

Research Article

The Influence of School Principal Leadership, School Committee Roles, and Teacher's Pedagogical Competence on the Quality of Public High School in Blora Regency

Rahmayanti Puspitasari*, Soedjono & Muhammad Prayito

Educational Management Study Program, Universitas PGRI Semarang, Semarang, Indonesia, 50125

*Corresponding Author: rahmayantipuspitasari72@guru.sma.belajar.id

ABSTRACT

This study was motivated by the low quality of public senior high schools in Blora Regency, as indicated by the decline in educational report scores on literacy, numeracy, and character indicators, as well as suboptimal academic and non-academic achievements. The main factors influencing this issue include ineffective school principal leadership, the suboptimal role of the school committee, and low teacher pedagogical competence. This research employed a quantitative approach, with a population comprising all public senior high school teachers in Blora Regency and a sample of 206 teachers. Data were collected using closed-ended questionnaires and analyzed through normality, linearity, homogeneity, and multicollinearity tests, followed by hypothesis testing using simple and multiple regression analyses. The findings indicate that school principal leadership affects school quality by 56.2% (correlation coefficient 0.749), the role of the school committee by 34.4% (correlation coefficient 0.587), and teacher pedagogical competence by 43.3% (correlation coefficient 0.658). Simultaneously, these three variables influence school quality by 61.1% (correlation coefficient 0.782). These results highlight the crucial role of school principals, school committees, and teachers in improving educational quality.

Keywords: school quality; school principal leadership; role of the school committee; teachers' pedagogical competence

1. INTRODUCTION

Education is a conscious and systematic effort to develop students' potential through a planned and structured learning process. As stated in the Republic of Indonesia Law Number 20 of 2003 on the National Education System, education aims to shape individuals with spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed for life in society, the nation, and the state. In this context, the quality of education serves as the primary indicator in assessing the effectiveness of an educational system implemented in a region.

The success of national education is closely related to school quality. Establishing high-quality schools is the aspiration of all stakeholders. According to Suryadi (2017:25), school quality refers to a school's ability to optimize educational resources to enhance learning outcomes effectively. In education, the concept of quality encompasses both educational processes and outcomes. School quality represents a school's ability to develop dynamic ideas, including input, process, output, and outcome (Danim, 2016:53). The quality of education outcomes can be observed in the education report of each school unit. According to <https://raporpendidikan.kemdikbud.go.id/download-report>, the average education report scores of senior high schools in Blora Regency are summarized in the following table:

The education report of public senior high schools in Blora Regency shows a declining trend. Ideally, the education report should be used as a reference for planning school programs in the following year. The weaknesses identified in the education report should serve as a foundation for planning improvements so that school programs are genuinely based on data from the report. However, in practice, schools formulate their programs based on considerations that are not necessarily data-driven. This condition hinders efforts to improve education quality due to inadequate planning.

The scores in the education report also impact student achievements in competitions. Data indicates that only three public senior high schools in Blora Regency consistently achieve academic and non-academic awards, while the other five rarely attain such achievements. This condition suggests that the quality of public senior high schools in Blora remains low, despite being in the same geographical area with similar societal and cultural conditions. Several studies have demonstrated

that school principal leadership plays a crucial role in creating a conducive and high-quality learning environment. Soetopo (2015:94) stated that strong and positive school leadership is a key factor in improving education quality. Wahjosumidjo (2018:94) added that school leadership includes aspects such as vision and mission formulation, academic supervision, and teacher competence development. Ponto (2024) explained that effective school leadership supporting education quality can be realized through various roles and actions, such as building a solid team, enhancing teacher competencies, and fostering relationships with the community.

Table 1. Recapitulation of Public Senior High School Education Reports in Blora

No.	School Name	Literacy			Numeracy			Character		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
1.	SMAN 1 Blora	90,00	70,00	90,00	85,00	55,00	70,00	62,12	52,61	49,99
2.	SMAN 2 Blora	100	58,33	60,00	88,89	25,00	30,00	71,99	54,10	30,00
3.	SMAN 1 Tunjungan	60,00	91,67	66,67	80,00	91,67	41,67	63,43	57,99	51,77
4.	SMAN 1 Cepu	77,78	78,57	81,82	55,56	50,00	36,36	57,99	51,27	50,55
5.	SMAN 2 Cepu	73,33	78,57	80,00	73,33	100	73,36	58,40	51,30	51,24
6.	SMAN 1 Randublatung	100	86,67	70,00	100	66,67	85,66	86,07	62,73	54,19
7.	SMAN 1 Jepon	66,67	77,78	75,00	83,33	55,56	83,33	57,73	48,45	51,52
8.	SMAN 1 Ngawen	100	100	91,67	100	100	100	72,21	65,86	52,60
	Rata-Rata	83,47	80,20	76,90	83,26	67,99	65,05	66,24	55,54	48,98

Source: <https://raporpendidikan.kemdikbud.go.id/download-report>

Besides school principal leadership, the role of the school committee is also essential in improving education quality. According to Fattah (2016:119), the school committee is a non-political and non-profit organization established through a democratic process by education stakeholders at the school level, representing various elements responsible for improving the quality of education processes and outcomes. Naziardi and Nilawati (2016:71) further emphasized that the role of the school committee includes acting as advisors, supporters, controllers, and mediators within the education system. Another critical factor is teachers' pedagogical competence. According to Mulyasa (2015:75), pedagogical competence refers to teachers' ability to manage student learning, including understanding students, designing and implementing learning, assessing learning outcomes, and facilitating student development to actualize their potential. Wahyudi (2020:23) added that pedagogical competence that supports education quality includes understanding student characteristics, applying learning theories, designing relevant teaching modules, and evaluating learning outcomes.

According to Sowiya (2016:24), quality in the context of educational outcomes refers to the achievements attained by a school within a certain period. These achievements can be academic or non-academic, such as skills, arts, and sports. Danim (2016:53) stated that education quality encompasses aspects of input, process, output, and outcome. Suryadi (2017:25) defined school quality as an institution's ability to manage educational resources to enhance the effectiveness of learning. Soedijarto (2018:112) added that education quality is influenced by education policies, the involvement of educators, and the availability of facilities and infrastructure. School principal leadership is a key factor in improving school quality. According to Mulyasa (2017:17), school principal leadership is the ability to direct and motivate educators and students to achieve educational goals. Wahjosumidjo (2018:94) emphasized that an effective school principal must have a clear vision, managerial skills, and the ability to build a positive school culture. Komariah (2017:93) illustrated four roles of effective school principal leadership: as a direction setter, change agent, spokesperson, and coach. Robbins and Judge (2018) added that good leadership is characterized by integrity, virtue, and interpersonal competence.

According to Ministerial Regulation of Education and Culture (Permendikbud) Number 75 of 2016, the school committee serves as an advisory agency, supporting agency, controlling agency, and mediator between the school and the community. Hasbullah (2017:92) stated that the school committee plays a role in policy planning, monitoring school performance, and mediating between the school and society. Renani (2018:81) added that school committees should encourage community involvement in education and ensure transparency in school management. However, in several public senior high schools in Blora, school committees have not fully executed their strategic role in supporting the improvement of education quality.

According to the Republic of Indonesia Law Number 14 of 2005 on Teachers and Lecturers, pedagogical competence is a teacher's ability to manage student learning. Mulyasa (2015:75) added that pedagogical competence includes understanding student characteristics, designing and implementing learning, and evaluating learning outcomes. Wahyudi (2020:23) explained that teachers' pedagogical competence includes aspects such as the use of technology in learning, the development of student potential, and effective and empathetic communication with students. Ministerial Regulation of National Education (Permendiknas) Number 16 of 2007 states that teachers must also master learning theories and be able

to conduct assessments that support the improvement of learning quality. Based on the literature review above, this study aims to analyze the relationship between school principal leadership, the role of the school committee, and teachers' pedagogical competence on the quality of education in public senior high schools in Blora Regency.

2. RESEARCH METHOD

The approach used in this study is a quantitative approach with a causal survey method to examine the influence between independent and dependent variables. According to Tanzeh (2016:99), a quantitative approach aims to test theories, build facts, identify relationships between variables, provide statistical descriptions, and make estimations and predictions. A quantitative research design must be structured, standardized, and systematically planned before conducting the study. In this research, a survey was conducted to gather respondents' responses regarding the influence of school principal leadership, the role of the school committee, and teachers' pedagogical competence on the quality of public senior high schools in Blora Regency. This study is an associative study. According to Sugiyono (2019:11), associative research aims to determine the relationship between two or more variables. This type of research has a higher degree of correlation compared to descriptive and comparative research, allowing for the development of theories that can be used to explain, predict, and control a phenomenon.

The research was conducted in eight public senior high schools in Blora Regency: SMAN 1 Blora, SMAN 2 Blora, SMAN 1 Tunjungan, SMAN 1 Cepu, SMAN 2 Cepu, SMAN 1 Jepon, SMAN 1 Randublatung, and SMAN 1 Ngawen. The study was conducted from August 2024 to May 2025. This research includes three independent variables: school principal leadership (X_1), the role of the school committee (X_2), and teachers' pedagogical competence (X_3), and one dependent variable: school quality (Y). The relationship between variables is illustrated in the research model as follows: X_1 = School Principal Leadership, X_2 = Role of the School Committee, X_3 = Teachers' Pedagogical Competence, and Y = School Quality.

School quality refers to a school's ability to optimize educational resources and other educational aspects to provide both academic and non-academic services that meet predetermined standards. School principal leadership is defined as the principal's ability to influence, direct, and encourage all school elements to achieve educational goals. The role of the school committee refers to the committee's function in providing support, supervision, and mediation to improve education quality. Teachers' pedagogical competence is the ability of teachers to manage learning, from planning to evaluation, to effectively achieve learning objectives. School quality is measured based on three main dimensions: school quality input, school quality process, and school quality output. School principal leadership is measured through five dimensions: personality, understanding of teachers and students, school vision and mission, decision-making, and communication. The role of the school committee is measured through four dimensions: advisory, support, control, and mediation. Teachers' pedagogical competence is measured through five dimensions: learning environment, student characteristics, learning theories and principles, learning activities, and assessment and feedback.

The population in this study consists of all public senior high school teachers in Blora Regency, totaling 426 teachers from eight schools. The sample was selected using probability sampling with Slovin's formula, resulting in a sample size of 206 teachers. The sampling technique used is proportional random sampling to ensure proportional distribution of the sample across all schools. The research instrument used is a questionnaire designed using a Likert scale to measure respondents' attitudes, opinions, and perceptions regarding the research variables. Before use, the instrument was tested for validity and reliability. According to Arikunto (2018:144-145), validity determines how well an instrument measures the intended variable. Validity testing was conducted using item-total correlation analysis with the Pearson Product Moment formula. Meanwhile, reliability was tested using Cronbach's Alpha method to assess the instrument's internal consistency.

Data was collected through closed-ended questionnaires with five answer categories based on the Likert scale. The data was then analyzed using descriptive and inferential statistical methods. The analysis prerequisites were tested through several stages: normality test using the Kolmogorov-Smirnov test to ensure the data was normally distributed, linearity test using the F-test to determine linear relationships between independent and dependent variables, homogeneity test using Levene's test to confirm homogeneous variance, and multicollinearity test using the Variance Inflation Factor (VIF) to ensure no high correlations exist between independent variables.

Hypothesis testing was conducted using simple regression and multiple regression analysis. Simple regression was used to determine the influence of each independent variable on the dependent variable, while multiple regression was used to determine the simultaneous influence of the three independent variables on school quality. The multiple regression equation used in this study is as follows: $Y = a + b_1X_1 + b_2X_2 + b_3X_3$, where: Y = School Quality, a = Constant, b_1 , b_2 , b_3 = Regression coefficients, X_1 = School Principal Leadership, X_2 = Role of the School Committee, X_3 = Teachers' Pedagogical Competence. Data analysis was conducted using SPSS program. Hypothesis testing decisions were determined based on a

significance level of $p < 0.05$. Through this research method, it is expected that findings will provide a clearer understanding of the relationship between school principal leadership, the role of the school committee, and teachers' pedagogical competence in improving the quality of public senior high schools in Blora Regency.

3. RESULTS AND DISCUSSION

This study analyzes the influence of school principal leadership, the role of the school committee, and teachers' pedagogical competence on school quality. Data was obtained through a questionnaire distributed to 206 teachers in public senior high schools in Blora Regency. The analysis results indicate that all returned questionnaires were completed objectively. Based on descriptive statistics, the school quality variable had a mean score of 97.73 with a standard deviation of 17.691. The school principal leadership variable had a mean score of 161.56 with a standard deviation of 27.717. The school committee role variable had a mean score of 103.90 with a standard deviation of 17.983. The teachers' pedagogical competence variable had a mean score of 139.54 with a standard deviation of 25.373. Factor analysis testing showed that the dimension contributing most significantly to school quality was the school quality process dimension, with an extraction value of 0.965. For the school principal leadership variable, the highest contributing dimension was decision-making ability, with an extraction value of 0.950. For the school committee role variable, the mediator dimension had the highest contribution, with an extraction value of 0.963. Meanwhile, for the teachers' pedagogical competence variable, the dimension of a safe and conducive learning environment contributed the most, with an extraction value of 0.971.

The normality test using the Kolmogorov-Smirnov method showed that all variables in this study were normally distributed, with significance values of 0.178 for school quality, 0.200 for school principal leadership, 0.196 for the school committee role, and 0.181 for teachers' pedagogical competence (all > 0.05). The linearity test indicated that the relationship between the independent and dependent variables was linear, with deviation from linearity values of 0.062 for school principal leadership, 0.101 for the school committee role, and 0.924 for teachers' pedagogical competence (all > 0.05). The homogeneity test using Levene's statistic showed that all variables had equal variance, with significance values of 0.211 for school principal leadership, 0.891 for the school committee role, and 0.699 for teachers' pedagogical competence (all > 0.05). The multicollinearity test confirmed that no high correlation occurred between independent variables, with VIF values of 2.428 for school principal leadership, 2.176 for the school committee role, and 1.861 for teachers' pedagogical competence (all < 10).

3.1 The Influence of School Principal Leadership on School Quality

The simple regression test results showed that school principal leadership had a positive and significant influence on school quality, with a regression coefficient of 0.478 and a t-value of 16.163 ($p < 0.05$). The R Square value was 0.562, indicating that school principal leadership contributed 56.2% to school quality, while the remaining 43.8% was influenced by other factors. The findings demonstrate that school principal leadership significantly influences school quality. This study aligns with previous research by Ahmad and Susanto (2020), Budiman (2019), Handayani and Prasetyo (2018), Putri and Wahyuni (2019), and Suryadi and Hidayat (2021), which emphasized that effective school principal leadership contributes to creating a more conducive learning environment. Effective school principals demonstrate strategic decision-making abilities, foster a collaborative work culture, and ensure curriculum implementation aligns with national education standards. Additionally, effective school leadership is reflected in the principal's ability to motivate educators and students to enhance their academic performance. Furthermore, school principal leadership that prioritizes school quality improvement is characterized by the ability to build harmonious relationships with various stakeholders, including teachers, students, parents, and the surrounding community. Budiman (2019) stated that school principals with transformational leadership tend to enhance school quality by introducing innovations in school management systems. Therefore, the role of school principals extends beyond administration; they must also be visionary leaders capable of directing changes and improvements in the school education system.

3.2 The Influence of the School Committee Role on School Quality

The simple regression test results showed that the role of the school committee had a positive and significant influence on school quality, with a regression coefficient of 0.577 and a t-value of 10.352 ($p < 0.05$). The R Square value was 0.344, indicating that the school committee role contributed 34.4% to school quality, while the remaining 65.6% was influenced by other factors. The school committee also plays a significant role in improving school quality. This is supported by studies from Fadillah and Kuswanto (2021), Kurniawan and Sari (2019), Ramadhan and Yuliana (2018), and Wibisono and Lestari (2019), which highlight the importance of the school committee in providing support, oversight, and mediation between the

school and the community. An optimally functioning school committee can enhance community involvement in supporting school programs through financial assistance, school policy supervision, and strategic input for school management. Research by Ramadhan and Yuliana (2018) found that schools with active school committees had higher stakeholder satisfaction levels compared to schools that did not engage their committees in decision-making. This finding suggests that school committees do not only serve as oversight bodies but also as strategic partners in school education management. Therefore, improving the effectiveness of school committees in supporting school quality can be achieved by enhancing their capacity and increasing their involvement in educational policymaking.

3.3 The Influence of Teachers' Pedagogical Competence on School Quality

The simple regression test results showed that teachers' pedagogical competence had a significant influence on school quality, with a regression coefficient of 0.459 and a t-value of 12.471 ($p < 0.05$). The R Square value was 0.433, indicating that teachers' pedagogical competence contributed 43.3% to school quality, while the remaining 56.7% was influenced by other factors. Teachers' pedagogical competence also significantly influences school quality. This finding is reinforced by research from Gunawan and Wibowo (2020), Lestari and Saputra (2021), Mahardika and Widodo (2020), and Santoso and Wijaya (2020), which assert that teachers' pedagogical competence is a key factor in creating an effective learning environment. Pedagogical competence includes teachers' understanding of student characteristics, the development of innovative teaching methods, and effective learning outcome evaluations. Teachers with high pedagogical competence can manage classrooms more effectively, create interactive learning environments, and deliver material that aligns with students' learning needs. Mahardika and Widodo (2020) revealed that teachers who apply technology-based teaching methods can increase student engagement in the learning process. This finding suggests that integrating technology into education enhances both teaching effectiveness and students' comprehension of complex concepts. Therefore, it is crucial for teachers to continuously develop their pedagogical competence through ongoing training and the use of relevant educational technology.

3.4 The Influence of School Principal Leadership, the Role of the School Committee, and Teachers' Pedagogical Competence on School Quality

The multiple regression test results showed that school principal leadership, the role of the school committee, and teachers' pedagogical competence simultaneously influenced school quality, with a determination coefficient (R^2) of 0.611 and an F-value of 105.915 ($p < 0.05$). This indicates that these three independent variables collectively contributed 61.1% to school quality, while the remaining 38.9% was influenced by other variables not examined in this study. The results of the multiple linear regression calculation are as **Table 2**.

Table 2. Summary Test of School Principal Leadership, School Committee Role, and Teachers' Pedagogical Competence on School Quality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782 ^a	.611	.606	11.111

a. **Predictors:** (Constant), Teachers' Pedagogical Competence, School Committee Role, School Principal Leadership

These findings highlight the importance of school principal leadership, school committee involvement, and teachers' pedagogical competence in improving the quality of public senior high schools in Blora Regency. By strengthening these factors, schools can enhance their overall effectiveness and educational outcomes.

4. CONCLUSION

Based on the research findings, it can be concluded that there is a significant influence of school principal leadership on the quality of public senior high schools in Blora Regency, with a contribution of 56.2% and a correlation coefficient of 0.749. The obtained regression model is $\hat{Y} = 20.459 + 0.478X_1$. This result indicates that the better the school principal's leadership, the higher the school quality. Effective school principal leadership plays a crucial role in creating a conducive academic environment and enhancing the performance of teachers and students. Additionally, the role of the school committee also has a significant influence on school quality, contributing 34.4% with a correlation coefficient of 0.587. The obtained regression model is $\hat{Y} = 37.749 + 0.577X_2$. A more active school committee, functioning as an advisory, supportive, and supervisory body in school policy, contributes to improving education quality. Teachers' pedagogical competence significantly affects school quality, contributing 43.3% with a correlation coefficient of 0.658. The obtained regression model is $\hat{Y} = 33.744$

+ 0.459X₃. Teachers with high pedagogical competence can create better learning experiences for students and enhance their academic achievements. Simultaneously, school principal leadership, the role of the school committee, and teachers' pedagogical competence influence school quality by 61.1%, with a correlation coefficient of 0.782. The obtained regression model is $\hat{Y} = 11.057 + 0.346X_1 + 0.027X_2 + 0.200X_3$. These findings indicate that these three factors collectively have a strong contribution to improving school quality.

To enhance school quality, teachers are expected to continue encouraging student achievements in both academic and non-academic fields while supporting the school principal in realizing the established vision and mission. Moreover, teachers need to improve their instructional skills through better classroom management and the implementation of innovative teaching methods. School principals should also enhance their ability to formulate and understand the school's vision and mission so that they can be effectively implemented. Additionally, collaboration with the school committee must be strengthened to ensure that it effectively functions as a controlling agency in overseeing school programs. School principals should conduct regular supervision to guide teachers in delivering effective instruction and supporting students' academic performance. The Department of Education is expected to organize training programs and professional development for school principals to enhance their capacity in formulating school visions and missions aligned with national education needs. Furthermore, the role of school committees should be strengthened by providing outreach and training to help them fulfill their function as controllers in school management. Teachers should also participate in seminars and training sessions to enhance their pedagogical competence, particularly in integrating technology into the learning process. By implementing these recommendations, it is hoped that the quality of public senior high schools in Blora Regency will continue to improve, producing high-quality graduates who meet national education standards.

REFERENCES

- Ahmad, R., & Susanto, D. (2020). Kepemimpinan Kepala Sekolah dan Mutu Pendidikan. *Jurnal Manajemen Pendidikan*, 8(2), 112-125.
- Arikunto, S. (2018). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Budiman, H. (2019). Pengaruh Kepemimpinan Transformasional terhadap Mutu Sekolah. *Jurnal Kepemimpinan Pendidikan*, 7(1), 55-68.
- Danim, S. (2016). *Kualitas Pendidikan: Masukan, Proses, dan Hasil*. Jakarta: PT RajaGrafindo Persada.
- Daryanto. (2018). *Kepemimpinan Kepala Sekolah yang Efektif*. Bandung: Remaja Rosdakarya.
- Depdiknas. (2017). *Pedoman Kepemimpinan Sekolah*. Jakarta: Departemen Pendidikan Nasional.
- Duignan, P. (2018). *Educational Leadership: Key Dimensions and Best Practices*. London: Routledge.
- Ekosiswoyo, R. (2016). *Kepemimpinan dalam Pendidikan*. Malang: UM Press.
- Fadillah, A., & Kuswanto, B. (2021). Peran Komite Sekolah dalam Meningkatkan Mutu Pendidikan. *Jurnal Kebijakan Pendidikan*, 9(3), 201-215.
- Fattah, N. (2016). *Analisis Kebijakan Pendidikan*. Bandung: Remaja Rosdakarya.
- Ghozali, I. (2011). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 19*. Semarang: Badan Penerbit Universitas Diponegoro.
- Gunawan, T., & Wibowo, R. (2020). Kompetensi Pedagogik Guru dan Implikasinya terhadap Mutu Sekolah. *Jurnal Pendidikan dan Pembelajaran*, 11(2), 144-159.
- Handayani, M., & Prasetyo, Y. (2018). Efektivitas Kepemimpinan Kepala Sekolah dalam Meningkatkan Kualitas Pembelajaran. *Jurnal Ilmu Pendidikan*, 6(1), 88-102.
- Hasbullah. (2017). *Dasar-Dasar Ilmu Pendidikan*. Jakarta: PT RajaGrafindo Persada.
- Idris, M., & Jamal, R. (2016). *Faktor Penentu Mutu Pendidikan*. Yogyakarta: Pustaka Pelajar.
- Komariah, A. (2017). *Manajemen Sekolah Berbasis Mutu*. Bandung: PT Remaja Rosdakarya.
- Koontz, H. (2016). *Principles of Management*. New York: McGraw-Hill.
- Kurniawan, D., & Sari, P. (2019). Hubungan Antara Peran Komite Sekolah dan Kinerja Guru terhadap Mutu Sekolah. *Jurnal Evaluasi Pendidikan*, 10(2), 176-190.
- Lestari, N., & Saputra, A. (2021). Inovasi Pembelajaran Berbasis Kompetensi Pedagogik Guru. *Jurnal Inovasi Pendidikan*, 13(4), 220-235.
- Machali, I., & Hidayat, A. (2016). *Dimensi Mutu Pendidikan*. Jakarta: Bumi Aksara.
- Mahardika, T., & Widodo, H. (2020). Implementasi Kompetensi Pedagogik dalam Pembelajaran Berbasis Teknologi. *Jurnal Pendidikan Digital*, 5(3), 101-115.

- Mulyasa, E. (2015). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT Remaja Rosdakarya.
- Mulyasa, E. (2017). *Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan*. Jakarta: Bumi Aksara.
- Mulyasa, E. (2018). *Manajemen Berbasis Sekolah*. Bandung: PT Remaja Rosdakarya.
- Naziardi, N., & Nilawati, L. (2016). *Peran Komite Sekolah dalam Pendidikan*. Jakarta: Graha Ilmu.
- Permendikbud Nomor 75 Tahun 2016 tentang Komite Sekolah.
- Permendiknas Nomor 16 Tahun 2007 tentang Standar Kualifikasi dan Kompetensi Guru.
- Perdirjen GTK dan Tendik Kemendikbudristek Nomor 2626/B/HK.04.01/2023 tentang Model Kompetensi Guru.
- Ponto, R. (2024). *Strategi Kepemimpinan Sekolah dalam Peningkatan Mutu Pendidikan*. Yogyakarta: Deepublish.
- Putri, A., & Wahyuni, R. (2019). Pengaruh Kepemimpinan Kepala Sekolah terhadap Motivasi dan Kinerja Guru. *Jurnal Manajemen Sekolah*, 12(2), 132-146.
- Ramadhan, F., & Yuliana, S. (2018). Partisipasi Komite Sekolah dalam Peningkatan Mutu Pendidikan. *Jurnal Kebijakan dan Administrasi Pendidikan*, 7(1), 67-80.
- Ramayulis, Y. (2015). *Pendidikan dan Pembelajaran Berbasis Kompetensi*. Jakarta: Rajawali Pers.
- Renani, T. (2018). *Komite Sekolah dan Peningkatan Mutu Pendidikan*. Bandung: Alfabeta.
- Robbins, S. P., & Judge, T. A. (2018). *Organizational Behavior*. New York: Pearson Education.
- Sagala, S. (2016). *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta.
- Sagala, S. (2017). *Peran Komite Sekolah dalam Manajemen Pendidikan*. Jakarta: Bumi Aksara.
- Santoso, H., & Wijaya, B. (2020). Kompetensi Guru dan Kualitas Pembelajaran: Studi Kasus di Sekolah Negeri. *Jurnal Penelitian Pendidikan*, 14(3), 178-192.
- Sani, R. (2015). *Dimensi Mutu dalam Pendidikan*. Medan: Unimed Press.
- Scheerens, J. (2018). *School Leadership and Education Quality*. London: Springer.
- Setiani, R., & Priansa, D. (2015). *Kompetensi Pedagogik Guru dalam Pembelajaran*. Jakarta: Rajawali Pers.
- Sitomorang, P., & Winarno, D. (2017). *Kompetensi Guru dalam Pendidikan*. Bandung: Alfabeta.
- Soedijarto. (2018). *Kebijakan dan Mutu Pendidikan*. Jakarta: PT RajaGrafindo Persada.
- Soetopo, H. (2015). *Kepemimpinan Sekolah yang Efektif*. Jakarta: Bumi Aksara.
- Sowiyah, S. (2016). *Mutu Pendidikan di Indonesia*. Yogyakarta: Graha Ilmu.
- Sudradjat, H. (2015). *Pendidikan Berkualitas dan Karakter Bangsa*. Bandung: Alfabeta.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Susilo, A. (2016). *Manajemen Pembelajaran dan Kompetensi Guru*. Bandung: PT Remaja Rosdakarya.
- Suryadi, A., & Hidayat, M. (2021). Manajemen Mutu Pendidikan Berbasis Kepemimpinan. *Jurnal Administrasi Pendidikan*, 9(2), 110-124.
- Suryadi, S. (2017). *Manajemen Pendidikan dan Mutu Sekolah*. Jakarta: Bumi Aksara.
- Suti, R. (2011). *Faktor Penentu Mutu Sekolah*. Jakarta: Rajawali Pers.
- Tanzeh, A. (2016). *Metodologi Penelitian Praktis*. Yogyakarta: Teras.
- Umiarso, U., & Gojali, I. (2016). *Mutu Sekolah dan Manajemen Pendidikan*. Malang: UIN Press.
- Usman, H. (2019). *Kepemimpinan dalam Pendidikan*. Jakarta: PT RajaGrafindo Persada.
- Wahyudi, W. (2020). *Kompetensi Guru dalam Meningkatkan Mutu Pendidikan*. Yogyakarta: Deepublish.
- Wahjosumidjo. (2018). *Kepemimpinan Kepala Sekolah*. Jakarta: PT RajaGrafindo Persada.