Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

The Influence of the Role of the School Committee, Work Discipline, and School Leadership on Improving the Quality of Education in Public Junior High Schools in Banyumas Regency

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ARTICLE INFO

Article history:

Received: 06 Aug 2025
Revised: 16 Aug 2025
Accepted: 03 Sept 2025
Published online: 10 Sept 2025

Keywords:

School committee,
Work discipline,
Principal Leadership,
Education Quality

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Article Doi:

https://doi.org/10.31258/jes.9.5.p.3971-3982

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A B S T R A C T

The quality of education is a crucial factor in determining the progress of a nation, thus requiring continuous improvement through the active involvement of various stakeholders. In Indonesia, the role of school committees, the work discipline of educators, and the leadership of school principals are considered strategic elements in enhancing educational outcomes, especially in public junior high schools where collaboration with the community plays an important role. This study aims to analyze the influence of school committee roles, work discipline, and principal leadership on improving the quality of education in public junior high schools in Banyumas Regency. The research employed a quantitative approach with simple linear regression analysis and hypothesis testing. A total of 144 respondents participated in the study, consisting of both civil servant and contract teachers. The results show that the three variables significantly affect the quality of education, with a simultaneous contribution of 25.7%. The findings highlight that synergy among school committees, teacher discipline, and school leadership is essential to achieving better educational performance and sustainable quality improvement.

1. Introduction

Education in Indonesia continues to face serious challenges, particularly concerning the low quality of education at the junior high school (SMP) level. This condition is reflected in the declining learning outcomes across various levels of education. One of the key obstacles is the lack of human resources with adequate expertise and skills to support national development. The government has attempted to improve education quality through policies based on an input–output approach, assuming that better inputs will automatically yield better outputs. However, this approach has not produced significant results in reducing disparities in education quality (Pandoyo & Wuradji, 2015).

Three main factors contribute to these challenges. First, there is inconsistency in implementing education policies that adopt a production-based or input–output approach. Second, bureaucracy within the education system is often too rigid, making schools dependent on top-down decisions that may not align with actual conditions in the field. Third, the participation of education stakeholders, especially teachers and school committees, remains low in efforts to improve education quality (Pandoyo & Wuradji, 2015).

The role of the school committee is highly strategic in strengthening education management. Mulyasa (2022) emphasizes that school committees function as institutions accommodating community participation to improve quality, equity, and efficiency in education. However, in practice, many committees have not yet performed optimally due to limited understanding of their roles and functions (Suwanto, Haryanto, & Yuliana, 2019). Initial observations in Banyumas Regency indicate that while most committees actively serve as advisory and mediator bodies, their functions as supporters and controllers remain limited. This gap demonstrates the need to empower school committees more effectively to support quality improvement.

Another critical factor is teacher work discipline. Barnawi and Arifin (2017) explain that high discipline influences teaching–learning processes, classroom management, and achievement of curriculum targets. Conversely, poor discipline often leads to decreased student performance. Data from the Banyumas District Education Office show that teacher absenteeism is still relatively high, indicating weak discipline that directly affects learning quality. Hambali (2016) defines work discipline as the state of complying with established rules, both written and unwritten, while Sutrisno (2018) adds that discipline ensures the smoothness of organizational tasks. In the school context, discipline includes punctuality, compliance with regulations, and self-awareness to fulfill responsibilities (Ulfatin & Triwiyanto, 2019). Teachers in Banyumas Regency were found to still face challenges in maintaining these three dimensions of discipline.

Principal leadership is no less important. An effective principal can motivate teachers and foster productivity to create a conducive learning environment (Eggen & Kauchak, 2018; Rivai, 2018). According to Mulyasa (2022), the principal plays multiple roles: educator, manager, administrator, supervisor, leader, innovator, and motivator. Nawawi (2015) further notes that leadership aims to influence the behavior of school members to cooperate toward common goals. However, preliminary interviews with teachers in Banyumas reveal that not all principals demonstrate strong personalities, broad knowledge, or adequate professional skills. While some principals show commitment to educational goals, many are still developing their managerial and innovative capacities.

This study provides novelty by examining the combined effects of school committee roles, teacher work discipline, and principal leadership on education quality in public junior high schools in Banyumas Regency. Previous research often investigated these factors separately, whereas this study integrates them into a comprehensive framework. The use of a quantitative method with regression

analysis strengthens the objectivity of findings while offering practical implications for policy-making in the region.

Quality of education is generally defined as the result of educational management aligned with societal and labor market demands (Nurdin & Sibawah, 2015). Mahmud (2015) emphasizes that it depends on how institutions manage resources to maximize students' learning abilities. The Ministry of National Education explains that education quality includes input (students, teachers, facilities, and programs), process (management and learning), and output (academic and non-academic achievements). Mujamil (2015) and Ulfatin & Triwiyanto (2016) add that quality can be measured by student achievement and graduate absorption in the labor market. Danim in Sari (2024) highlights five dominant factors: school leadership, student-centered learning, teacher involvement, curriculum dynamism, and collaborative networks. Similarly, Sidi (2018) stresses the importance of community participation, while Wahjosumidja (2018) notes that human resources, facilities, finances, curriculum, and organization, including school committees, strongly influence quality.

In line with this perspective, the dimensions of education quality in this study are measured across input, process, and output (Mulyasa, 2022). The school committee is viewed through its advisory, supporting, controlling, and mediating functions (Hasbullah, 2019; Sagala, 2019; Engkoswara & Aan, 2015). Teacher discipline is assessed through time management, compliance with regulations, and self-awareness (Hambali, 2016; Sutrisno, 2018; Ulfatin & Triwiyanto, 2019). Principal leadership is analyzed through roles as educator, manager, administrator, leader, innovator, and motivator (Mulyasa, 2022; Nawawi, 2015).

Thus, this study seeks to examine how these three variables school committee role, teacher work discipline, and principal leadership contribute to improving education quality in public junior high schools in Banyumas Regency. By integrating these factors, the research offers a more holistic understanding of the determinants of educational success at the regional level. In addition, the study is expected to provide empirical evidence that can support education policy formulation, strengthen the capacity of school committees, improve teacher professionalism through discipline, and encourage principals to adopt more effective leadership styles. Ultimately, the findings are intended to contribute to sustainable quality improvement and equitable education outcomes.

2. Methodology

This study aims to examine the influence of the roles of the school committee, work discipline, and principal leadership on improving the quality of education at public junior high schools in Banyumas Regency. This type of research is quantitative. Arikunto (2021) states that a quantitative approach is used to measure the indicators of variables so that an overview and conclusion of the research problem can be obtained. This approach empirically measures the influence between variables with a strictly structured design and systematic data collection. According to Sugiyono

(2019), quantitative research methods are based on the philosophy of positivism and are used to test hypotheses by measuring the variables present in this study, namely the roles of the school committee (X1), teacher work discipline (X2), principal leadership (X3), and education quality (Y).

The research was conducted at public junior high schools in Banyumas Regency, with subjects consisting of civil servant (PNS) and contract teachers (P3K), as well as school committee members. This research was carried out over six months, starting in October 2024 and ending in March 2025. The research uses an associative quantitative design to determine the influence between two or more variables (Sugiyono, 2019). The researcher aims to obtain a clear picture of the influence between the school committee, work discipline, and principal leadership on improving education quality. In this study, the researcher does not manipulate the variables, but rather measures the influence between four variables: school committee (X1), work discipline (X2), principal leadership (X3), and education quality (Y).

The research variables consist of three dependent variables: (1) Education Quality Variable (Y), which refers to the measure of the success or level of effectiveness in changing students' attitudes and behavior through the educational process. It is measured based on the institution's ability to manage available resources to optimize student learning quality. Its dimensions include input, process, and output. (2) School Committee Role Variable (X1), which refers to the role of the school committee as a body formed by the community to improve the quality, equity, and efficiency of educational management at the educational unit level. Its dimensions include: advisory body, supporting body, controlling body, and mediating body. (3) Work Discipline Variable (X2), which refers to the individual's ability to conform to the existing rules within an organization. Its dimensions include: performing duties responsibly, time discipline, and adherence to applicable regulations. (4) Principal Leadership Variable (X3), which focuses on the development of curriculum, learning, and management of educational resources to improve education quality (Mulyasa, 2022). Its dimensions include: personality and knowledge related to educational goals and school management.

The population in this study consists of civil servant (PNS) and contract teachers (P3K) and school committee members from 9 public junior high schools in Banyumas Regency, with a total population of 232 teachers. The sample was calculated using the Krejcie and Morgan method to determine the sample size based on the table developed by Sekaran & Bougie (2017). A sample of 144 individuals was selected, consisting of 85 civil servant teachers and 59 contract teachers, using proportional random sampling. The instrument used is a closed-ended questionnaire, where each question has five alternative answers with the following criteria: (SS) = Very Often, (S) = Often, (J) = Rarely, (TP) = Never, with scores of 4, 3, 2, and 1. This questionnaire measures the variables based on the dimensions previously determined.

The data collection technique used in this study is a questionnaire or survey. This questionnaire consists of statements that require respondents to select answers

based on their experience regarding the roles of the school committee, teacher work discipline, principal leadership, and education quality. Data analysis includes: (1) Descriptive Analysis: Used to describe the data obtained from the questionnaire generally and to provide an understanding of the collected data. (2) Normality Test: To check if the data is normally distributed or not, using the Kolmogorov-Smirnov Test with SPSS version 16.0. (3) Homogeneity Test: To determine whether the sample comes from a homogeneous population using One-Way Anova. (4) Hypothesis Test: Using Paired t-test to test the influence of independent variables (X1, X2, X3) on the dependent variable (Y). If the t-calculated value is greater than the t-table value, the hypothesis is accepted. (5) Coefficient of Determination (R^2): Used to determine how much variation in the dependent variable can be explained by the independent variables.

3. Results and Discussion

Public junior high schools in Banyumas Regency, where this study was conducted, generally represent schools with diverse characteristics. Most schools have student populations ranging from 250 to 500, with relatively balanced proportions between male and female students. The school buildings are generally in good condition, supported by adequate classrooms, libraries, laboratories, and sports facilities, although some schools still face limitations in digital infrastructure such as internet connectivity and multimedia equipment. In terms of curriculum, schools have implemented the *Merdeka Belajar* (Freedom to Learn) policy that emphasizes project-based learning and the strengthening of student competencies. The majority of teachers already hold bachelor's degrees and some have pursued professional certification, which supports the implementation of quality learning. Extracurricular activities, both academic and non-academic, are also actively carried out as a medium for developing student potential and building a positive school climate. This contextual description provides an overview of the environment in which the research was conducted and the real conditions of the schools that directly relate to the observed variables.

The data collection process in this study was carried out through questionnaires distributed to teachers at public junior high schools in Banyumas Regency, totaling 144 respondents. The questionnaire was designed to measure four main variables: the role of the school committee, teacher work discipline, principal leadership, and education quality. Each variable was operationalized into several dimensions, then translated into question items that respondents answered using a Likert scale (1 = strongly disagree to 5 = strongly agree). The collected data included teacher perceptions of school committee performance, levels of discipline in carrying out duties, principal leadership practices, and indicators of education quality such as curriculum implementation, teacher competence, and student achievements. Examples of the questionnaire items used in this study are presented in Table 1.

Table 1. Sample of Questionnaire Items

Variable	Dimension	Example Question Item
School Committee	Advisory Body	"Does the school committee provide advice in planning and decision-making at school?"
	Supporting Body	"Does the school committee provide material or non-material support for school needs?"
	Controlling Body	"Does the school committee monitor the use of school funds and programs?"
	Mediating Body	"Does the school committee act as a mediator between parents, the community, and the school?"
Work Discipline	Responsibility	"Do you always carry out teaching duties with a sense of responsibility?"
	Work Environment	"Do you maintain discipline in creating a conducive work environment?"
	Time Discipline	"Do you arrive on time for teaching and other school activities?"
	Compliance with Leadership	"Do you comply with the instructions and policies set by the principal?"
Principal Leadership	Strong Personality	"Does the principal demonstrate firmness and integrity in decision-making?"
	Understanding Educational Goals	"Does the principal understand and direct the school toward achieving educational goals?"
	Broad Knowledge	"Does the principal have broad knowledge to support school development?"
	Professional Skills	"Does the principal have the managerial skills to run the school effectively?"
Education Quality	Teaching-Learning Effectiveness	"Is the teaching and learning process at your school effective in achieving goals?"
	Resource Preparedness	"Are teacher and staff resources sufficient to support the teaching process?"
	Policy Implementation	"Are school policies aligned with efforts to improve education quality?"
	Student Achievement	"Has the school shown improvements in academic and non-academic achievements?"

Source: Research questionnaire developed by the author, 2024.

The questionnaire for the education quality variable consists of seven measurement dimensions, including education quality policy, preparedness of educator resources, expectations to improve student achievement, effectiveness of the teaching and learning process, strong school leadership, educational staff management, and academic/non-academic achievements. The results of the questionnaire indicate that the dimension with the highest score is the effectiveness of the teaching and learning process (score 864), while the dimension with the lowest score is education quality policy (score 432). Descriptive analysis for the education quality variable yielded an average score of 99.6 with a minimum score of 72 and a maximum score of 118, with a standard deviation of 7.92. Based on the frequency distribution, the majority of respondents rated the criteria as "Very Good" (97 respondents with scores ranging from 108-118).

The questionnaire for the school committee variable consists of four dimensions: the committee as an advisory body, a supporting body, a controlling body, and a mediating body. The results of the questionnaire show that the highest scores were

obtained by the advisory and controlling bodies (score 1296), while the lowest score was obtained by the mediating body (score 720). Descriptive analysis for the school committee variable shows an average score of 96.52 with a standard deviation of 7.46. The most frequent score for the school committee variable falls within the 96-108 range, with a "Good" rating (87 respondents).

The questionnaire for the work discipline variable consists of four dimensions: discipline in responsibility, work environment, time, and compliance with leadership. The dimensions with the highest scores were discipline in responsibility, discipline in the work environment, and compliance with leadership (all scoring 1152). The time discipline dimension had the lowest score (1008). The average score for work discipline was 97.01, with a standard deviation of 10.44. The most frequent scores fell within the 92-106 range, with a "Good" rating (83 respondents).

The questionnaire for the principal leadership variable consists of four dimensions: strong personality, understanding of educational goals, broad knowledge, and professional skills. The dimensions with the highest scores were understanding of educational goals and professional skills (score 1296). The dimension of strong personality obtained the lowest score (929). Descriptive analysis showed that the average score for principal leadership was 98.98, with a standard deviation of 8.01. The most frequent scores for the principal leadership variable were in the 95-108 range, with a "Good" rating (88 respondents). Based on the results of the normality test using the Kolmogorov-Smirnov test, the Asymp. Sig. (2-tailed) values for all variables were greater than 0.05, indicating that the data is normally distributed. The homogeneity test using Levene's Test showed that the data for the school committee, work discipline, and principal leadership variables were homogeneous (the significance value was greater than 0.05).

Based on the paired t-test results, a t-value of 7.563 was obtained with a p-value of 0.001. Since the p-value is less than 0.05, the alternative hypothesis (H_1), which states that the role of the school committee influences the improvement of education quality, is accepted. This indicates that the role of the school committee has a significant impact on the quality of education in public junior high schools in Banyumas Regency.The paired t-test results for the work discipline variable showed a t-value of 8.982 with a p-value of 0.000. Since the p-value is less than 0.05, the alternative hypothesis (H_1), which states that work discipline influences education quality, is accepted. This suggests that improving teacher work discipline significantly impacts the quality of education produced at the school. The paired t-test results for the principal leadership variable showed a t-value of 6.276 with a p-value of 0.000. The p-value, which is smaller than 0.05, indicates that the alternative hypothesis (H_1), stating that principal leadership affects education quality, is accepted. This means that the quality of principal leadership significantly impacts the improvement of education quality.

To test the simultaneous influence of the three variables (school committee, work discipline, and principal leadership) on education quality, an ANOVA test was performed. The results of the test showed an F-value of 14.245 with a p-value of 0.000, indicating a significant influence of the three independent variables on the

dependent variable, education quality. Thus, the alternative hypothesis (H_1), stating that the role of the school committee, work discipline, and principal leadership simultaneously influence the improvement of education quality, is accepted. The coefficient of determination for the regression model used in this study shows an R^2 value of 0.257, meaning that approximately 25.7% of the variation in education quality can be explained by the school committee, work discipline, and principal leadership variables. The remaining 74.3% is influenced by other factors not observed in this study. The coefficient of determination test results are presented as follows Tabel 2.

Table 2. Coefficient of Determination Analysis of X1, X2, and X3 on Y

Model R	R	R Square	Adjusted R Square	Error of the Estimate
1	0,507	0,257	0,241	6,89555

Source: Processed research results, 2024

The results of this study show that there is a significant influence between the role of the school committee and education quality in public junior high schools in Banyumas Regency. This is supported by the simple linear regression analysis results, which show a significance value of 0.000, which is less than 0.05, and a t-value of 3.412, which is greater than the t-table value of 1.976. This supports the hypothesis that the role of the school committee influences education quality in the school. According to Hasbullah (2019), the school committee plays an important role in improving education quality through its tasks of providing advice, direction, and support for facilities and infrastructure. This aligns with the Minister of National Education's Decree No. 044/U/2002, which identifies the school committee as an advisory, supportive, controlling, and mediating body between the school and the government. The presence of the school committee at public junior high schools in Banyumas Regency has shown positive results, with improved student achievements in both academic and non-academic fields. The school committee not only functions as an overseeing body for educational policies but also serves as a forum for parents and the community to provide suggestions and ideas for improving education quality at the school. Ningsih, Harapan, and Destiniar (2021) also reveal that active community participation, facilitated by the school committee, can improve the educational process, especially in providing facilities and financial support. The synergy between the school committee and the school can optimize the role of parents and the community in supporting educational progress.

This research also indicates that teacher work discipline has a significant effect on education quality, with a significance value of 0.045 and a t-value of 6.418, which is greater than the t-table value of 1.976. Work discipline is crucial for teachers as it encourages them to work according to established standards. Hartatik (2018) states that work discipline is a factor that drives teachers to work responsibly and perform their duties well. Teachers who have high work discipline tend to have better performance, which impacts the improvement of education quality. Putra (2016) states that successful individuals are those with high discipline, as discipline reflects orderliness and regularity in carrying out tasks. Therefore, high work

discipline will directly affect teacher performance and the quality of learning produced. The results of this study align with the findings of Dewi and Khotimah (2020), which show that teacher work discipline contributes positively to education quality at schools.

The results also show that principal leadership has a significant effect on education quality, with a significance value of 0.000 and a t-value of 6.255, which is greater than the t-table value of 1.976. Effective principal leadership plays a significant role in creating a conducive work environment and improving teacher performance. Mulyasa (2022) states that principals with good leadership can improve the education quality in the institutions they lead. Principals must have the ability to cooperate with teachers and staff, as well as manage and direct resources to achieve educational goals. Effective principal leadership has been shown to develop innovations in teaching and improve the educational process. For example, a simple change in seating arrangements between teachers and students at public junior high schools in Banyumas Regency has improved teachers' skills in conducting lessons. This research is consistent with the findings by Nurafni, Saguni, and Hasnah (2022), which show that principal leadership can positively contribute to education quality.

The research results also indicate that there is a significant simultaneous influence between the role of the school committee, work discipline, and principal leadership on education quality. This is reinforced by the F-test results, which show an F-value of 16.173, which is greater than the F-table value of 3.06, and a significance value of 0.000, indicating a significant contribution of the three independent variables to education quality. According to Wahjosumidjo (2018), education quality is influenced by various factors, including the participation of the community, represented by the school committee, as well as teacher work discipline and principal leadership. Mulyasa (2022) explains that education quality involves three main aspects: input, process, and output. In this context, the role of the school committee, work discipline, and principal leadership contribute to improving the quality of input (human resources and facilities), influencing the learning process, and enhancing the educational outcomes or output. In this context, the roles of the school committee, work discipline, and principal leadership contribute to improving the quality of input (human resources and facilities), influencing the learning process, and enhancing the educational outcomes or output. Based on the coefficient of determination results, which show an R^2 value of 0.257, it can be concluded that these three variables account for 25.7% of the influence on the quality of education at public junior high schools in Banyumas Regency. The remaining 74.3% is influenced by other factors that were not examined in this study.

Overall, this study reveals that the role of the school committee, teacher work discipline, and principal leadership have a significant impact on improving the quality of education at public junior high schools in Banyumas Regency. The synergy among these three variables is crucial in creating an environment that supports better education quality. Therefore, the findings of this study can serve as a reference for the development of educational policies at both the school and local government levels.

The simultaneous analysis also shows that the three factors school committee role, teacher work discipline, and principal leadership do not stand alone but interactively reinforce one another in influencing education quality. A strong and active school committee can encourage principals to be more transparent and participatory in their leadership, while at the same time fostering teacher discipline through monitoring and support mechanisms. Similarly, effective principal leadership can strengthen the performance of school committees by directing them to function optimally in advisory, supporting, controlling, and mediating roles. Teacher work discipline, when combined with responsive leadership and supportive school committees, creates a conducive climate that accelerates improvements in learning processes and outcomes. Although the regression analysis indicates that none of the three variables overwhelmingly dominate, their interaction suggests a complementary relationship, where the effectiveness of one factor depends on the strength of the others. This finding implies that policies to improve education quality should not only target individual aspects but must simultaneously strengthen school committees, teacher discipline, and principal leadership as a unified strategy.

4. Conclusion

Based on the results of the research conducted, it can be concluded that the role of the school committee, work discipline, and principal leadership have a significant impact on the improvement of education quality at public junior high schools in Banyumas Regency. First, the role of the school committee has a positive influence on education quality. The better the school committee supports the management of education, the higher the quality of education produced. An active school committee in planning, monitoring, and funding can strengthen school management and enhance education quality. Second, teacher work discipline has been shown to significantly affect education quality. High work discipline among teachers in performing their duties and responsibilities directly contributes to the quality of learning that students receive. The more disciplined teachers are in fulfilling their obligations, the better the educational outcomes achieved. Third, principal leadership also has a significant impact on education quality. A principal with good leadership can create an environment that supports effective learning, manage resources well, and motivate teaching staff to achieve higher educational goals. Simultaneously, the role of the school committee, work discipline, and principal leadership provide significant contributions to improving education quality at public junior high schools in Banyumas Regency. Good collaboration between these three factors will lead to significant improvements in the quality of education received by students, highlighting the importance of cooperation between the school and the community to achieve better educational goals.

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How to cite this article:

Chrisandi, A., Yuliejantiningsih, Y., &Rasiman. (2025). The Influence of the Role of the School Committee, Work Discipline, and School Leadership on Improving the Quality of Education in Public Junior High Schools in Banyumas Regency. *Journal of Educational Sciences*, *9(5)*, 3971-3982.