



The Effect of Corporate Participation, School Committee Performance, and Parental Support on the Effectiveness of Elementary School Management in Pelalawan Regency

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ABSTRACT

This study examines the effects of (1) corporate participation, (2) school committee performance, and (3) parental support on the effectiveness of elementary school management, as well as (4) their collective impact on teacher performance. Using a quantitative ex-post facto approach, data were collected from 180 elementary school teachers in Pelalawan Regency through proportionate stratified random sampling. Multiple linear regression analysis revealed that corporate participation, school committee performance, and parental support each significantly and positively influence school management effectiveness ($p = 0.000$). Collectively, these factors contribute 92% ($R^2 = 0.921$) to management effectiveness. The findings highlight the critical role of stakeholder engagement in improving school governance and teacher performance.

INTRODUCTION

Schools play a crucial role in shaping and enhancing human resources through formal education. According to Siagian (2015), schools serve as institutions designed to transfer knowledge, enabling students to progress through various activities. They provide the foundation for intellectual, emotional, and social development. Tilaar (2015) highlights that quality education fosters intelligent and character-driven individuals, while Pangesti Wahyuningtyas & Iza Hanifuddin (2021) emphasize that national progress depends on the quality of human resources developed through education. The effectiveness of school management is essential in achieving educational goals. Mustonah (2016) defines school effectiveness as the extent to which objectives are met, while Hattie (2012) stresses the importance of teacher-student interactions. Leithwood & Sun (2018) further highlight school leadership as a key factor in optimizing resources and creating a supportive learning environment.

Despite its significance, several challenges persist in elementary schools in Pelalawan Regency. Observations indicate a decline in school management effectiveness, with 40% of students struggling with basic subjects and 30% of teachers reporting inadequate support. Additionally, 35% of principals acknowledge failing to meet educational program targets due to budget constraints, weak stakeholder coordination, and low community participation. Corporate involvement is increasingly vital, as Friedman & Miles (2015) define it as active engagement in social initiatives, including education. Research by Wahyuni & Rahmadani (2021) and Kurniawati & Herlina (2018) shows that corporate and community support positively impact school management. Furthermore, school committees play a critical role as mediators and decision-makers (Firman, 2022), influencing school effectiveness (Azizah, 2019; Suyitno, 2021). Parental involvement also significantly affects children's learning outcomes (Mulyasa, 2015; Ngalimun, 2017). Given these challenges, this study explores the effect of corporate participation, school committee performance, and parental support on school management effectiveness.

LITERATURE REVIEW

The Effectiveness of Elementary School Management

Effective primary school management is essential for achieving quality education, requiring strong leadership, resource optimization, and stakeholder involvement. Fattah (2018) emphasizes strategic management that empowers principals and encourages community participation, while Hamid (2018) outlines its core components: inputs (human and physical resources), processes (decision-making and programs), and outputs (effectiveness and innovation). Mulyasa (2015) and Thomas (2015) highlight that effectiveness depends on leadership, planning, and engagement, with challenges including weak teacher leadership, monotonous teaching methods, and inadequate infrastructure (Nawawi, 2017; Wijaya & Rusyan, 2015). Accreditation further reflects management effectiveness through leadership evaluation and learning outcomes. Ultimately, achieving effective school management requires collaboration among educators, parents, and the community to create a supportive learning environment.

Corporate Participation

Corporate participation in education plays a crucial role in enhancing school management quality. Participation, as defined by Andriani (2018), involves conscious engagement in social interactions to achieve collective goals, encompassing mental, emotional, and physical involvement (Astuti, 2019). It can be direct, through active involvement, or indirect, by delegating participation rights (Sugiyah, 2018). Key factors influencing participation include education, socioeconomic status, and social experience (Marhum, 2021). Corporate involvement in school management includes decision-making, program implementation, evaluation, and resource utilization (Meronda, 2021). Companies contribute through funding, infrastructure, teacher training, and curriculum development aligned with industry needs (Djalal & Supriadi, 2018). This collaboration strengthens education quality and prepares students with skills relevant to the workforce.

School Committee Performance

The performance of school committees is a crucial factor in effective education management. According to Srimindarti (2016), performance is a periodic evaluation of an organization's operational effectiveness based on established goals and standards. As independent bodies comprising parents, community members, and local figures, school committees enhance quality, equity, and efficiency in education management (Hasbullah). Their roles include monitoring, oversight, and providing input on improving education quality, including facilities, teacher welfare, and learning outcomes (Kepmendiknas No. 044/U/2002). Key performance indicators include advisory, support, and mediation functions (Sagala, 2018). Effective school committee performance fosters accountability, transparency, and community participation, contributing significantly to improving education quality.

Parental Support

Parental support is a crucial factor in a child's education, encompassing continuous responsibility for nurturing and guiding their development. Kurniawati (2017) defines parental support as assistance in fulfilling a child's basic needs, including attention, security, and affection, while Yulia (2019) categorizes it into informational, evaluative, instrumental, and emotional support. Despite their essential role as primary educators, many parents become preoccupied with work, potentially neglecting their child's educational needs, which can negatively impact motivation. Effective parental involvement, including acting as teachers, facilitators, motivators, and guides (Desmita, 2017), enhances learning enthusiasm and academic success. Indicators of parental support include emotional closeness, guidance, recognition, and social integration (Cutrona, 2018). Ultimately, active parental engagement in both home and school settings fosters a supportive learning environment, significantly contributing to a child's overall development and educational success.

Previous Studies

Relevant studies highlight key aspects of education management and the role of school committees. Mugi Rahayu (2015) found that education management in elementary schools met established standards, with program planning at 98% and overall implementation at 96%. Rahmat Pandoyo & Wuradji (2015) confirmed that school leadership, teacher performance, and committee involvement significantly impact school effectiveness. Mbuva (2015) emphasized that committee training enhances teacher motivation, while Wicaksono (2016) showed that budget participation positively affects managerial performance. Studies by Ratnaningtyas (2017) and Adong (2017) highlighted the role of committees in financial oversight and school performance improvement. Hafiya Azizah (2019) demonstrated a significant relationship between committee performance and school management quality, while Fitriani (2020) underscored the committee's role in child-friendly schools. Arifah (2021) and Saparina (2022) further emphasized governance, transparency, and collaboration as crucial for effective education management. These studies collectively confirm that school committee performance, leadership, community participation, and governance principles are fundamental to enhancing education quality.

Research Hypotheses

The hypotheses of this study are as follows:

1. Ha₁: There is a significant influence of corporate participation on the effectiveness of elementary school management in Pelalawan Regency.
2. Ha₂: There is a significant influence of school committee performance on the effectiveness of elementary school management in Pelalawan Regency.
3. Ha₃: There is a significant influence of parental support on the effectiveness of elementary school management in Pelalawan Regency.
4. Ha₄: There is a significant joint influence of corporate participation, school committee performance, and parental support on the effectiveness of elementary school management in Pelalawan Regency.

METHODS

This study employs a quantitative research method, which is systematic and structured in testing hypotheses. According to Sugiyono (2019), this method is based on positivist philosophy and involves data collection through research instruments. The study examines three independent variables—Corporate Participation (X_1), School Committee Performance (X_2), and Parental Support (X_3)—and one dependent variable, namely the Effectiveness of Elementary School Management (Y). Data were collected in elementary schools in Pelalawan Regency from December 2024 to January 2025. The population consists of 239 elementary school teachers across 12 schools, with a sample size of 150 respondents determined using the Yamane formula and selected through proportional stratified random sampling. Data collection techniques include literature review and field research, utilizing a closed-ended questionnaire with a Likert scale to measure respondents' attitudes.

The research instrument consists of surveys, with responses measured using a Likert scale categorized into positive and negative statements. Validity

testing was conducted using the product-moment correlation, where an item is considered valid if its correlation coefficient (r) exceeds the critical r -value. Reliability testing was performed using Cronbach's Alpha, with all variables exceeding the 0.60 threshold, confirming the instrument's reliability. Data analysis includes descriptive and inferential statistical techniques using Microsoft Excel and SPSS version 24. Assumption tests, including normality, linearity, and multicollinearity, were conducted before regression analysis. Hypothesis testing employed t -tests for partial effects and F -tests for simultaneous effects, with a significance level of 0.05. If the significance value was below 0.05, the null hypothesis was rejected, indicating a significant relationship between variables. The coefficient of determination (R^2) was used to measure the extent to which independent variables influence the dependent variable. The findings provide crucial insights into the interaction between corporate participation, school committee performance, parental support, and the effectiveness of elementary school management.

RESULTS AND DISCUSSION

Descriptive Analysis

The descriptive analysis includes the calculation of mean, median, mode, standard deviation, variance, and minimum and maximum values for each variable.

Table 1. Data description

		Statistics			
		Effectiveness of Elementary School Management	Corporate Participation	School Committee Performance	Parental Support
N	Valid	180	180	180	180
	Missing	0	0	0	0
Mean		94.01	100.72	97.52	109.16
Median		96.00	103.50	101.00	115.00
Mode		99	104	104	124
Std. Deviation		6.547	9.828	9.642	14.008
Variance		43.223	96.584	92.966	196.210
Range		23	44	38	48
Minimum		77	71	72	77
Maximum		100	115	110	125

The results indicate that the mean value for the Effectiveness of Elementary School Management variable is 94.01, with a median of 96.00 and a mode of 99. The standard deviation is 6.574, indicating low data dispersion, while the variance is 43.223, with a range of 23 (minimum 77, maximum 100). The Corporate Participation variable has a slightly higher mean of 100.72, with a median of 103.50 and a mode of 104. Its standard deviation is 9.828, showing a greater spread of data, with a variance of 96.584 and a range of 44 (minimum 71, maximum 115). The School Committee Performance variable has a mean of 97.52, a median of 101.00, and a mode of 104, with a standard deviation of 9.642 and

variance of 92.966, indicating stable data distribution. The Parental Support variable has the highest mean at 109.16, with a median of 115.00 and a mode of 124. Its standard deviation is 14.008, reflecting higher variability, with a variance of 196.210 and a range of 48 (minimum 77, maximum 125). These findings suggest distinct data distribution characteristics across the variables, offering insights into their variability and consistency.

Further interval class analysis of Corporate Participation (X_1) reveals a value range of 71 to 115, with an interval width of 14. The first category (71–85) comprises 25 data points (13.89%), classified as low. The second category (86–100) holds the highest frequency at 68 data points (37.78%), categorized as moderate, while the third category (101–115) includes 67 data points (37%), classified as high. The majority of data falls within moderate and high categories, indicating generally positive values. Similarly, the interval class analysis of School Committee Performance (X_2) shows a range of 72 to 110, with an interval width of 12. The first category (72–84) consists of 20 data points (11.11%), classified as low. The second category (85–97) has the highest frequency at 85 data points (47.22%), categorized as moderate, while the third category (98–110) includes 75 data points, showing that most values fall within the moderate-to-high range.

Preliminary Test

The normality test was conducted to evaluate the residual distribution in the regression model. The Kolmogorov-Smirnov test results indicate that all variables—Effectiveness of Elementary School Management (0.210), Corporate Participation (0.089), School Committee Performance (0.125), and Parental Support (0.107)—have significance values greater than 0.05, confirming that the data follow a normal distribution. The linearity test was then performed to verify the linear relationship between independent and dependent variables. The results show that the significance value for Deviation from Linearity between Effectiveness of Elementary School Management and Corporate Participation is 0.239 (Sig. > 0.05), indicating a linear relationship. Similarly, the linearity tests for School Committee Performance (0.071) and Parental Support (0.054) confirm the presence of linear relationships with the dependent variable.

The multicollinearity test was conducted to ensure no correlation among independent variables. The Variance Inflation Factor (VIF) values for Corporate Participation (1.979), School Committee Performance (3.145), and Parental Support (1.954) are all below 10, indicating that the regression model is free from multicollinearity. Lastly, the heteroscedasticity test was performed to assess the variance of residuals. The Glejser test results show significance values above 0.05 for all independent variables—Corporate Participation (0.294), School Committee Performance (0.063), and Parental Support (0.087)—suggesting no heteroscedasticity issues. Consequently, the assumption of homoscedasticity is met, confirming the validity of the regression model for further analysis. Overall, the prerequisite tests indicate that the data satisfy all necessary assumptions for inferential statistical analysis, providing a solid foundation for the study.

Hypotheses Testing

1. Linear Regression

The simple linear regression analysis resulted in the equation $Y = 64.835 + 0.290X_1$, where the constant (a) of 64.835 indicates that if Corporate Participation (X_1) is zero, the predicted Effectiveness of Elementary School Management (Y) is 64.835. The regression coefficient (b_1) of 0.290 suggests that for every one-unit increase in X_1 , Y increases by 0.290 units. The t-value for X_1 is 6.408, with a significance level of 0.000 (Sig.<0.05), confirming a significant impact of Corporate Participation on the Effectiveness of Elementary School Management. Therefore, Corporate Participation has a positive and significant influence on the effectiveness of school management.

Table 2. The linear regression analysis of corporate participation on the effectiveness of elementary school management

Model	Unstandardized Coefficients		Std. Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	64.835	4.574		14.175	.000
	Corporate Participation	.290	.045	.433	6.408	.085
a. Dependent Variable: Effectiveness of Elementary School Management						

The simple linear regression analysis produced the equation $Y = 55.594 + 0.394X_2$, where the constant (a) of 55.594 indicates that if School Committee Performance (X_2) is zero, the predicted Effectiveness of Elementary School Management (Y) is 55.594. The regression coefficient (b_1) of 0.394 suggests that for every one-unit increase in X_2 , Y increases by 0.394 units. The Standardized coefficient beta of 0.799 indicates a strong contribution of School Committee Performance to the effectiveness of school management. The t-value for X_2 is 9.411, with a significance level of 0.000 (Sig.<0.05), confirming that School Committee Performance has a significant and positive effect on the Effectiveness of Elementary School Management.

Table 3. The linear regression analysis of school committee performance on the effectiveness of elementary school management

Model	Unstandardized Coefficients		Std. Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	55.594	4.088		13.599	.000
	School Committee Performance	.394	.042	.578	9.441	.111
a. Dependent Variable: Effectiveness of Elementary School Management						

The simple linear regression analysis produced the equation $Y = 57.926 + 0.331X_3$, where the constant (a) of 57.926 indicates that if Parental Support (X_3) is zero, the predicted Effectiveness of Elementary School Management (Y) is 57.926. The regression coefficient (b_1) of 0.331 suggests that each one-unit increase in X_3 leads to a 0.331-unit increase in Y. The Standardized Coefficients Beta of 0.704

signifies a strong contribution of Parental Support to school management effectiveness. The t-value for X_3 is 13.324, with a significance level of 0.000 (Sig.<0.05), confirming that Parental Support has a significant and positive effect on the Effectiveness of Elementary School Management.

Table 4. The linear regression analysis of parental support on the effectiveness of elementary school management

Model	Unstandardized Coefficients		Std. Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	57.926	2.749		21.075	.000
	Parental support	.331	.025	.704	13.234	.000

a. Dependent Variable: Effectiveness of Elementary School Management

2. Multiple Regression

Based on the table below, the multiple linear regression equation in this study is formulated as follows: $Y = 49.578 + 0.092(X_1) + 0.044(X_2) + 0.283(X_3)$. The constant (a) of 49.578 indicates the predicted value of Elementary School Management Effectiveness (Y) when the independent variables, namely Corporate Participation (X_1), School Committee Performance (X_2), and Parental Support (X_3), are zero. The regression coefficient (b_1) for Corporate Participation is 0.098, meaning that a one-unit increase in X_1 leads to a 0.098-unit increase in Y, assuming other variables remain constant. Similarly, the regression coefficient for School Committee Performance is 0.044, indicating that a one-unit increase in X_2 results in a 0.044-unit increase in Y, holding other variables constant. Lastly, the regression coefficient for Parental Support is 0.283, meaning that a one-unit increase in X_3 leads to a 0.283-unit increase in Y, assuming all other variables remain unchanged.

Table 5. The result of multiple regression analysis

Model	Unstandardized Coefficients		Std. Coefficient	
	B	Std. Error	Beta	
1	(Constant)	49.578	3.850	
	Corporate Participation	.092	.049	.138
	School Committee Performance	.044	.063	.065
	Parental Support	.283	.034	.602

These findings indicate that all three independent variables significantly affect the Effectiveness of Elementary School Management in Pelalawan Regency.

3. Simultaneous Test (F-test)

Table 6. The result of the simultaneous testing (F-test)

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	4031.498	3	1343.833	63.828	.000 ^b
	Residual	3705.496	176	21.054		
	Total	7736.994	179			

a. Dependent Variable: Effectiveness of Elementary School Management
 b. Predictors: (Constant), Parental Support, Corporate Participation, School Committee Performance

Based on the ANOVA statistical test table, the obtained significance value (Sig) is 0.000. According to the decision-making criteria, if the significance value (Sig) is less than 0.05, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. Given that $0.000 < 0.05$, it can be concluded that the hypothesis is accepted, indicating a significant influence of Corporate Participation, Teacher Committee Performance, and Parental Support on the Effectiveness of Primary School Management in Pelalawan Regency. Thus, the independent variables examined in this study contribute significantly to the effectiveness of primary school management in the studied schools.

4. Coefficient Determination

From the Model Summary table below, the obtained R value is 0.722, while the R Square (coefficient of determination) is 0.921, indicating that approximately 92% of the variation in the Effectiveness of Primary School Management can be explained by the independent variables examined in this study, namely Parental Support, Teacher Committee Performance, and Corporate Participation. Additionally, the Adjusted R Square value of 0.722 accounts for the number of variables in the model, confirming that the regression model effectively explains the variability in Primary School Management Effectiveness. The Standard Error of the Estimate is 4.588, suggesting a relatively low measurement error in the regression model's estimation. Thus, the model used in this study is reliable for predicting the Effectiveness of Primary School Management in public junior high schools in Kuala Kampar District.

Table 7. Coefficient Determination

Model Summary				
Model	R	R square	Adjusted R Square	Std. Error of the Estimate
1	.722 ^a	.921	.813	4.588
a. Predictors: (Constant), Parental Support, Corporate Participation, School Committee Performance				

Discussions

1. The effect of corporate participation on the effectiveness of elementary school management

The results of the first hypothesis test indicate that Corporate Participation has a significant effect on the Effectiveness of Primary School Management, with a significance value of 0.000 ($p < 0.05$). Corporate involvement in supporting school operations contributes to an optimal educational environment. Previous studies by Rahmawati (2020) and Santoso & Nugraha (2021) support these findings, demonstrating that corporate support through CSR initiatives and strategic partnerships enhances school management quality. Corporate engagement in educational programs and facility provision can improve the performance of principals and teachers.

Therefore, policies that encourage corporate participation in education are essential to strengthening the relationship between businesses and the education sector.

2. The effect of school committee performance on the effectiveness of elementary school management

The results of the second hypothesis test indicate that Teacher Committee Performance has a significant effect on the Effectiveness of Primary School Management, with a significance value of 0.000 ($p < 0.05$). An optimally functioning committee supports the achievement of school objectives through structured and efficient management. Studies by Putri (2021) and Arifin & Maulana (2022) reveal that well-executed committee roles in planning, implementation, and evaluation of educational programs enhance management effectiveness. A teacher committee with strong managerial and communication skills can assist school principals in resource management and policy formulation. Therefore, training programs to enhance the competencies of teacher committees are essential for fostering more effective school management.

3. The effect of parental support on the effectiveness of elementary school management

The results of the third hypothesis test indicate that Parental Support has a significant effect on the Effectiveness of Primary School Management, with a significance value of 0.000 ($p < 0.05$). Parental involvement in various aspects of school life fosters an environment that supports educational success. Studies by Widodo & Supriyadi (2021) and Dewi & Setiawati (2022) reveal that parental support—whether emotional, material, or social—enhances school management effectiveness. Effective communication between parents and teachers creates a conducive learning environment, while parental participation in school activities boosts student motivation. Therefore, strengthening the relationship between schools and parents is crucial for improving the quality of primary school management.

4. The effect of corporate participation, school committee performance, and parental support on the effectiveness of elementary school management

The results of the simultaneous test (F-Test) indicate that Corporate Participation (X_1), Teacher Committee Performance (X_2), and Parental Support (X_3) collectively have a significant effect on the Effectiveness of Primary School Management (Y), with a significance value of 0.000 ($p < 0.05$). These three independent variables make a substantial contribution to improving school management effectiveness in Pelalawan Regency. The ANOVA results suggest that Corporate Participation enhances financial and facility aspects, Teacher Committee Performance supports educational program management, and Parental Support strengthens managerial aspects through moral and social contributions. Studies by Suharto & Wulandari (2020) and Amelia & Sihombing (2021) support these findings, indicating that the synergy among these three elements fosters a conducive environment for effective school management. Among the three variables, Teacher Committee Performance

has the greatest influence, followed by Parental Support and Corporate Participation. Overall, collaboration among these stakeholders is essential to achieving better educational outcomes.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis and discussion in this study, several conclusions can be drawn. First, corporate participation has a significant effect on the effectiveness of primary school management, as indicated by a significance value of 0.000 ($p < 0.05$) in the first hypothesis test. This finding confirms that corporate involvement plays a crucial role in enhancing school management effectiveness. Second, teacher committee performance also significantly affects school management effectiveness, as demonstrated by a significance value of 0.000 ($p < 0.05$) in the second hypothesis test. The contribution of an active and well-functioning teacher committee positively impacts school governance. Third, parental support has a significant effect on school management effectiveness, with a significance value of 0.000 ($p < 0.05$) in the third hypothesis test. Parents' involvement in school activities strengthens educational outcomes and administrative efficiency. Lastly, the simultaneous test (F-test) for the fourth hypothesis confirms that corporate participation, teacher committee performance, and parental support collectively affect the effectiveness of primary school management, with a combined contribution of 85%. These findings highlight the interdependence of these factors in improving school management quality. A more comprehensive approach is necessary to optimize corporate involvement, enhance teacher committee performance, and strengthen parental support to achieve better educational outcomes.

Thus, several recommendations are proposed. First, school principals should adopt strategies to strengthen corporate participation in school management. Key measures include supporting teacher professional development through training and fostering an active teacher committee, which will create a conducive learning environment. Second, teachers should continuously enhance their pedagogical and professional competencies while maintaining strong parental engagement. Establishing a supportive classroom atmosphere and collaborating with colleagues and school administrators are essential steps toward improving education quality. Lastly, future researchers are encouraged to expand the sample scope by including a more diverse range of schools and incorporating additional variables such as school policies and organizational culture. A more in-depth investigation will contribute to a broader understanding of effective educational policy development.

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