Enhancing Educational Quality through School Committees: Teachers' Perceptions of Curriculum Implementation

Rusi Rusmiati Aliyyah¹, Shofia Hanna Nisa²

Primary Teacher Education Department, Universitas Djuanda, Bogor, West Java, Indonesia
Email: rusi.rusmiati@unida.ac.id¹, shofiahanna23@gmail.com²

Abstract:

This study aims to analyze elementary school teachers' perceptions of the role of school committees in curriculum implementation as an effort to improve educational quality. The background to this research stems from the challenges of uneven distribution of educational quality in Indonesia, despite the implementation of various policies. This study employed a qualitative approach with thematic analysis based on the Braun & Clarke model. Thirty-five teachers participated in the study, with data collected through semi-structured interviews and analyzed using NVivo 12 software. The findings suggest that school committees play a crucial role in channeling parental aspirations, enhancing transparency and accountability in budget management, and fostering effective communication between schools and the community. However, obstacles exist, such as differing visions, weak coordination, low public literacy regarding the committee's role, and a non-participatory formation process. Nevertheless, the committees have proven to support the implementation of school programs and expand educational social networks. This study's original contribution lies in emphasizing teacher voice as a key indicator in assessing the effectiveness of participatory governance. These findings offer strategic implications for enhancing collaboration among schools, parents, and the community in improving the quality of elementary education.

Keywords: *Teacher Perception, School Committee, Education Quality, Curriculum, Accountability*

Abstrak:

Penelitian ini bertujuan untuk menganalisis persepsi guru sekolah dasar terhadap peran komite sekolah dalam implementasi kurikulum sebagai upaya peningkatan mutu pendidikan. Latar belakang penelitian ini berangkat dari tantangan kualitas pendidikan di Indonesia yang masih belum merata meskipun berbagai kebijakan telah diterapkan. Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis tematik berdasarkan model Braun & Clarke. Sebanyak 35 guru menjadi responden penelitian, dengan data diperoleh melalui wawancara semi-terstruktur dan dianalisis menggunakan perangkat lunak NVivo 12. Hasil temuan menunjukkan bahwa komite sekolah memiliki peran strategis dalam menyalurkan aspirasi orang tua, memperkuat transparansi dan akuntabilitas pengelolaan anggaran, serta menjembatani komunikasi antara sekolah dan masyarakat. Namun, terdapat hambatan seperti perbedaan visi, lemahnya koordinasi, rendahnya literasi publik terhadap peran komite, dan proses pembentukan yang belum partisipatif. Meskipun demikian, komite terbukti mendukung pelaksanaan program sekolah dan memperluas jejaring sosial pendidikan. Kontribusi orisinal penelitian ini terletak pada penekanan terhadap suara guru sebagai indikator kunci dalam menilai efektivitas tata kelola partisipatif. Temuan ini memberikan implikasi strategis bagi

peningkatan kolaborasi antara sekolah, orang tua, dan masyarakat dalam memperkuat kualitas pendidikan dasar.

Kata Kunci: *Persepsi Guru, Komite Sekolah, Mutu Pendidikan, Kurikulum, Akuntabilitas*

INTRODUCTION

Efforts to improve the quality of education in Indonesia continue to be strengthened through policies that emphasize participatory governance at the education unit level (Annahar et al., 2023; Romlah et al., 2023; Rosser, 2023). One of the important instruments is the school committee, which functions as an independent institution to provide consideration, support, supervision, and serves as a communication liaison between the school and the community (Chigeda et al., 2022; Karakose et al., 2021; Rasheed & Rashid, 2024). Permendikbud Number 75 of 2016, as explained in Aini Safitri's (2022) research, affirms the role of school committees in promoting transparency, accountability, and public engagement. However, the reality on the ground, especially at the elementary school level, reveals challenges in the form of limited capacity and miscommunication between stakeholders. In this context, teachers become strategic actors in assessing the effectiveness of the committee's role, particularly in terms of support for curriculum implementation (Janke et al., 2021; Lin et al., 2022; Verge, 2021). Therefore, understanding teachers' perceptions is essential to assess the extent to which participatory education governance can run optimally at the elementary school level, as well as to map improvement strategies that are more contextual and adaptive to local dynamics.

Previous studies have highlighted the relevance of school committees in supporting the quality of education. Type *Overlapping Spheres of Influence* from Epstein (2018), emphasizing the importance of family, school, and community collaboration. Research in Kenya and South Africa indicates that community-based school governing bodies can enhance transparency and improve learning outcomes despite operational constraints (Digale & Kamau, 2023; Mbii et al., 2020). At the global level, other research identified resource constraints, symbolic engagement, and lack of capacity as key challenges (Adhikari et al., 2020; Braun & Busuioc, 2020; Edwards et al., 2021). In Indonesia, studies still predominantly focus on organizational structures or parents' perspectives, while the view of teachers as the primary actors in learning is rarely explored in depth (Aini Safitri & Ahmad Fauzi, 2022; Annahar et al., 2023; Hashim et al., 2023). This gap underscores the importance of research that focuses on teacher voice in evaluating the effectiveness of school committees.

The core problem of this study is the limited understanding of how elementary school teachers perceive the role of committees in supporting curriculum implementation. Normatively, committees are expected to play a role in planning, supervising, and evaluating learning. However, it is unclear whether their presence truly makes a significant contribution to the teaching and learning process, the provision of resources, and communication with parents, or whether it remains limited to administrative roles. This question is crucial for explaining

the extent to which the committee's functions are running according to its mandate, as well as identifying aspects that need improvement to enable the committee to become a truly strategic partner of the school.

The significance of this study lies in the emphasis on teachers' perceptions, which have been less highlighted in the study of the effectiveness of school committees. If the literature emphasizes more regulative aspects or parental involvement, then this study offers a new perspective by positioning teachers as central actors in the implementation of educational policies. Academically, this research enriches the treasure of literature on participatory education governance in the context of decentralization in Southeast Asia. Meanwhile, the research findings can serve as a strategic reference for policymakers, principals, and school committees in improving partnership patterns that are more effective, adaptive, and responsive to the learning needs of elementary school students.

This study aims to explore the perception of elementary school teachers regarding the role of committees in curriculum implementation. The primary focus is on how teachers interpret the committee's contribution to building communication with parents, maintaining budget transparency, supporting academic policies, and strengthening school governance. Additionally, this study examines the challenges of coordination between teachers and committees, as well as the strategies employed to overcome them. With a qualitative approach and thematic analysis, this study aims to explore the patterns of findings from the perspective of teachers, producing a comprehensive and reflective picture of the dynamics of community participation in the management of basic education.

RESEARCH METHOD

This study employs a qualitative approach, focusing on teachers' perceptions of the role of school committees in curriculum implementation as a means to enhance the quality of education (Buschle et al., 2022; Mezmir, 2020; Santos et al., 2020). Qualitative design was chosen because it can capture social reality in depth, especially for phenomena that are understood through the subject's perspective. The research was conducted at SD Amaliah Bogor, a strategic context because it involves school committees in the development of curriculum policies. This type of research is oriented towards a perception study, in which teachers' understanding of the school committee is examined through their own experiences and assessments (Alhazmi & Kaufmann, 2022; Bryda & Costa, 2023; Monaro et al., 2022). Theoretically, the foundation of this research is rooted in the concept of Overlapping Spheres of Influence (Epstein, 2018), which emphasizes the importance of synergy among schools, families, and communities. This approach is relevant because it allows researchers to analyze collaborative interactions between teachers and committees in the context of curriculum implementation in a participatory manner.

Data collection was conducted through semi-structured online interviews via Zoom over five consecutive days, from November 21 to 25, 2024. Each interview session involved seven teachers with an average duration of 30 minutes per person. The respondents consisted of 35 teachers who taught at SD Amaliah Bogor. Prior to conducting the interview, the question guidelines have been

validated by expert validators to ensure their clarity and suitability in relation to the research objectives. The focus of the interview encompasses five main aspects: the urgency of establishing the school committee, the challenges it faces, the perceived benefits, the committee's involvement strategy, and recommendations to strengthen the role of the school committee. To maintain the credibility of the data, the researcher employed a strategy of *member checking*, *Peer Debriefing*, and *Source triangulation*, which documents the entire research process (Busetto et al., 2020; Donkoh, 2023; Köhler et al., 2022). The complete profile of the respondents is presented in Table 1.

Table 1. Respondent Profile

Category	Sub-Categories	Frequency	Percentage (%)
Gender	Woman	23	66
	Man	12	34
Teaching Experience	1–10 years	1	3
	11–20 years	17	48,5
	≥21 years old	17	48,5
Final Education	Bachelor (S1)	34	97
	Master (S2)	1	3
	Doctor (S3)	0	0

The analysis technique used in this study is thematic analysis as developed by Braun & Clarke, which consists of six stages: (1) familiarizing yourself with the data, (2) generating initial code, (3) searching for themes, (4) reviewing themes, (5) naming themes, and (6) compiling reports. This technique was chosen because of its flexibility in identifying thematic patterns that emerge from qualitative data in a systematic manner (Alam, 2021; Kalpokas & Radivojevic, 2022; Wahab, 2024). The entire analysis process is conducted deductively using NVivo 12 software, which facilitates coding and data visualization (Alam, 2021). Data reduction is achieved by filtering relevant information based on the research focus, which is then presented in narratives and thematic graphs. Researchers maintain the credibility of the findings by implementing validation through process triangulation, reflection with experts (peer debriefing), and clarification of results with informants (member checking) (Maxwell & Levitt, 2023; Motulsky, 2021; Riazi et al., 2023). This procedure yields results that provide an in-depth and representative interpretation of teachers' perceptions regarding the role of school committees in enhancing the quality of education.

RESULT AND DISCUSSION
Result
School Committee Urgency

The results of the study indicate that the urgency of establishing a school committee encompasses five complementary subthemes. First, it serves as a channel for parents' aspirations, accommodating ideas, criticisms, and complaints regarding the school's progress. Second, as an active participant in the preparation of the School Revenue and Expenditure Budget Plan (RAPBS), which ensures the disclosure of public information. Third, as a driver of community commitment through the involvement of various social elements in supporting the implementation of education. Fourth, as a consideration body in school decision-making, especially in terms of policies and facility development. Fifth, as a support

for improving the quality of education through the active involvement of parents and the community. Thus, the school committee is not only present as a symbolic institution, but also plays a strategic function in strengthening educational governance. This urgency is even more apparent when seen in Figure 1, which maps the five subthemes.
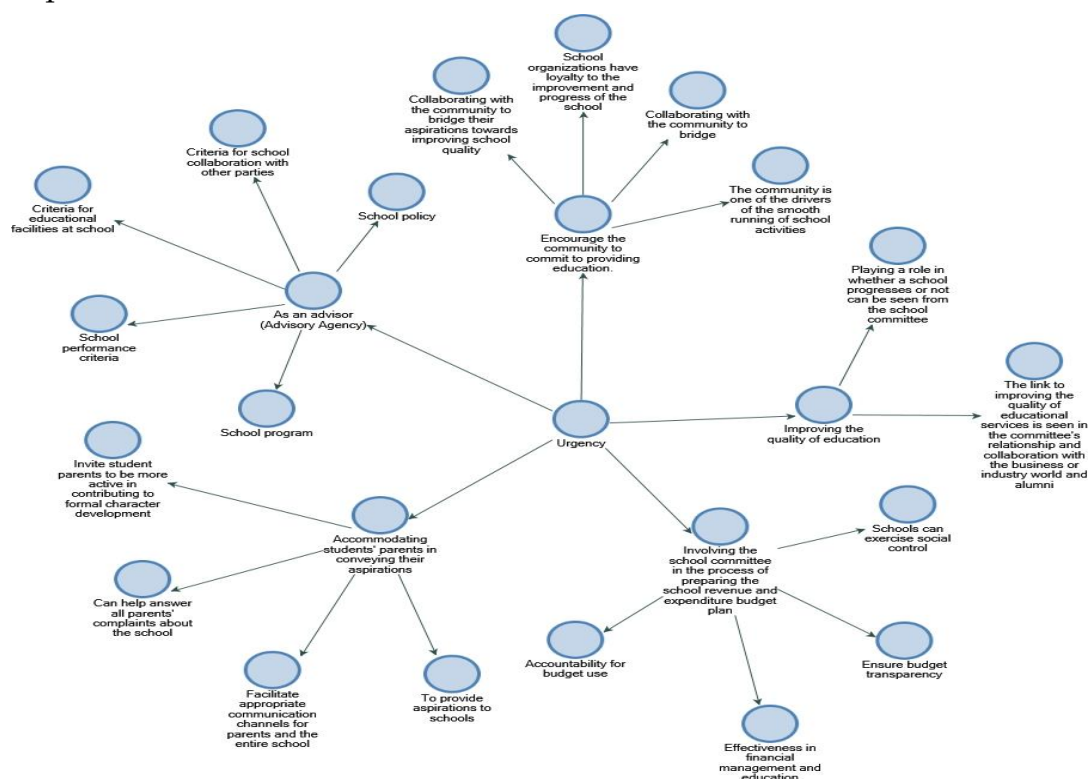

Figure 1. School Committee Urgency

The school committee serves as a two-way communication forum that bridges the interests of the school with those of its parents. Teacher 1 emphasized that the committee is important because it can accommodate parental input regarding students' progress, while Teacher 2 added that the committee is the right channel to respond to parents' complaints. Teacher 6 emphasized that parental involvement through the committee also encourages active contributions in strengthening students' character. From a financial perspective, Teacher 3 emphasized that the committee's involvement in preparing the RAPBS strengthens the mechanism of public supervision, budget transparency, and accountability in the use of school funds. With this involvement, schools are not only more open in managing resources but also in building public trust. This confirms that the role of the committee is vital in strengthening the integrity of school governance.

In addition to their roles in communication and financial functions, school committees also play a crucial part in strengthening social networks and fostering community loyalty to schools. Teacher 4 emphasized the importance of supporting various sectors, including business and industry, to ensure sustainable quality of education. Teacher 15 added that the committee can help mediate the community's aspirations and foster a sense of belonging to the school program. As a consideration body, the committee also provides important input for school

policies, facility development, and the implementation of strategic programs. This function further strengthens its contribution to improving the quality of education through community involvement in the supervision and implementation of programs. Thus, the urgency of the school committee lies in its capacity to serve as a liaison between the school and the wider community, thereby becoming a key element in realizing transparent, accountable, and quality-oriented education governance.

School Committee Challenges

The challenges in managing a school committee can be mapped into four main sub-themes. First, align the school's principles, vision, and mission with the direction of policies and the community's needs. Second, ensuring effective coordination in the implementation of the program to prevent overlap or synchronization issues between activities. Third, increasing public understanding of the functions and roles of school committees will enable more optimal public support to be built. Fourth, related to the process of forming the committee itself, which often faces technical and structural obstacles. These four aspects are visually summarized in Figure 2, which illustrates the fundamental challenges in managing school committees.
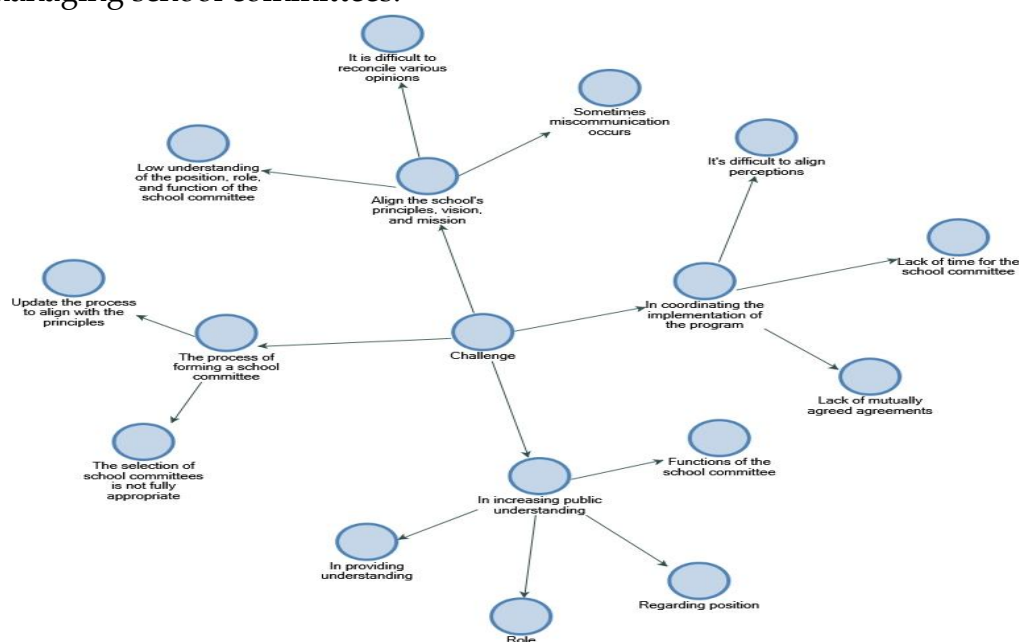

Figure 2. School Committee Challenges

Figure 2 illustrates that the primary challenge to the effectiveness of school committee work lies in differences in perceptions and inadequate coordination. Some teachers highlighted the difficulty of unifying the vision, mission, and program that had been agreed upon, which often led to miscommunication. This condition is further exacerbated by the limited understanding of the role and function of school committees, both within the school and in the broader community. Additionally, the limited time available to committee members is also an obstacle, as it reduces the intensity of communication and increases the coordination burden on the principal. Another challenge arises in the aspect of

public understanding, which remains low regarding the position and role of the committee as a participatory institution in improving the quality of education. The process of forming the committee is also considered not fully in accordance with government policy standards, because there is still a practice of direct appointment by school principals. This raises the issue of legitimacy and representation. Thus, it can be understood that the effectiveness of school committees is greatly influenced by aspects of perception, coordination, public understanding, and more democratic and accountable governance of formation.

School Committee Benefits

The study's results indicate that the existence of school committees offers several important benefits in supporting educational governance. First, the committee plays a role in ensuring the implementation of school programs that require parental support and participation. Teacher 1 emphasized that the committee is very helpful in implementing programs that require direct parental contributions. In contrast, Teacher 2 added that the committee supports the achievement of the school's vision and mission. This role emphasizes that the school committee is not only a complement, but a strategic partner in advancing the school organization. The committee serves as a link between the policies developed by the school and the genuine involvement of parents and the community in their implementation. This practical role further strengthens the committee's contribution to the effectiveness of education delivery, as shown in Figure 3.
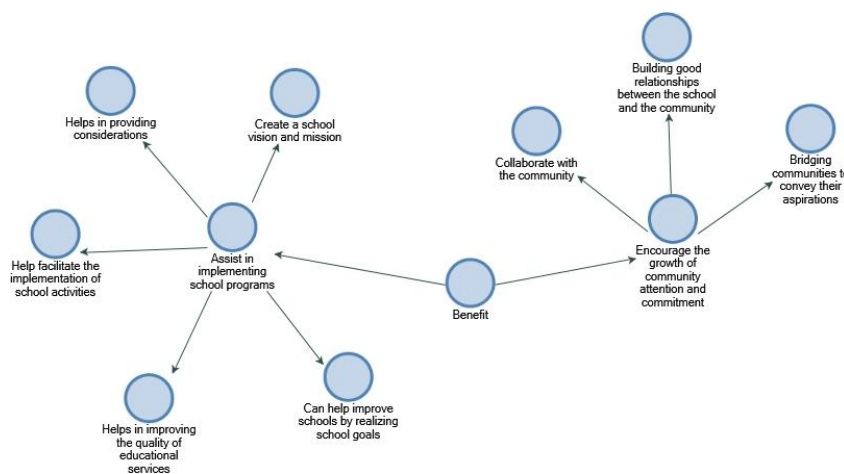

Figure 3. School Committee Benefits.

In addition to supporting internal programs, school committees also provide broader benefits by encouraging community involvement in educational activities. Teacher 3 mentioned that the committee was able to encourage active community participation in supporting superior education, while Teacher 5 emphasized the importance of building good relationships between schools and residents. Teacher 7 added that the committee functions as a facilitator of the school's communication with the broader community. This indicates that the committee plays a significant social role, specifically in expanding the community support network for schools. With this role, the school gains legitimacy and moral

support from its environment, ultimately strengthening its presence in the community.

In addition to internal and social aspects, the benefits of the school committee also include contributing to the improvement of educational governance. With a committee, schools can be more accountable in formulating programs, implementing policies, and building productive external relationships. The committee acts as a bridge that not only connects schools with parents, but also with other stakeholders such as the business world, religious institutions, and local governments. The role of the committee in building this network allows schools to obtain wider support of resources, both material and non-material. These findings confirm that the benefits of school committees extend beyond parental involvement, shaping a more inclusive, transparent, and participatory educational ecosystem.

School Committee Management Strategy

The study's findings show that the school committee's management strategy emphasizes the importance of aligning the school's vision and mission with that of the committee. Teacher 1 emphasized the need for regular coordination, information disclosure, and uniformity of objectives so that the committee can work effectively. Teacher 3 added that management strategies should focus on strengthening two-way communication, including providing feedback to teachers, recognizing the potential of the community, and mobilizing education volunteers. This indicates that the primary strategy is to foster productive communication that can strengthen the relationship among the committee, the school, and the community. Through regular coordination, the school's vision and mission can be understood and effectively implemented together, thereby reducing the likelihood of miscommunication. This strategy confirms that the success of school committee management is highly dependent on planned and consistent collaboration, as visualized in Figure 4.

In addition to coordination, the study's results also emphasized that an important strategy for strengthening the role of school committees is the preparation of standardized work procedures through Standard Operating Procedures (SOPs). Teacher 2 emphasized the need for committee involvement in school work meetings, while Teacher 11 added that committees can also play a role in teacher training and performance assessments. Teacher 5 highlighted the deliberation atmosphere as a means to reduce the potential for conflict. In contrast, Teacher 4 emphasized the contribution of the community that cannot be separated from the school program. Teacher 6 emphasized the need for regular evaluation of parents' aspirations so that policies can be more responsive to their needs. The strategy demonstrates that formal rules become an important guideline for the committee in carrying out its functions, thereby evolving its role from an administrative to a substantive one.
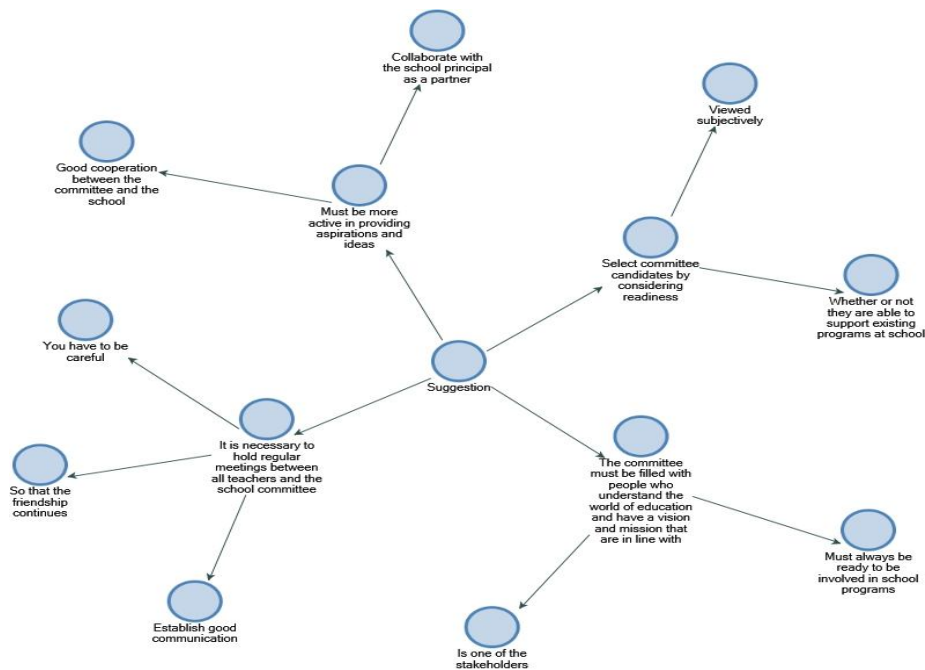
Figure 4. School Committee Management Strategy

On the other hand, committee management also demands the optimization of resources. The views of Teacher 8 and Teacher 9 highlight the importance of strengthening school management, developing the curriculum, improving facilities, and effectively managing infaq funds. This confirms that the success of the committee is determined by the integration of managerial, participatory, and social aspects, as well as its ability to build productive partnerships.

School Committee Strengthening Suggestions

The study's results showed that teachers provided several suggestions to enhance the effectiveness of school committees. One of the key aspects is the selection of administrators who possess a deep understanding of the education world and a vision that aligns with the school's goals. Teacher 1 emphasizes the importance of selecting individuals who have competence and commitment, while Teacher 15 adds the need for active involvement in each program. Teacher 2 suggested holding regular meetings as a means of communication and mutual evaluation, while Teacher 5 highlighted the importance of intensive communication to prevent misunderstandings. These suggestions affirm that the quality of the individuals selected, as well as an intensive communication culture, are key to the success of the school committee. The implementation of this recommendation will strengthen the legitimacy and role of the committee as a strategic partner for schools, as shown in Figure 5.
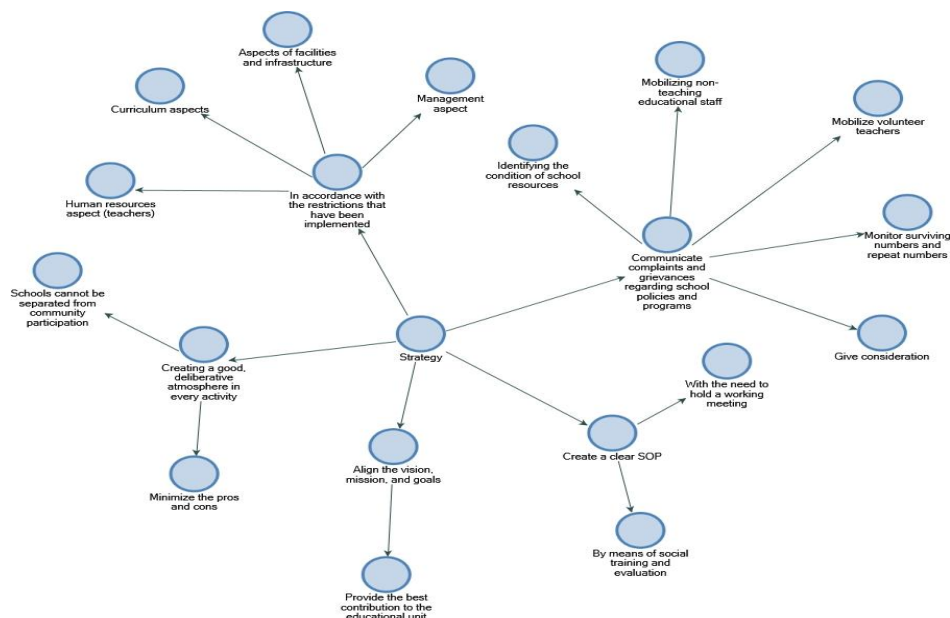
Figure 5. Suggestions in School Committee Management

Building on the exposure shown in Figure 5, it can be seen that the effectiveness of the school committee not only depends on the selection of administrators but also on the principal's involvement in each program. The presence of the principal is considered to strengthen coordination, increase the legitimacy of decisions, and ensure the alignment of committee activities with the school's vision and mission. On the other hand, the leadership capacity of the committee chairman is also an important concern. A visionary leader with strong managerial skills and effective communication will be better able to foster synergy among teachers, parents, and the community. Therefore, leadership training is seen as a strategic step to strengthen the institutionalization of the committee. Another suggestion that emerged was to increase synergy and transparency through information disclosure, community engagement, and intensive two-way communication between committees and schools. This approach is believed to foster public trust, expand participation, and minimize conflicts.

Discussion

This research highlights the significance of school committees as strategic partners in facilitating curriculum implementation and improving the quality of education in elementary schools. This role aligns with the research focus, which is to examine teachers' perceptions of the committee's contribution to participatory governance in education. In the context of Indonesian education, which continues to face challenges of quality inequality and community participation, the results of this study are significant. The school committee not only functions administratively, but also as a liaison between the school, parents, and the community. This position places the committee as the driving force for accountability, transparency, and collaboration in the implementation of education. Based on the importance of these findings, the following discussion will be analyzed thematically through a theoretical and comparative approach, drawing on previous studies from national and international contexts.

The Urgency of School Committees in Elementary Curriculum Implementation

The findings of this study underscore the crucial role of school committees as platforms for community engagement in education. The committee serves as both an administrative entity and a platform for building communication, strengthening accountability, and promoting transparency in school management. As autonomous bodies, they play a central role in supporting and improving the quality of educational services (Hashim et al., 2023). Furthermore, the latest international literature confirms that meaningful parental involvement can enhance student participation and lend legitimacy to the quality of schools (Yang et al., 2023). In fact, Barrera-Osorio et al found that providing proper information to parent associations can reduce student disciplinary actions by up to 24% due to increased trust and engagement (Barrera-Osorio et al., 2020). This emphasizes that an active and transparent school committee is not just a symbol, but a strategic pillar to strengthen education governance through meaningful community participation.

Challenges in Committee Management for Elementary Curriculum Implementation

Despite playing an important role, school committees often face serious challenges, ranging from differences in vision to a lack of understanding among members and weak coordination. Without equalization of goals and adequate understanding, committee involvement risks being only symbolic. Limited community participation and insufficient understanding of educational processes among committee members further hinder optimal performance (Bina Tieng'o, 2020; Ihmeideh et al., 2020). In addition to the limitation of human resources in the school environment, the potential influence of personal or affiliated interests on the committee's decision-making can also compromise the committee's independence and effectiveness (Adhikari et al., 2020; Braun & Busuioc, 2020; Natow & McCaw, 2024). International studies show that barriers such as limited time, access, and knowledge also limit parental active involvement (Guo & Zhao, 2025). Other research confirms that parental involvement directly supporting the learning process is more effective in improving academic outcomes (Mocho et al., 2025). This means that the capacity and synchronization of the committee members' vision need to be strengthened so that their functions are truly optimal.

Benefits of School Committees in Elementary Curriculum Implementation

Alongside these challenges, the research findings show a range of tangible benefits associated with the existence of a school committee. The committee supports budget preparation, policy development, and expanding partnerships with the community and the business world. By facilitating community involvement, committees foster education systems that are responsive to societal needs and aspirations (Berhanu & Gobie, 2023; Girbés-Peco et al., 2020). Concrete evidence has shown that parental involvement strengthens student engagement and community participation. Evidence from Nepal suggests that school management committees can significantly enhance both the quality and equity of education (Puri & Chhetri, 2024). A similar trend is observed in Finland, where parental involvement tends to decline as children age; therefore, proactive

intervention from committees is essential to maintain participation (Koivuhovi et al., 2025). Thus, the benefits of school committees include managerial aspects and social networks, which ultimately support the creation of quality education as a whole.

Strategies for Managing School Committees in Elementary Curriculum Implementation

The management strategy must be inclusive and systematic for the school committee to function optimally. The study's findings suggest the importance of equalizing vision-mission, drafting SOPs, and open communication. Best practices at the global level also emphasize the importance of clear leadership, a positive school culture, and a framework that fosters genuine interaction between parents and school staff. Studies confirm that open communication and creative partnerships between schools and communities can encourage productive parental involvement (De Jesus & Jutara, 2024). Meanwhile, Goodall, through a practice theory approach, shows that fundamental interactions can form a stronger social structure (Goodall, 2025). This means that the committee's management must be oriented towards active collaboration and provide a formal structure to ensure the committee's functioning is sustainable and impactful.

Suggestions for Managing Committees in Elementary Curriculum Implementation

Practically, the election of school committee members should be carried out democratically by prioritizing the integrity of education. Regular meetings, active communication, and adhering to the principles of transparency and accountability must be a core part of the work culture. Democratic election processes, whether through deliberation or open voting, are crucial for ensuring legitimacy, representativeness, and accountability (Andrews & Glendinning, 2024; Cerveny et al., 2022). Effective coordination and communication between school leaders and committee members are also critical for aligning school programs with community needs (K. L. Taylor & Colet, 2023; M. R. Taylor et al., 2024). This is supported by international research, which shows that effective school leadership fosters environments conducive to parental engagement and improved student outcomes (De Jesus & Jutara, 2024; Yang et al., 2023). However, some argue that providing grants with more accurate information is more influential in increasing parental involvement (Barrera-Osorio et al., 2020). Therefore, the success of school committees as strategic partners in education is highly dependent on the election of credible members, periodic communication, and the application of strong governance principles to realize superior and inclusive education.

This research contributes to the development of Islamic education management practices by emphasizing the importance of collaboration between schools, parents, and the community through the strategic role of school committees. These findings demonstrate that participatory governance, which prioritizes deliberation, transparency, and accountability, can be effectively implemented in primary schools as part of strengthening collective values in Islamic education. School principals and madrasah policymakers can utilize these results to establish a collaborative management system that is responsive to

community aspirations, thereby increasing public trust in Islamic educational institutions. Theoretically, this research expands the horizon of Islamic education management development by integrating the principles of community participation into curriculum management. School committees are positioned as part of a stakeholder-based management system relevant to contemporary Islamic education. These findings reinforce the idea that Islamic education management not only relies on bureaucratic structures but also emphasizes the value of shura (deliberation), amanah (responsibility), and hisbah (social supervision) in decision-making practices. Thus, this study enriches the literature on collaborative governance practices in community-based Islamic educational institutions.

Through the discussion above, this study demonstrates that the school committee occupies a strategic position as a bridge between the school's interests and the community, as well as an important instrument in implementing an accountable and participatory curriculum. This role aligns with the theory of social involvement and collaborative education governance, which emphasizes the importance of synergy between actors in enhancing the quality of educational services. Based on the existing findings, it is evident that the presence of school committees not only enhances the legitimacy of the program but also creates a broader space for community participation in supporting its implementation. To enrich the study, future research is suggested to expand the scope by examining the role of committees in madrasas, private schools, or communities with limited access to education, as well as presenting diverse perspectives from stakeholders. Thus, school and committee partnerships can continue to be developed into adaptive and reflective relationships that respond to social dynamics, promoting inclusive and sustainable quality of education.

CONCLUSION

This research confirms that school committees have a strategic role in supporting the implementation of the curriculum in elementary schools through strengthening accountability, transparency, and communication between schools and the community. The findings suggest that the existence of functionally managed committees significantly contributes to effective program planning, efficient budget management, and increased public participation in education. However, the effectiveness of this role is still hindered by challenges such as weak coordination, limited understanding, and a lack of meaningful community involvement. This condition necessitates the implementation of more inclusive, democratic, and institutionally capacity-building-oriented management. In the context of Islamic education management development, this study emphasizes the importance of integrating participatory values, such as deliberation and trust, into education governance. Strengthening the function of the school committee has the potential to improve the quality of curriculum implementation while strengthening public trust in educational institutions as a shared responsibility.

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