smaller than the α value of 0.05 ($0.000 < 0.05$), this shows that the committee has a very significant influence on the quality of school students at SD Negeri Muara Kuang District.

Bhawa et al. (2014) research results showed that 1) the management of school operational assistance funds in all elementary school was by Permendiknas No. 76 concerning Technical Instructions for the Use and Financial Accountability of school operational assistance funds in 2013; 2) the level of effectiveness of school operational assistance fund management in all elementary school reached 87%, which is in the very effective criteria; 3) the problems faced by all elementary school were that school operational assistance funds did not arrive on time, and the

committee did not understand the management of school operational assistance funds; 4) the efforts made by all elementary school were to borrow funds and shop on credit, and strengthen the committee related to school operational assistance funds. Based on the description above, the hypothesis in this study, namely assistance programs for educational units have a positive and significant effect on the quality of school students at Muara Kuang District, is proven, this can be interpreted that the better the use of assistance program for educational units funds, the better the quality of school results for the school.

The aforementioned is supported by earlier research that shows the significance value is less than 0.05 and that the influence of the school operational assistance program on the quality of education has a regression coefficient value (B) of 0.269 with a significance value of 0.013. This indicates that the variable of the school operational assistance Program significantly affects the quality of education. This implies that the value of education quality increases with the size of the School's operational assistance Program (Nazir et al., 2024).

The Influence of School Committees and Operational Assistance for Education Units on School Quality at SD Negeri in Muara Kuang District

The results of the study show that the t-value of the school committee variable is -0.298, smaller than the t-table of 2.002 ($-0.298 < 2.002$) with a significance level of 0.767, greater than 0.05 ($0.832 > 0.05$). The conclusion that can be drawn is that H_0 is accepted. This means that the school committee does not have a significant influence on the quality of schooling for SD students in Muara Kuang District. Furthermore, the t-value of the school operational assistance variable is 20.267, greater than the t-table of 2.002, ($20.267 > 2.002$) with a significance level of 0.000, smaller than 0.05 ($0.000 < 0.05$). The conclusion that can be drawn is that H_0 is rejected. This means that assistance program for educational units has a significant influence on the quality of schooling for SD students in Muara Kuang District. Based on the results of the regression test, it shows that a significant value of 0.000 is obtained, which means that the significant value is smaller than 0.005, thus H_a is accepted and H_0 is rejected. In other words, there is an influence between the school committee variables and operational assistance for educational units simultaneously on the quality of schools in SD Negeri Muara Kuang District. In addition, from the table above, it is known that Fcount is 208.163, the hypothesis test criteria if F-count \geq F-table at a real level $\alpha = 0.05$ with a numerator of 2 (determined by the number of independent variables) and a denominator of 58 (determined by the number of samples minus 3) the number 3.156 is obtained. Based on the explanation above, it is known that F-count is 208.163 where F-count \geq F-table which means H_a is accepted or it is concluded that there is a significant positive influence school between the school committee and assistance program for educational units on school quality.

Meanwhile, the r -value as a correlation coefficient is 0.937a, meaning that it can be interpreted that the school committee and assistance program for educational units variables have a relationship to increase the quality variable of the SD Negeri Muara Kuang District. Meanwhile, for the determination coefficient test (R^2) according to Ghozali (2013) Essentially, the test's goal is to gauge how well the independent variable can account for the variance in the dependent variable. Since R^2 is known to be 0.878, the determination coefficient is 87.8%, indicating that the school quality variable influences the school committee and assistance program for educational unit variables by 87.8%, with the remaining 12.2% being explained by other factors not covered in this study. Larasati (2009) It is evident from the study's findings that not all of the school committee's responsibilities have been fulfilled. There are still issues with how it performs its jobs and responsibilities. The school committee's function as a provider of consideration is demonstrated by its consideration of the resources and applications that the school requires. The school committee also provides considerations regarding the use and utilization of the budget or funds obtained by the school, providing input on the draft school revenue and expenditure budget. The role of the school committee as a supporter in the form of material and moral support. Based on the analysis of the discussion above, it can be concluded that the school committee and operational assistance from educational units have a joint influence on improving the quality of schools at SD Negeri Muara Kuang District.

D. Conclusion

Based on data analysis and hypothesis testing, the following conclusions can be drawn: 1) there is an influence of the role of the school committee on the quality of education in SD Negeri Muara Kuang District. Based on the significance test of the variable role of the committee on the quality of schools in SD Negeri Muara Kuang District, the calculated t -value is $-0.298 <$ from the t -table value of 2.002 where the calculated t -value is smaller than the t table, so H_0 is accepted; 2) there is an influence between the school operational assistance program on the implementation of school quality in SD Negeri Muara Kuang District. Based on the significance test of the variable operational assistance program for educational units (X_2) on the quality of education (Y) in SD Negeri Muara Kuang District, the calculated t -value is $20.267 \geq$ the t -table value of 2.002 where the calculated t -value is greater than the t -table, so H_0 is rejected; 3) There is a joint influence between the role of the school committee and the operational assistance program for educational units on the quality of schools in SD Negeri Muara Kuang District. Based on the anova test, the calculated F is 208.163 with a significance level of $0.000 < \alpha$ probability value of 0.05 while the F -table is by a significance level of 0.05 so that the calculated $F >$ F -table ($208.163 > 3.156$) so that H_0 is rejected. The magnitude of the influence of the role of the school committee and the operational assistance program for educational units on the quality of schools in SD Negeri Muara Kuang District together is 87.8% and

the remaining 12.2% is influenced by other factors not examined in this study. This is based on the R-square value of 0.878, thus the determination coefficient is 87.8%.

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