

Optimizing the Role of School Committees in Monitoring Education Funds to Improve the Quality of Education in Indonesia

Nurdiyana^{a,1}, Sulastris^{b,2}, Suwandis^{c,3}

^{a,b,c} Faculty of Teacher Training and Education, Pamulang University

¹ dosen02080@unpam.ac.id; ² dosen02081@unpam.ac.id; ³ wandy.idoy@gmail.com

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ABSTRACT

This research examines the strategic role of school committees in improving the quality of education in Indonesia through a systematic literature review method. The background of the research is based on the gap between the ideal legal basis as stipulated in the National Education System Law and its derivative regulations and the realization of implementation in the field, which results in limitations in monitoring the use of education funds, especially School Operational Assistance (BOS) and Special Allocation Funds (DAK). The lack of training, lack of transparency and low stakeholder involvement are the main factors that open up opportunities for corrupt practices and budget irregularities, which have a negative impact on the quality of education services. The purpose of this study is to identify factors that influence the effectiveness of school committees and formulate strategic recommendations to improve supervisory capacity and accountability in the management of education funds. The method used is a systematic literature review, which is a structured approach in collecting, filtering and synthesizing secondary data from various sources such as scientific journals, policy reports, education regulations, as well as official documents from relevant institutions such as Indonesia Corruption Watch and OECD. The results show that despite a strong legal basis, implementation in the field still faces significant operational and structural obstacles. The gap between theory and practice indicates the need for capacity building through structured training programs and the implementation of digital reporting systems to improve transparency. Thus, this study concludes that optimizing the role of school committees is key to improving the quality of national education and suggests policy reforms that focus on improving oversight and active stakeholder participation.

ABSTRACT

Kata Kunci:

Dana Pendidikan

Komite Sekolah

Kualitas Pendidikan

Pengawasan

Transparansi

Penelitian ini mengkaji peran strategis komite sekolah dalam peningkatan kualitas pendidikan di Indonesia melalui metode kajian literatur sistematis. Latar belakang penelitian dilandasi oleh adanya gap antara landasan hukum ideal seperti yang termaktub dalam Undang-Undang Sistem Pendidikan Nasional dan regulasi turunannya dengan realisasi implementasi di lapangan, yang mengakibatkan keterbatasan dalam pengawasan penggunaan dana pendidikan, terutama dana Bantuan Operasional Sekolah (BOS) dan Dana Alokasi Khusus (DAK). Minimnya pelatihan, kurangnya transparansi, serta rendahnya keterlibatan stakeholder menjadi faktor-faktor utama yang membuka peluang terjadinya praktik korupsi dan penyimpangan anggaran, sehingga berdampak negatif pada mutu pelayanan pendidikan. Tujuan penelitian ini adalah untuk mengidentifikasi faktor-faktor yang mempengaruhi efektivitas komite sekolah dan merumuskan rekomendasi strategis guna meningkatkan kapasitas pengawasan serta akuntabilitas dalam pengelolaan dana pendidikan. Metode yang digunakan adalah kajian literatur sistematis, yaitu pendekatan terstruktur dalam mengumpulkan, menyaring, dan mensintesis data sekunder dari berbagai sumber seperti jurnal ilmiah, laporan kebijakan, regulasi pendidikan, serta dokumen resmi dari lembaga terkait seperti Indonesia Corruption Watch dan OECD. Hasil penelitian menunjukkan bahwa meskipun terdapat dasar hukum yang kuat, implementasi di lapangan masih menghadapi kendala operasional dan struktural yang signifikan. Gap antara teori dan praktik mengindikasikan perlunya peningkatan kapasitas melalui program pelatihan terstruktur dan penerapan sistem pelaporan digital guna meningkatkan transparansi. Dengan demikian, penelitian ini menyimpulkan bahwa optimalisasi peran komite sekolah merupakan kunci untuk meningkatkan kualitas pendidikan nasional dan menyarankan reformasi kebijakan yang fokus pada peningkatan pengawasan dan partisipasi aktif stakeholder.



1. Introduction

Education is the main foundation in nation building that not only shapes character and increases the capacity of human resources, but also determines national competitiveness in the era of globalization (Maulana et al., 2023). The optimal quality of education is expected to encourage economic, social and cultural progress, so that any improvement efforts in the education system have a broad impact on the welfare of society as a whole (Sugianto, 2024).

In Indonesia, the education system is regulated through various regulations, such as the National Education System Law (UU Sisdiknas) and its derivative regulations, which establish the principles of participatory, transparent and accountable education management (Handayani & Sukari, 2024). These policies are intended to ensure that each education budget, which is allocated at least 20% of the APBN and APBD as mandated by the 1945 Constitution, is used optimally to improve the quality of education services (MKRI, 2022).

One of the important institutions mandated in education regulations is the school committee, which acts as a bridge between the school, parents and the community. School committees are designed to provide input in the planning, monitoring and evaluation of education policies at the school level, making them a strategic element in the effort to create transparent and participatory education governance (Mariani et al., 2024).

In practice, school committees have responsibilities that include supervising the use of education funds, especially the School Operational Assistance (BOS), as well as assisting the implementation of education programs in accordance with established quality standards. This supervisory role is an integral part of efforts to create accountability and ensure that every policy implemented can have a positive impact on improving the quality of education at the local and national levels (Asparingga, 2024).

The literature survey shows that although school committees have great potential to improve the quality of education through oversight and public participation, there are various challenges that hinder their effective implementation. Previous studies, such as the one conducted by Francis (2024), highlighted the limited capacity of members, lack of training and less than optimal regulation socialization mechanisms as significant inhibiting factors (Francis, 2024).

Data from Indonesia Corruption Watch (ICW, 2021), revealed the trend of corruption prosecution in the education sector which shows that corruption cases in this field are still very massive, with a total of hundreds of cases prosecuted and state losses reaching trillions of rupiah. The findings highlight that education budget allocations, which are supposed to support the improvement of service quality, are often misappropriated through the modes of embezzlement, budget mark-ups, illegal levies, and fictitious reports, thus eroding the effectiveness of the use of these funds.

Corruption in the education sector not only results in significant financial losses, but also undermines public confidence in the education system (Marlina et al., 2024). Corrupt practices, especially in the use of BOS and DAK funds, have a direct impact on the low quality of education as reflected in Indonesia's rankings on international surveys such as PISA (OECD, 2023). This confirms that without effective supervision, misuse of education funds can continue and hamper efforts to improve the quality of education.

One of the main causes of corruption in the education sector is the weak role of internal monitoring by school committees (Saely et al., 2024). Many studies indicate that the limited capacity of committee members, both in terms of regulatory knowledge and technical skills,

makes it difficult for them to perform their oversight function optimally. This condition is exacerbated by the lack of systematic training and socialization, so that existing oversight gaps are exploited by unscrupulous people to commit corrupt practices.

The modus operandi of corruption in the education sector varies widely, ranging from budget mark-ups, embezzlement of funds, to extortion and preparation of fictitious reports (Shulhan, 2024). ICW data (2021) shows that corruption cases often involve the misuse of budgets that should be used for the development of educational infrastructure, but instead are diverted for personal gain or certain groups. This practice occurs both at the school level and in related agencies, such as the Education Office, which is at the center of the misappropriation of funds.

Corruption in the education sector also shows a consistent trend despite various social and economic dynamics, including during the Covid-19 pandemic. In fact, several cases of corruption related to Education Operational Assistance (BOP) funds were identified during the crisis, which shows that corrupt practices do not stop even in emergency situations (Ismatullah, 2023). This highlights the urgency of improving oversight and accountability in education budget management through the strategic role of school committees.

The novelty of this research lies in its integrative approach that combines an analysis of the legal, operational and internal problematic aspects of school committees with an oversight perspective on corruption in the education sector. This research not only evaluates the traditional role of school committees as facilitators and supervisors, but also examines the link between weak internal supervision and rampant corruption cases that interfere with the optimal use of education funds.

The method used in this research is a systematic literature review, which collects and synthesizes data from various primary and secondary sources, including scholarly journals, education regulations, and reports from institutions such as Indonesia Corruption Watch and OECD. This approach enabled the researcher to identify patterns, constraints and opportunities that exist in the implementation of the school committee role, as well as provide a holistic picture of the dynamics of oversight in the education sector.

A gap analysis in the literature shows that while many studies have examined aspects of education fund oversight, there are significant gaps that have yet to be filled, particularly in relation to the integration of the role of school committees in preventing corruption. Previous studies tend to focus on one aspect, such as the management of BOS funds or the evaluation of regulations, without linking the direct impact of weak internal oversight by school committees on the rise of corrupt practices in the education sector.

Based on these findings, the aim of this study is to deeply analyze the legal basis, operational framework and internal challenges faced by school committees and identify the relationship between supervisory weaknesses and high corruption cases in the education sector. It also aims to develop strategic recommendations that can be used by policymakers to improve the capacity, training and active involvement of school committees to optimize the management of education funds and prevent budget irregularities.

The contribution of this research is expected not only to add to the literature on education management in Indonesia, but also to provide practical guidance for relevant agencies to strengthen the role of school committees as the frontline in monitoring and preventing corruption. By improving the quality and capacity of school committees, it is hoped that transparency and accountability in the management of education funds can be optimally realized, so as to ultimately achieve sustainable improvements in the quality of education and be able to have a positive impact on national development.

2. Method

This research used a systematic literature review method, which is a structured approach to collecting, screening and synthesizing secondary data from existing literature. This method is a type of descriptive qualitative research that allows researchers to reduce bias by setting clear inclusion and exclusion criteria, so that only relevant and quality literature is processed (Brignardello-Petersen et al., 2025). According to Brignardello-Petersen et al. (2025), “systematic literature review methods are key in reducing research bias,” which emphasizes the importance of a structured approach to ensure the data collected reflects representative conditions. The data used in this study included scientific journals, policy reports, education regulations, as well as documents from institutions such as Indonesia Corruption Watch and OECD. Data collection was conducted through systematic literature searches in academic databases and online search engines with specific keywords such as “school committee,” “BOS fund monitoring,” “education regulation,” and “education sector corruption.” As stated by Slater & Hasson (2024), “systematic data collection ensures the relevance and quality of the information collected,” thus a purposive sampling technique was used to obtain the most representative and up-to-date documents (Slater & Hasson, 2024).

All data collected was analyzed using the thematic analysis method, where patterns, trends and categories were extracted based on the legal, operational and internal problematic aspects of school committees. Triangulation techniques were also applied to ensure the validity and reliability of the findings by comparing information from different sources (Naudé, 2025). This analytical process enabled the researcher to identify the gaps between theory and practice and outline the factors that influence the effectiveness of the school committee's role in overseeing and managing education funds. Thus, this study not only provides a comprehensive literature review but also develops strategic recommendations that can be used as a practical reference for education policy makers and practitioners to improve transparency and accountability in the education sector.

3. Result and Discussion

The findings of this study indicate that the strategic role of school committees in monitoring and managing education funds has great potential to improve the quality of education services, but its implementation is still far from ideal. Based on the systematic literature review that has been conducted, a comprehensive picture of the legal, operational and internal problems that affect the effectiveness of school committees as an instrument of supervision at the school level is obtained.

The main findings show that although regulations such as the National Education System Law and its derivative regulations have provided a strong legal basis for the establishment of school committees, the realization in the field experiences various obstacles. The limited capacity of members, lack of training, and less than optimal socialization of regulations are the main inhibiting factors that result in the role of school committees not working as it should, as stated by Francis (2024).

Data collected from various sources, including a report by Indonesia Corruption Watch (ICW, 2021), reveal that the education sector is one of the areas prone to corrupt practices, especially in the management of BOS and DAK funds. The report notes that corruption cases in the education sector continue to increase with the modes of mark-up, embezzlement, illegal levies, and preparation of fictitious reports involving various parties, ranging from ASN in the Education Office to school principals.

This finding aligns with information obtained from Sari et al. (2023), where the source highlighted internal problems in school committees, such as a lack of transparency and potential conflicts of interest (Sari et al., 2023). Theoretically, school committees should

function as checks and balances in the management of education funds, but in reality this role is not maximized due to structural and operational constraints (Ferriswara et al., 2024).

Further analysis shows that the legal basis governing the establishment of school committees has provided a mandate for this institution to supervise the use of education funds. However, there is a significant gap between the ideal legal framework and its practical implementation due to the lack of understanding and adequate training for school committee members. This has resulted in the supervision process not running effectively, leaving the door open for misappropriation of funds (Oktafiani et al., 2024).

Based on a study by Francis (2024), the limited capacity and lack of training received by school committee members are the main obstacles in carrying out the oversight function optimally. The study found that most committee members do not have access to structured training, so their ability to identify and prevent corrupt practices is still very limited, which contributes to the low effectiveness of their role.

Furthermore, differences in conditions between schools in urban and rural areas also affect the effectiveness of school committees. In urban schools, the availability of resources and access to information tend to be better, resulting in more optimal oversight mechanisms compared to schools in remote areas that face limited infrastructure and lack of technical support. This variability adds to the complexity of implementing good governance principles in the education sector (Dewi & Suriansyah, 2025).

ICW data (2021) shows a trend of prosecution of corruption cases in the education sector that reflects the high misuse of BOS and DAK funds. The most common *modus operandi* includes budget mark-ups and the preparation of fictitious reports, which often involve individuals at the school level and education management agencies. This fact emphasizes the importance of the role of school committees as monitoring agents who must be more proactive in preventing budget irregularities.

When compared with previous research, such as that conducted by Ekawati et al. (2025), the findings of this study indicate that although there are many initiatives to improve the role of school committees, implementation in the field is still far from expectations. Previous research tends to focus on the fund management aspect without integrating the internal factors that influence committee performance, resulting in a partial picture of the effectiveness of supervision (Ekawati et al., 2025).

The discussion of these findings further shows that there is a mismatch between the empirical research results and the theory underlying the establishment of school committees. Education management theory expects a synergy between regulation, training and active participation of all stakeholders to achieve transparency and accountability. However, the results of the literature analysis reveal that implementation in the field has not been able to meet these expectations, indicating the need for policy strategy adjustments and internal capacity building.

Theoretically, the concept of good governance emphasizes the importance of transparency, accountability, participation and responsiveness in the management of public resources. However, the results of this study show that internal constraints, such as the lack of training and low understanding of regulations among school committee members, hinder the achievement of these principles. This gap has resulted in the ideal role of the school committee as a mediator between the school and the community not being optimally realized (Rahmawati & Tjenreng, 2025).

By linking empirical findings and theory, this study succeeds in answering the objectives outlined in the introduction, namely analyzing the legal basis, operational framework and internal challenges affecting the effectiveness of school committees. The findings show that despite a strong legal foundation, implementation in the field faces various operational and

structural constraints that have an impact on the low quality of supervision and management of education funds.

The novelty of this study lies in the integrative approach that brings together the analysis of the legal, operational and monitoring aspects of corruption in one framework. As such, it not only identifies gaps between theory and practice but also provides a comprehensive picture of the factors that influence school committee performance. The integration of data from various sources, including ICW reports and information from the OECD, provides a new dimension in the understanding of the strategic role of school committees in the education sector.

The implications of these findings are significant for policy makers and education practitioners. Recommendations include improving structured training programs for school committee members, improving regulation socialization mechanisms, and strengthening internal monitoring systems through the application of information technology to increase transparency. These measures are expected to reduce corruption loopholes and improve the effectiveness of education fund management at the school level.

Overall, the results and discussion of this study confirm that the role of school committees is crucial in creating an accountable and transparent education system. The findings show that constraints in capacity, training and regulation implementation significantly affect the effectiveness of education fund oversight, which ultimately impacts on the quality of education services. Thus, this study makes an important contribution to education policy development by offering strategic recommendations to optimize the role of school committees as the frontline in preventing corrupt practices and improving the quality of education in a sustainable manner.

To add credibility and clarify the findings, this study presents an analytical matrix that integrates the main factors affecting school committee effectiveness. Table 1 below illustrates the synthesis of the legal, operational and internal problematic aspects and their impact on oversight effectiveness as well as the strategic recommendations. The matrix serves as a visual aid that illustrates the interrelationships between each factor and points to areas that require special attention to improve school committee performance.

Table 1. Factor Analysis Matrix of Influence on School Committee Effectiveness

Factor	Description	Impact	Recommendation
Legal Basis	The legal foundation through the National Education Law provides an ideal framework, but there is a gap between theory and practice.	Guaranteeing the ideal legal framework, but the gap hinders optimal implementation.	In-depth socialization and structured regulatory training to reduce the implementation gap.
Capacity & Training	Lack of formal training and skills of committee members in understanding regulations and supervisory techniques.	Lowering oversight capabilities and opening up loopholes for corrupt practices.	Structured training programs, workshops, and intensive seminars to improve member competencies.
Transparency & Oversight	Lack of reporting mechanisms and access to information in education fund management.	Impedes accountability and transparency of fund management, facilitating irregularities.	Implementation of information technology and digital reporting systems that can be accessed by the public in a transparent manner.
Stakeholder Engagement	Low participation of parents, communities and government in the process of monitoring	Decreased synergy between stakeholders so that supervision does not run optimally.	Improved communication and engagement through regular participatory forums between the school and

	education funds.		stakeholders.
Regional Variation	Significant differences between schools in urban and rural areas in access to resources and technical support.	Resulting in disparities in the implementation of supervision and effectiveness of education fund management.	Adjustment of policy strategies and interventions tailored to each local condition.

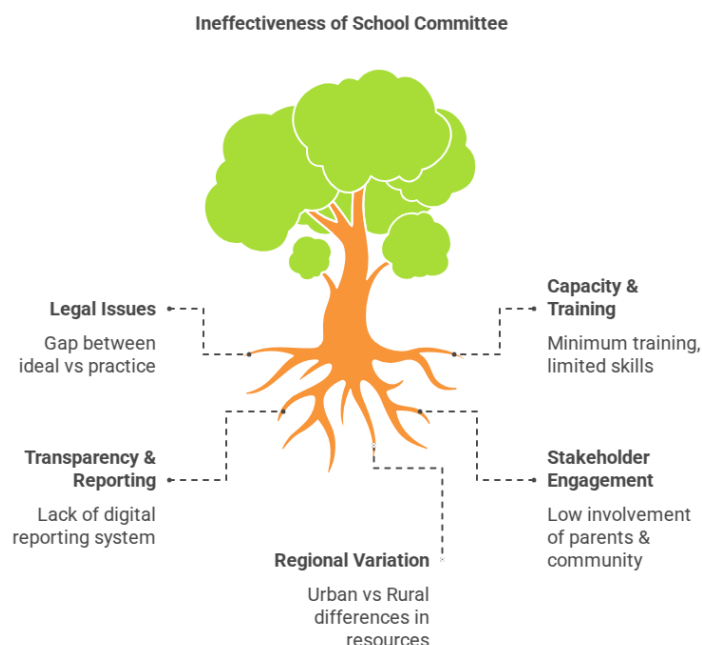


Figure 1. Analysis of Influencing Factors on School Committee Effectiveness

The figure above illustrates the cause-and-effect relationship between various factors affecting school committee effectiveness, including legal aspects, capacity and training, transparency and reporting, stakeholder engagement and regional variations. The diagram serves as a visual analysis tool that allows stakeholders to identify strategic areas that require intervention to improve oversight and accountability in education fund management. By understanding the interconnectedness of these factors, it is expected that appropriate policy recommendations can be formulated to optimize the role of school committees and ultimately improve the quality of national education in a sustainable manner.

4. Conclusion

This study reveals that the strategic role of school committees as a link between schools, parents and communities is crucial in creating a transparent and accountable education system. Although a strong legal basis has provided the foundation for the establishment of school committees, there are significant challenges in their implementation that hamper the effectiveness of monitoring the use of education funds. Findings show that the limited capacity of members, lack of training, and less than optimal mechanisms for transparency and stakeholder engagement are the main causes that exacerbate corruption loopholes in the education sector, particularly in the management of BOS and DAK funds. Thus, the main problem identified is the gap between the ideal legal framework and the reality of implementation in the field.

The implications of this study call for strategic efforts to strengthen the function of school committees through internal capacity building and adjustments to a more modern and

participatory monitoring mechanism. Policy recommendations include the implementation of structured and sustainable training programs for committee members, the implementation of a transparent digital reporting system, and increased stakeholder participation through regular communication forums. These measures are expected to not only reduce corruption loopholes, but also improve the quality and accountability of education fund management, thus contributing to the sustainable improvement of national education quality.

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