



Implementation of School Committee Empowerment as Supporting Sector in Education at Juara Elementary Yogyakarta

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A B S T R A C T

This study aims to analyze the implementation of school committee empowerment as a supporting sector for the education process at SD Juara in Yogyakarta City in 2021. The research was conducted to identify how the school committee contributes to the effectiveness of educational management and to evaluate the extent of its empowerment in various school aspects. The research subjects consisted of 11 respondents, including the principal, the committee chairperson, secretary, treasurer, public relations officer, representatives of grade 1 and grade 6 school committee members, as well as school representatives in the fields of curriculum, student affairs, finance, and facilities and infrastructure. The study applied a qualitative descriptive method, with data collected through interviews, documentation, and observation. The data analysis was carried out through the stages of data collection, reduction, presentation, and conclusion drawing. The findings indicate that the school committee was effectively empowered in supporting the curriculum, finance, human resources, and facilities and infrastructure management. However, the role of the school committee in the area of student affairs was found to be less optimal, showing limited contribution in this aspect. This reveals that while the committee has made significant contributions in some areas, there remains a need to strengthen its involvement in supporting student development more comprehensively. The implications of this study highlight the importance of reinforcing the role of school committees in student affairs, so that empowerment can be implemented in a balanced way across all aspects of education at SD Juara.

Abstrak

Penelitian ini bertujuan untuk menganalisis *implementasi pemberdayaan komite sekolah* sebagai sektor pendukung dalam proses pendidikan di *SD Juara Kota Yogyakarta tahun 2021*. Penelitian ini dilakukan untuk mengidentifikasi bagaimana komite sekolah berkontribusi terhadap efektivitas manajemen pendidikan serta mengevaluasi sejauh mana pemberdayaan komite sekolah dilakukan pada berbagai aspek di sekolah. Subjek penelitian terdiri dari **11 responden**, meliputi kepala sekolah, ketua komite, sekretaris, bendahara, humas, perwakilan anggota komite kelas 1 dan kelas 6, serta perwakilan sekolah di bidang *kurikulum, kesiswaan, keuangan, dan sarana prasarana*. Penelitian ini menggunakan *metode deskriptif kualitatif*, dengan teknik pengumpulan data melalui *wawancara, dokumentasi, dan observasi*. Analisis data dilakukan melalui tahapan *pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan*. Hasil penelitian menunjukkan bahwa *komite sekolah telah diberdayakan secara efektif* dalam mendukung pengelolaan *kurikulum, keuangan, sumber daya manusia, serta sarana dan prasarana*. Namun, *peran komite sekolah dalam bidang kesiswaan* masih belum optimal dan menunjukkan kontribusi yang terbatas. Hal ini mengungkapkan bahwa meskipun komite sekolah telah memberikan kontribusi signifikan pada beberapa bidang, masih diperlukan upaya untuk *memperkuat keterlibatan komite dalam mendukung pengembangan siswa secara lebih menyeluruh*. Implikasi dari penelitian ini menekankan pentingnya *penguatan peran*



1. Introduction

Education plays an essential role in national and state life (Mathebula, Runhare, & Marishane, 2021). This is in accordance with Law No. 20 of 2003 concerning the National Education System (Sisdiknas), Article 3, which states that national education is a means to develop skills and values to build civic life with the goal of nurturing students' potential so that they believe in and are devoted to God Almighty, have noble character, and become healthy, knowledgeable, competent, creative, independent (Shi, Lei, & Zhang, 2024), democratic, and responsible citizens. Therefore, national education is a shared responsibility to be carried out democratically and collectively to achieve the goals of national education.

The Ministry of Education and Culture has issued Decree No. 044/U/2002 concerning Education Boards and School Committees. This decree serves as a strong legal foundation to optimize school committees as a supporting sector in the implementation of education. This is further supported by Government Regulation No. 17 of 2010 on the Management and Implementation of Education, which states that the school committee functions to improve the quality of educational services provided by staff, facilities, infrastructure, supervision, management, support, and monitoring at the school level. Furthermore, Ministerial Regulation No. 75 of 2016 concerning School Committees defines the school board as an independent organization consisting of parents/guardians, school community members, and community figures who are concerned with education. In terms of composition, the regulation allows up to 50% parents/guardians, 30% community leaders, and 30% education professionals, depending on local conditions.

SD Juara Yogyakarta is a private elementary school that has a School Committee. Based on observations conducted from January 1 to February 29, 2020, data showed that the school committee runs programs involving parents. These include "Ayah Juara" and "Bunda Juara," which are parenting discussions addressing parental roles and Islamic values. However, these parent associations still operate within individual class groups rather than as an integrated community at the school level. The school committee at SD Juara Yogyakarta consists of 21 members out of 145 parents, all of whom are parents only. One of the main challenges is low parental involvement, with participation reaching only 30% according to the committee chairperson. Yet, Article 2 Paragraph 3 of Ministerial Regulation No. 75 of 2016 stipulates that school committees must carry out their duties independently, professionally, and responsibly, to support education as a sector that facilitates school implementation.

The purpose of this study is to analyze the implementation of the empowerment of the school committee's role as a supporting sector in educational management at SD Juara Yogyakarta in 2021. This study seeks to examine how the school committee functions as a participatory body that bridges communication between the school, parents, and the community. It aims to determine the extent to which the committee contributes to planning, implementation, and evaluation of educational programs. The research also focuses on how empowerment strategies are applied to enhance the committee's active involvement in decision-making. Attention is given to the effectiveness of collaboration between the committee and school leaders in achieving shared educational goals. The study further explores the committee's role in mobilizing community resources to support school development. In addition, it identifies internal and external factors that influence the success of committee empowerment. The findings are expected to reveal the level of awareness and commitment of stakeholders toward participatory school management. Moreover, the study analyzes the challenges faced in implementing

empowerment policies within the school environment. Ultimately, it provides recommendations for strengthening the school committee's capacity as a strategic partner in improving education quality.

2. Methods

This research employed a qualitative approach to explore the empowerment of the school committee's role in educational management at SD Juara Yogyakarta. According to Sugiyono (2015), qualitative research views the researcher as the main instrument, utilizes triangulation in data collection, applies inductive data analysis, and emphasizes meaning rather than generalization. In line with Moleong (2014), qualitative research seeks to describe and interpret the experiences of research subjects—such as their behaviors, perceptions, motivations, and actions—within natural contexts. The data were collected through observation, interviews, and documentation, with observation and interview guidelines serving as the main instruments. Data analysis followed the interactive model of Miles and Huberman, which involves four systematic stages: data collection, data reduction, data display, and conclusion drawing. The process was conducted continuously until the data reached saturation, ensuring the credibility and trustworthiness of the findings.

The research design included detailed planning of data sources, instruments, and analytical procedures to obtain in-depth insights into the implementation of empowerment. The subjects of this research consisted of school principals, teachers, school committee members, and parents actively involved in school activities. Observations were carried out within the school environment to understand real interactions and practices of committee empowerment. Interviews were conducted to explore perceptions and experiences related to the committee's roles and functions, while documentation provided supporting evidence from official records, meeting notes, and school reports. The validity of the data was ensured through triangulation of sources and techniques. The study was conducted over several months in 2021, allowing for comprehensive exploration and reflection on the empowerment processes and their implications for educational management improvement.

3. Results and Discussion

Results

The empowerment of the SD Juara Yogyakarta school committee in the curriculum aspect reflects its active contribution to improving the quality of learning. The committee provides constructive feedback to teachers regarding curriculum design, lesson plans, and the relevance of learning materials to students' needs. Through regular meetings and coordination, the committee helps ensure that school programs remain aligned with the expectations of parents and the broader community. This participatory approach allows the school to adapt its curriculum dynamically to changing educational demands and social conditions. Moreover, the committee functions as a communication bridge between the school and society, ensuring that local wisdom and community values are reflected in the learning process. By assisting in the dissemination of school programs, the committee also helps increase public awareness of the school's vision and mission. Such collaboration enhances transparency, encourages shared responsibility, and strengthens the sense of ownership among stakeholders. Consequently, the committee's involvement in curriculum management serves not only as a form of support but also as a strategic component in achieving holistic educational outcomes.

An interview with the Principal of SD Juara Yogyakarta on October 20, 2020, revealed that the school committee faces challenges in fulfilling its role. Most parents are not actively involved, and even those receiving educational scholarships from the foundation often neglect school activities intended to guide parents. According to the principal, the committee plays a crucial role and is highly needed. Structurally, however, the committee only consists of parents, and its contribution to school funding remains limited. SD Juara is supported by the Rumah Zakat Foundation, an organization managing zakat, infaq, and sadaqah. Nevertheless, according to Government Regulation No. 17 of 2010, one of the school committee's functions under Article 192 Paragraph 3 is to act as a supporting agency that assists in the implementation of education. An interview with the School Committee Chairperson on

November 26, 2020, revealed that the committee's role as a bridge for communication between parents and the school has been functioning effectively. The committee participates in annual meetings, routine school program meetings, social activities, fundraising efforts, school performance evaluations, and parenting workshops. This aligns with Law No. 20 of 2003, Article 56 Paragraph 3, which states that the school committee functions to improve the quality of educational services, and can provide insight and advice regarding curriculum, facilities, finance, human resources, and student affairs.

In the financial aspect, the school committee demonstrates strong empowerment through its active role in managing and overseeing financial planning and implementation. The committee's participation in approving the School Revenue and Expenditure Budget Plan (RAPBS) reflects a transparent and accountable financial management process. Beyond this, the committee independently seeks donors and external funding sources to support various school activities and development programs. Such initiatives not only alleviate the school's financial burden but also foster community trust and involvement in education (Ezenwaji, Otu, Ezegbe, Okide, & Eseadi, 2019). The empowerment of the committee in financial management also includes monitoring the use of school funds to ensure efficiency and compliance with regulations (Ilarionova, 2025). Through this role, the committee promotes ethical financial practices and strengthens public confidence in the institution. Additionally, by engaging in financial decision-making, the committee helps prioritize expenditures that directly enhance the quality of education (Chand & Deshmukh, 2019), such as teaching materials, student welfare, and teacher development. This empowerment fosters a collaborative financial culture where transparency, accountability, and participation are deeply institutionalized.

The empowerment of the school committee in the human resources aspect is evident in its proactive involvement in supporting staff development and motivation. The committee assists the school in identifying and recruiting competent training facilitators to improve teacher professionalism and managerial capacity (Halik et al., 2019). It also helps monitor teacher and staff performance by providing feedback based on observations and community input (Montaperto & Henderson, 2017). Furthermore, the committee organizes social programs that strengthen the school's relationship with the community while fostering a supportive and inclusive environment for both staff and students. Participation in extracurricular activities, such as competitions or community service programs, further reflects the committee's concern for holistic human development within the school. Through these initiatives (Teng et al., 2023), the committee contributes not only to the technical improvement of human resources but also to the cultivation of moral and social values in the school culture. The committee's empowerment in this domain ensures that educational implementation is not solely the responsibility of teachers but a shared endeavor involving all stakeholders (Sahagia, 2024). Consequently, this collaboration promotes a more dynamic, responsive, and sustainable educational ecosystem.

Empowerment in the facilities and infrastructure aspect highlights the committee's significant contribution to maintaining a conducive learning environment at SD Juara Yogyakarta. The committee actively participates in planning and monitoring the procurement of educational facilities to ensure that resources are used efficiently and equitably. It also plays a supervisory role in evaluating the condition and functionality of school infrastructure, including classrooms, learning equipment, and sanitation facilities. By collaborating with the school management, the committee helps prioritize improvements that directly enhance student comfort and safety (Segal, Ward, Steed, Mehra, & Krishnan, 2025). The committee's participation also extends to mobilizing community resources for facility development, reflecting a spirit of collective responsibility. This involvement strengthens accountability and ensures that infrastructural development aligns with the school's educational objectives. Moreover, by engaging in continuous evaluation (Mitamura, Iwami, Mitani, Takeda, & Takatsuki, 2015), the committee helps identify maintenance needs early and supports long-term sustainability plans. Through this empowerment, the committee becomes not only a partner in decision-making but also a catalyst for ensuring the physical readiness of the school to deliver quality education.

In contrast to other aspects, the school committee's empowerment in the student affairs domain is still limited and requires further development (Keating, 2015). Although the committee occasionally

participates in school events or student achievement recognition (Elder & Kuja, 2019), its involvement in systematic monitoring, assessment (Kayege & Manaseh, 2025), and evaluation of student learning outcomes remains minimal. This limitation arises partly from the perception that academic evaluation is solely the responsibility of teachers. As a result, the committee's potential to contribute insights regarding student needs, learning motivation, and character development has not been fully utilized. Strengthening empowerment in this area would involve establishing more structured collaboration between the committee (Michaeli et al., 2025), teachers, and parents in tracking student progress. Furthermore, by taking a more active role in extracurricular supervision and student welfare programs, the committee could help promote balanced academic and moral growth. Increasing empowerment in student affairs would ultimately reinforce the committee's holistic contribution to school management and ensure that the empowerment process encompasses all aspects of education—from planning and funding to student achievement and character formation.

Discussion

The empowerment of the school committee in curriculum management demonstrates the effectiveness of participatory educational governance, where collaboration between the school and the community creates more inclusive and responsive learning programs. Through active involvement in providing input and feedback (Cornu, Abduvahobov, Laoufi, Liu, & Séguy, 2023), the committee ensures that school planning aligns with the aspirations and needs of students and parents. This participatory approach promotes transparency and mutual trust, as decisions regarding curriculum implementation are not made solely by educators but through collective deliberation. The committee's contribution in disseminating curriculum-related information also strengthens community understanding of the school's academic direction (Maskey et al., 2023). This process helps to bridge the gap between policy and practice by integrating local wisdom, values, and community expectations into educational content (Delgado, Coelho, Carvalho, Duarte, & Moreira, 2024). In this sense, curriculum empowerment becomes a manifestation of democratic school governance, where stakeholders share responsibility for educational success. As a result, learning becomes more contextual, meaningful, and oriented toward character formation as well as intellectual development.

Financial empowerment of the school committee reflects a mature level of transparency and accountability in school management (Manara, 2024). The committee's participation in reviewing and approving the School Revenue and Expenditure Budget Plan (RAPBS) ensures that financial decisions are made collaboratively and based on mutual consent. Beyond administrative functions, the committee actively mobilizes external resources (Koçyiğit & Çetinkaya, 2020), including community donations and private sector support, to strengthen the school's financial stability (Schlesselman et al., 2015). This empowerment reduces dependency on limited school funds and encourages a culture of collective contribution. Furthermore, financial oversight by the committee serves as a safeguard against misuse of funds, promoting ethical financial management practices (Masue & Askvik, 2017). The transparent financial process also reinforces public confidence in the school's credibility and strengthens its reputation as a trustworthy educational institution (Slamet, Yanto, Wardani, & Yulianto, 2023). By institutionalizing accountability, the committee helps create a sustainable financial ecosystem that directly supports teaching quality, student welfare, and infrastructure development. Ultimately, financial empowerment not only enhances resource availability but also deepens stakeholder engagement in school progress.

Empowerment in the human resources aspect enhances the school's capacity to improve both staff competence and motivation through collaborative management. The school committee contributes by helping identify training needs (Tozoglu, 2022), recommending professional development opportunities, and facilitating partnerships with relevant institutions or trainers. This involvement ensures that teachers and staff continue to develop their pedagogical and managerial skills in line with evolving educational standards (Vivone et al., 2023). Furthermore, the committee provides moral support and recognition for staff achievements, which fosters motivation and job satisfaction. By

integrating community perspectives into human resource development, the committee also ensures that educational personnel remain responsive to societal values and expectations (Ferreira et al., 2019). This collaborative effort reflects the principles of participatory leadership and distributed responsibility, where school improvement is viewed as a shared endeavor (Wilson et al., 2017). Consequently, the empowerment of the committee in managing human resources contributes not only to performance enhancement but also to the creation of a supportive and innovative organizational culture within the school environment.

The active role of the school committee in managing facilities and infrastructure underscores the importance of shared responsibility between the school and the community in achieving sustainable development (Cavallaro, Heras, & Maskey, 2024). Through joint planning, supervision, and evaluation, the committee ensures that available facilities meet learning needs and safety standards. This collaboration promotes transparency in resource allocation and enhances the school's ability to maintain a clean (Mulatiwi, Supriadi, & Mulyanto, 2024), functional, and inspiring learning environment. Additionally, the committee helps mobilize community participation and local resources in developing or repairing school infrastructure, which reduces costs and strengthens collective ownership. The empowerment of the committee in this area also includes monitoring the maintenance process to ensure long-term sustainability and accountability (Ullo, Vivone, Taşkın, Hänsch, & Verma, 2024). By involving stakeholders in infrastructure decisions (Limson, Pagkatipun, & Abrera, 2023), the school fosters a sense of pride and belonging among parents and community members. In the long run, this empowerment supports the creation of a sustainable educational ecosystem that prioritizes both physical and pedagogical development.

Despite significant progress in other areas, the empowerment of the school committee in student affairs remains limited, signaling a need for improved collaboration and monitoring mechanisms. The committee's involvement has mostly focused on supporting extracurricular activities or providing general assistance, while systematic evaluation of student learning outcomes is still minimal. Strengthening this aspect requires a more structured role for the committee in facilitating student development programs, mentoring initiatives, and welfare support systems. Closer cooperation between the committee, teachers, and parents could enhance early detection of academic challenges and emotional needs among students. Furthermore, empowerment in student affairs should emphasize holistic development—integrating cognitive, affective, and psychomotor growth under shared supervision (Lim et al., 2023). By participating in program planning, implementation, and evaluation, the committee can help ensure that education outcomes reflect both academic excellence and character building. Therefore, optimizing empowerment in this aspect is essential to achieve a balanced, student-centered approach consistent with the principles of participatory and inclusive education.

4. Conclusion

Based on the findings and discussion, several conclusions can be drawn regarding the empowerment of the SD Juara Yogyakarta school committee. In the curriculum aspect, the committee has effectively supported educational implementation by providing constructive input to teachers, accommodating community aspirations, and helping disseminate school programs to parents and the public. In the financial aspect, the committee has actively participated in approving the School Revenue and Expenditure Budget Plan (RAPBS) and has taken the initiative to seek donors to strengthen the school's financial sustainability. These findings confirm that the committee is well-empowered in financial management and plays a significant role in ensuring transparency and accountability in school funding.

In the human resources aspect, empowerment is reflected in the committee's efforts to assist with the recruitment of training facilitators, monitor staff performance, organize social programs, and support extracurricular activities. The facilities and infrastructure aspect also demonstrates empowerment through the committee's involvement in the procurement, monitoring, and evaluation of school facilities, ensuring that the learning environment remains conducive. However, in the student

affairs aspect, the committee's contribution has not yet reached an optimal level, as monitoring, assessment, and evaluation of student learning outcomes remain limited. Overall, it can be concluded that the SD Juara Yogyakarta school committee is empowered in four key areas—curriculum, finance, human resources, and facilities and infrastructure—but still requires further development to enhance its role and effectiveness in the student affairs aspect.

Declarations

Author Contribution Statement

Raden Adji Suryo conceived the research idea, designed the study framework, and supervised the overall research process. Dian Hidayati contributed to data collection, conducted qualitative data analysis, and participated in interpreting the findings. Both authors collaboratively developed the discussion, reviewed the literature, and finalized the manuscript. All authors read and approved the final version of this paper.

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Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request. Due to privacy and ethical restrictions, interview transcripts and institutional documents are not publicly available but may be shared in summarized form.

Declaration of Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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