

SCHOOL COMMITTEE STRATEGY TO IMPROVE THE QUALITY OF EDUCATION AT MI MA'ARIF MUNGUNG 1, PULUNG, PONOROGO

M. Suyudi

Islamic Institute of Sunan Giri (INSURI), Ponorogo, Indonesia.
E-mail: alkiso57@gmail.com

Miftahul Janah

Islamic Institute of Sunan Giri (INSURI), Ponorogo, Indonesia.
E-mail: miftahul.janah@gmail.com

Abstract: This study aims to reveal the roles and strategies of the school committee in developing the quality of education. This research is important to do because the issue of the quality of education in Indonesia is looking for an ideal formulation due to the impact of industry 4.0. The quality of education is required to be comparable and parallel to the development of modern science. This research was conducted at Madrasah Ibtidaiyah Ma'arif 1 Mungung. At least, this research wants to find answers to how strategies to optimize the development of education quality and the role of the school committee in achieving the mission of developing educational quality. This research is qualitative. To obtain complete data and pay attention to the relevance of the data for the study, the data collection in this study used interview, observation, and documentation techniques. The collected data were analyzed using the analysis technique of Milles and Huberman. The results of this study were 1) efforts of improving quality of education in MI Ma'arif 1 Mungung among other things are improving the achievement of the school, strengthening the role of the committee, and improving the professionalism of teachers. 2) The role of the School Committee in improving the quality of education at MI Ma'arif Mungung 1 is as: a) Advisory agency, b) Supporting agency, c) Controlling agency, d) Mediator, 3) The strategies used by the School Principal in enhancing the role of School 3 Committees are: Building trust in stakeholders, building a sense of kinship with stakeholders, giving authority to committed people.

Keywords: School Committee, Quality of Education.

Introduction

Education plays a very important role in the process of improving the quality of human resources and is an integrated process with the process of improving the quality of human resources itself. While in other aspects, the resource has an important role in the quality of society and country. Quality resources, producing golden generations capable of making positive breakthroughs both in the framework of science and community development. The causal relationship between the quality of education and human resources is an inseparable symbiosis.

But lately, since Indonesia and even globally, there has been a crisis in the quality of education. One of the educational problems faced by the Indonesian nation is the low quality of education at every level of education, especially primary and secondary education.¹ Various efforts have been made to improve the quality of national education, among others, through various training and improvement of teacher competence, procurement of books and learning tools, improvement of educational facilities and infrastructure, and improvement of school management.

Yasir Arafat emphatically put forward the idea that one of the internal reform steps in the education sector that must be carried out immediately is to restore pedagogical autonomy to schools and teachers. Besides, schools and teachers need to be given a bigger role to participate in developing learning programs and evaluation agendas. He is sure that as long as there are no changes made, then during that time schools and teachers will not be able to carry out their duties to educate properly. During that time, we will not correct the fundamental mistakes that occur in schools.²

¹ The low quality of quality at the education level can be seen from the readiness of the facilities and professional staff who teach as well as the quality of students in these educational institutions. These three things, if seen carefully, are still not optimal. Educational facilities have not used digital-based learning standards, the teaching staff is still far from professional and quality standards, the output of students has not been able to compete from competing both nationally and globally. Of course, this is a crucial problem that confronts the phenomenon of our education. See Nur Eni S, Yasir Arafat, and Mulyadi Mulyadi, "The Effect of Capacity Building and School Principal's Leadership towards Teacher's Performance," *INTERNATIONAL JOURNAL OF EDUCATIONAL REVIEW* 2, no. 2 (May 2, 2020): 130–42, <https://doi.org/10.33369/ijer.v2i2.10921>.

² School policies to support and improve the quality of education are supported by the availability of human resources in developing the form of teachers and staff involved in implementing policies, allocating funds from various sources of income, time and allocations to implement all policies and school activity programs. In addition, it also moves school literacy to follow the direction of the education and culture regulation number 23 of 2015 concerning characteristic growth. The birth of a reading group community, motivation, reading corner programs and the provision of libraries as reading sources are the various policies of school leaders in ensuring quality. See Yulisa Wandasari, Muhammad Kristiawan, and Yasir Arafat, "Policy Evaluation of School's Literacy Movement on

One of the forms is to form a body to replace the presence of Assistant Education Provider Agency (BP3) the School Committee through the Minister of National Education number: 044/U/2002 on April 2, 2002. The change of name became the School Committee BP3 is based on the need for full community involvement in improving the quality of education. The School Committee is the new name for the replacement of the Education Provider Assistance Agency (BP3). The two terms are not substantially different. The only difference lies in optimizing the community's participation in supporting and realizing the quality of education. The School Committee is an independent body that accommodates the participation of the community to improve the quality, equity, and efficiency of education management in educational units, both in pre-school education, school education pathways, and outside education channels (Kepmendiknas number: 044/U 2002).³

The regulation emphasizes that the role and society in the field of education has a very important and strategic position. This is officially recognized, both in the Law and in several Ministerial Regulations. According to the National Education System Law No. 20 of 2003, education is a shared responsibility between the government, parents, and society.⁴ To improve the quality of education in both public and private schools, the community is required to play an active role and take the initiative. So far, the community as education providers, in various ways must be loyal followers of various educational policies issued by the government. In the future, the community must cooperate with schools, to determine various policies that are useful for the progress of the school. The community also becomes an institution that can control school activities, so that they can be spurred properly again. The role of the community can also be a means of disseminating relatively new educational programs and a vehicle for the community to be smart.⁵

Improving Discipline of State High School Students," *International Journal of Scientific & Technology Research* 8, no. 4 (2019): 190–98.

³ School committees are partners in improving the quality of education services at all levels. As partners, the school committee becomes an autonomous body equal to schools as stipulated in Law number 25 of 2000 concerning national development. The education council and school committee are bodies that are independent and autonomous and have rules to adhere to the principle of togetherness and do not have hierarchical relationships with the education office or other institutions. See in Ali Mustadi, Enny Zubaidah, and Sumardi Sumardi, "Peran Komite Sekolah Dalam Peningkatan Mutu Pembelajaran Di Sekolah Dasar," *Cakrawala Pendidikan* XXXV, no. 3 (2016): 313–14.

⁴ Departemen Pendidikan Nasional Republik Indonesia, "Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," Pub. L. No. UU 20/2003 (2003).

⁵ The results of Fathul Maujud's research stated that 1) the form of community participation in improving the quality of education has three models, namely participation in the form of community involvement in the acceptance of new students such as equipment and finance; participation in the form of community involvement in fostering students inside and outside of school and the last is

While the problem of weakness in the quality of education has not been resolved, one of the Madrasah Ibtida'iyah Ma'arif Mungung 1 educational institution is one of several private madrasahs in Pulung District which is classified as advanced and has good quality. This is inseparable from the role of the committee that supports the implementation of education at Madrasah Ibtida'iyah Ma'arif Mungung 1. Therefore, the author is interested in conducting research there to reveal the strategies and roles of the school committee in improving the quality of education.

The author has made a serious search into various journal studies, including Zara Karima, which reveals that the leadership role of school principals is very urgent to develop the quality of education. Some of the breakthroughs taken were the identification of teacher competencies, facilities, and infrastructure, as well as the improvement of student learning.⁶ The analysis used in measuring education quality development policies is an Islamic perspective and does not necessarily involve state regulations. Likewise, Meila Hayudiyani examines the policies of school principals in improving the quality of education through superior programs, namely literacy and cultural schools.⁷ Meila's research is literary. And many other studies have in common, only on certain different sides.

In conducting research, the author uses a qualitative research model through a case study approach, by matching empirical realities and prevailing theories using deductive thinking patterns. The researcher acts as a data collector and active instrument in collecting data on MI Ma'arif Mungung 1 Pulung Roxburgh. Researchers deal directly with the school committee, school principals, and MI Ma'arif Mungung 1 Pulung Ponorogo teachers as respondents to conduct observations and interviews so that researchers can observe, take notes, and reflect carefully on what respondents or informants are doing.

involvement in preparing students who have good character. 2) the role of the community as planners and supervisors in all school programs. 3) the obstacle experienced by the community in developing the quality of education is the difficulty of information and knowledge. See Fathul Maujud, "Peran Partisipasi Masyarakat Dalam Meningkatkan Mutu Pendidikan Madrasah (Studi Kasus Di Madrasah Ibtidaiyah Islahul Muta'allim Pagutan Kota Mataram)," *PALAPA* 5, no. 2 (November 30, 2017): 92–121, <https://doi.org/10.36088/palapa.v5i2.48>.

⁶ Meila Hayudiyani et al., "Strategi kepala sekolah meningkatkan mutu pendidikan melalui program unggulan sekolah," *Jurnal Akuntabilitas Manajemen Pendidikan* 8, no. 1 (August 4, 2020): 89–95, <https://doi.org/10.21831/jamp.v8i1.30131>.

⁷ Zara Er Karima et al., "KEPEMIMPINAN KEPALA SEKOLAH DALAM PENGEMBANGAN MUTU PENDIDIKAN PERSPEKTIF ISLAM," *IQRO: Journal of Islamic Education* 3, no. 1 (July 3, 2020): 15–30, <https://doi.org/10.24256/iqro.v3i1.1350>.

School Committee

In 2003, education in Indonesia was required to carry out a massive metamorphosis to improve the quality of education. Through Law number 20 of 2003 concerning the National Education System, a school committee was born which aims to assist students so that they do not drop out of school and ensure the quality of the implementation of educational institutions. From its history, the school committee is the renewal of the name of the BP3 program (Educational Provider Assistance Agency). Even though the name has changed, it has not substantially changed. What is different is only in the practical plains of stewardship and involvement of the community's role in realizing the quality of education. The community plays a role in realizing the quality of education and has the right to choose and form school committee management.⁸

Functionally, the school cometet is an independent body that oversees the role of the community and schools to improve the quality, effectiveness, and distribution of education management both in the education, education, and beyond. However, the school committee is independent, in the sense that it does not have a hierarchical structural relationship with any institution. Because the school committee was formed based on democratic deliberation as a representation of various elements that are responsible for improving the quality of education.⁹

Umam states that the school committee's contribution to the educational institutions under it are:

1. Formulate a development strategy for educational institutions in the next 3-4 years;
2. Participate in planning every year by educational institutions;
3. Schedule a school strategic planning meeting by accommodating and discussing all the needs, problems, aspirations, and quality development ideas submitted by school committee members;
4. Thinking of strategic steps that can be taken by schools and school committees to advance quality;
5. Make efforts to encourage schools to carry out internal monitoring (*school self-assessment*) and report the results in an evaluation forum;
6. Discuss and evaluate the results of standard assessments conducted by external agencies to maintain the stability of *quality assurance*;

⁸ Sri Renani Pantjastuti, *Komite Sekolah: Sejarah Dan Prospeknya Di Masa Depan* (Yogyakarta: Hikayat, 2008), 63–64.

⁹ Hasbullah Hasbullah, *Kebijakan Otonomi Daerah Dan Implikasinya Terhadap Penyelenggaraan Pendidikan* (Jakarta: RajaGrafindo Persada, 2006), 90–91.

7. Discuss annual reports so that an overview of internal and external conditions is obtained for the development of educational institutions.¹⁰

Quality of Education

In the context of education, quality includes three things, namely input, process, and output. For the three of them to have satisfactory results, each other must be related. The three components are *packeting*, not separate, and partial. Education is said to be of quality if all three things can succeed in achieving success simultaneously, but if one only runs, it is not said to be of good quality. Therefore, for good quality education, a one-way and many-door process is needed to achieve satisfactory results over a long period.

Hari Sudrajad states that quality education is education that can produce graduates or outputs with maximum capabilities, satisfying academic competence and character. The meaning of a character is being honest, independent, having social capital, being ethical. Meanwhile, what is meant by graduate competence is that students have life skills, an integral personality, are professional, and can think critically about reality.¹¹ With this meaning, it is clear that quality education requires an upright pillar to develop human resources (HR).

Sudarman Danim states that there are major factors in improving the quality of education, at least five dominant factors that must be considered as subjects and implementers, namely:

1. Headmaster

Quality education is influenced by the principal's leadership style. The principal must understand and have a clear work vision, work hard, and be professional. A figure of a charismatic leader, motivator, diligent, optimal, and disciplined at work.

2. Educator

The professionalism of educators (teachers, lecturers) must be qualified and competent, especially in their fields of expertise. The competence and profession of teachers in various school and outside school activities determine this as part of quality. Educators, in the quality of education, are very decisive because they are related to output and human resources.

¹⁰ Muhamad Khoirul Umam, "KOMITE MADRASAH DALAM KONTEKS MANAJEMEN MUTU TERPADU PENDIDIKAN ISLAM," *Al-Hikmah: Jurnal Kependidikan Dan Syariah* 7, no. 1 (October 23, 2019): 39–56.

¹¹ Hari Sudradjat, *Manajemen Peningkatan Mutu Berbasis Sekolah: Peningkatan Mutu Pendidikan Melalui Implementasi KBK* (Bandung: Cipta Lekas Garafika, 2005), 17–19.

3. Students

Students are the main measure for assessing the quality of an educational institution. The output of graduates produced is the leading barometer for measuring quality. Therefore, good and bad management of education depends on the students' graduates.

4. Concept or curriculum

The curriculum is a standard strategic map of all educational management processes, from planning to evaluation. The curriculum has been arranged centrally within the framework of the national curriculum. The role of the school is to implement and develop the quality of education based on plans, concepts, and goals. This is following the concept built by Islamic education which places the curriculum as a mature process in contemporary educational management.¹²

5. Relation

The quality of education is also determined by the form of cooperation undertaken by schools, such as cooperation with companies, government agencies, and various community institutions. This is because the network partners will not cooperate without the quality that accompanies the school.¹³

Increased Educational Quality in MI Ma'arif Munggung 1, Pulung, Ponorogo

The achievement in MI is in the form of academic achievement as evidenced by the numerical value achieved by students, non-academic achievements expressed by various skills, as well as *intangible* achievements such as politeness, honesty, discipline, the values of life adopted, the urge to move forward. To find out the *intangible* achievement is also taught in this School. This was stated by the Head of School as follows:

“Our target is not located in a magnificent building or educational facilities that are very complete, but more than that, namely we want our children to live their lives with good morals in the future, full of good morals.”

¹² Limas Dodi, “Nilai Spiritualitas Sayyed Hossein Nasr Dalam Manajemen Pendidikan Islam,” *Dirasat: Jurnal Manajemen Dan Pendidikan Islam* 4, no. 1 (July 1, 2018): 71–90, <https://doi.org/10.26594/dirasat.v4i1.1198>.

¹³ Sudarwan Danim, *Visi Baru Manajemen Sekolah* (Jakarta: Bumi Aksara, 2016), 56–57. However, in general, Hoy, Bayne-Jardine, and Wood specify that quality in education is an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating. Charles Hoy, Colin Charles Bayne-Jardine, and Margaret Wood, *Improving Quality in Education* (London: Psychology Press, 2000), 11–12.

“... We also really hope for the students, for example about a clean lifestyle, how they value their time, and how they behave, and so on.”¹⁴

Other things that were done by MI Ma'arif Mungging 1 in fostering this *intangible* achievement, for example by welcoming new students by the head of the School directly. This activity takes place every day, even if unable to do so, it will be replaced by another teacher. This is also supported by a statement by one of the teachers, that “*the principal who came for the first time to welcome the children to school.*”¹⁵ Other efforts made by madrasas in cultivating the habit of respecting and cultivating a sense of courtesy in themselves are always respecting them, always being polite and never giving them physical punishment.

In addition to the activities mentioned above, this School also cultivates the habit of citing al-Qur'an together, memorizing short chapters in al-Qur'an, memorizing *Asmaul Husna*, and praying *Duha* in congregation, praying *Dhuhur* in congregation, charity Friday, and so on. The progress made by madrasas correlates with the progress of society. The importance of this relationship was expressed by members of the School management as well as *stakeholders* because he came from the element of guardian of students in MI. The following are excerpts from the interview:

“The changes in society are very fast, miss, and it must be captured by the School and so that the wishes and aspirations of the community as madrasa owners can be accommodated and channeled. A curriculum is an inanimate object, sis, even though the outside world is changing very rapidly. Because we want our students not to be left behind, we try to maintain relationships with the community so that changes in society can *match* existing programs in schools and vice versa, so that educational institutions are supposed to prepare generational cadres who are ready to face the era of globalization, not lagging let alone stagnation.”¹⁶

The Role of the School Committee

The roles that are carried out by the School Committee of MI Ma'arif Mungging are 4 roles that are interrelated and sustainable from one another. The four roles played by the MI Ma'arif Mungging 1 School Committee are as follows:

¹⁴ Aruf, *Intangible Achievement*, May 16, 2020.

¹⁵ Ramlah, *Activity that Fostering the Intangible Achievement*, May 17, 2020.

¹⁶ Muhrojin, *Some Excellent Madrasas Programs*, May 18, 2020.

1. Advisory Agency

As a school partner in the role of the school committee, it is to work together to provide various considerations regarding the formulation of the school's vision and mission, actualization, and embodiment of this vision into school programs and activities. With this position, the school committee has the right to have a say in determining school policy. The existence of the school committee helps leaders, especially in planning and evaluating the vision and mission of the school. As stated by Mulyono's statement below:

“The School Committee also provides considerations on the policies to be taken by madrasas, the formulation of the vision and mission of madrasas and so on. School Committee considered policy a policy which will be taken by the school.”¹⁷

This statement was reinforced by Juremi's statement as the secretary of the MI Ma'arif Munggung 1 Committee, according to him the consideration given by the school committee had three levels, namely as a school supporter to ensure all activities and programs in the form of policies, as a policymaker when schools did not find shortcuts to developing schools and the latter as reinforcement of school policy plans. It is more clearly stated as follows:

“The School Committee helps develop and provide considerations on policies to be taken by the school principal. We involve this assistance in every planning and evaluation of school programs. Because the members of the school committee are people who understand and are knowledgeable.”¹⁸

The School Committee also provides considerations on other policies. For example, the formulation of a curriculum that will be implemented at the School. This was stated by the Headmaster of School, that:

“The School Committee also gave considerations in formulating KTSP. In this document, there is a vision, mission, objectives, and minimum completeness criteria, so we involve the School Committee when determining all of these. This is intended so that the vision and mission and all of these matters are not deprived of the roots of society in which the community is the one who supports MI Ma'arif Munggung 1.”¹⁹

¹⁷ Mulyono, School Committee as Advisory Agency, May 19, 2020.

¹⁸ Juremi, The Consideration Given by the School Committee, May 20, 2020.

¹⁹ Arief, Another Consideration of School Committee, May 20, 2020.

The School Committee also provides considerations in determining a budget and financial allocations:

“Other considerations carried out by the School Committee, for example, we want to decide on a policy regarding funds for activity X, starting from what amount, how much is our ability, where do the sources come from, how to raise the funds ... it's all decided in the forum with joint considerations of course with consideration of the School Committee as well.”²⁰

From the explanation above, it can be seen that the MI Ma'arif Mungging 1 Committee in carrying out its role to improve the quality of education has given a lot of consideration to the policies to be taken, related to curriculum, vision, and mission of School, RAPBM, educational facilities, and infrastructure, increasing welfare, teacher and so on.

2. Supporting Agency

The School Committee acts as a madrasa supporter in terms of funds, thoughts, and energy so that educational programs can run well and following the vision and mission to be achieved. The secretary of the School Committee stated the importance of the committee in carrying out its role as a supporter:

“As a provider of support the Committee has a very large portion. Here the role of the committee is not only as a supporter but also as the main support.”²¹

The role of the School Committee as a supporter is not only concerned with the issue of funds but is also directed at optimizing support in the form of thoughts and energy in developing madrasas so that the quality of education in madrasas can be improved. The need for support from the community that is not only in the form of funds was expressed by Mr. Arief as the Head of the School:

“Formally and informally this support comes not only in terms of financial or material fulfillment, but also support for ideas, thoughts, and energy it is automatic.”²²

School Committee also supports the improvement of the professionalism of teachers through training, seminars, and others. From the explanation above, we can conclude that the MI Ma'arif Mungging 1

²⁰ Mulyono, May 20, 2020.

²¹ Juremi, May 20, 2020.

²² Arief, May 20, 2020.

Committee has provided support, both in terms of funds, thoughts, and energy for the continued success of education at MI Ma'arif Mungging 1.

3. Controlling Agency

This *controlling* activity was not only carried out on the financial aspects but also on the aspects of the activities carried out by madrasas. This is explained by Mulyono as follows: “This *control is not entirely in financial matters, but also on the matter of the activity agenda.*” Control in terms of funding is intended so that all types of income and all types of expenditure for educational activities are known together, both by the School and by the School Committee as representatives of education *stakeholders*, following the plans and programs that have been prepared. According to Arief as Head of School, Mulyono as chairman of the committee, the following forms of control are carried out:

“So all activities contained in the RPM and RAPBM must still be controlled by the School Committee, because of what, because it does not rule out the possibility that there are programs that have been neatly organized, but in the middle of the road there is a very urgent program ... well, that must be controlled. If there is something urgent but at the RPM or RAPBM, how about that? So that is the need for the School Committee to control, both controlling the activity agenda and regarding its finances. What is the control like? Every time there is an activity in this MI, for example, there is a fairly large activity that requires a large number of funds, but in the RPM the funds budgeted are insufficient, so how is that, needs to be implemented or not. For this reason, we regularly invite the School Committee.”²³

4. Mediator

The School Committee in carrying out its role as a mediator is tasked with connecting the School with parents, the community, and also the government and bridging communication between the three elements to communicate and interact properly. About the role of the Committee as a mediator was conveyed by the head of the School Committee as follows:

“The mediation role played by the School Committee, in this case, is trying to provide an image of this school by communicating to *stakeholders* as users of educational institutions, both *stakeholders* from all aspects of parents who are involved in the School Committee and the wider community.”²⁴

²³ Arief, May 20, 2020.

²⁴ Arief, May 20, 2020.

The role of the mediator which is owned by the School Committee also functions to bridge communication between madrasas and the government. This was conveyed by the following Juremi:

“The committee is trying to connect MI with policymakers upward, for example, aside, with parents and so on. For the upward path are assisted by our committee members who are members of the council. And this certainly cannot leave the principal as the policymaker. Usually, in addition to the principal, there are the committee's core members, such as the chairman, secretary, treasurer, and so on.”²⁵

From the explanation above, we can conclude that the role of the mediator carried out by the School Committee has been carried out a lot and includes mediation with parents, the community, and the government.

The Strategy of Developing Education Quality of Headmaster

MI Ma'arif Munggun 1 as one of the educational units to realize that community involvement is indispensable for improving the quality of education and already apply government instruction to establish the organization since 2001. For goals to be achieved by the Committee on School could walk properly and optimally, then the head of School formulates a strategy so that the role of the School Committee runs more optimally. There are 3 strategies formulated by the School Principal, namely:

1. Build Trust in Stakeholders

The trust that is built is one of the efforts for the School Committee to work comfortably so that it can play a good role and the quality of education in this school can be achieved.²⁶ In building trust, 3 things need to be done, namely creating transparency, public accountability, building communication, and promoting achievement. The achievements of these madrasa students cannot be separated from the professionalism of teachers who continue to develop their competence as educators, adequate educational facilities and infrastructure, and efforts such as providing additional tutoring, extracurricular activities that hone students' potential and talents, and so on.

2. Build a Sense of Kinship with Stakeholders

In building this sense of kinship what is done is always to establish good communication by meeting *face to face* or by telephone, immediately

²⁵ Juremi, May 20, 2020.

²⁶ Arief, May 25, 2020.

communicating when there is a problem to find a solution immediately, creating intimacy by not always talking about serious matters such as meetings, programs and so on. . Trying to help each other and remind each other, namely *wa tawaa shoubil haqqi watawaa shoubissobri*. Efforts to build a sense of kinship are carried out in a formal, non-formal, and informal setting. Regarding this matter stated by the Head of School, namely:

“There are a lot of activities that we do to build a sense of kinship, both formally, informally, and informally.” “To increase the role of the committee, one of them is to build a sense of kinship between all of us. Also, if there is time, we occasionally hold a *family gathering*. Once upon a time, we had fun activities with the School Committee, if we met we didn't just talk about programs, meetings, but once upon a time we sat talking and we created an atmosphere that was not always formal so we could familiarize ourselves with build kinship, so what we build is kinship in essence *wa tawaa shoubil haqqi wa tawaa shoubissobri*. Remind each other.”²⁷

3. Give Authority to People who are Committed

The search for committed members began before the socialization process for the formation of the School Committee. As for how to get a member of the School Committee who committed this can be done in three ways: *first, the* willingness of the audience to select Madrasah Committee members. In MI Ma'arif Mungging 1 before the election of chairman and secretary of the Committee on Madrasah do, be submitted first to the audience about his autobiography, education background, commitment, and vision of its mission if later elected to the Committee members. This is explained by the following School Principals:

“What was agreed upon at the time of the election for the madrasa committee by the parents was the chairman and secretary and committee. The chairperson and secretary are elected by the audience by looking at the vision and mission, autobiography, educational background, and also the commitments they explained before the election.”²⁸

Second, from the student guardian database. At MI Ma'arif Mungging 1, we have a data bank (database) about student guardians, both regarding addresses, occupations, income, and so on. The co-chair of the formation team then tried to find and contact the guardian of students who were deemed capable and asked their willingness to become a member of the

²⁷ Arief, May 25, 2020.

²⁸ Arief, May 25, 2020.

School Committee and without coercion. This is explained by the following School Principals:

“The committee has data on the parents and guardians of students (database). Then the committee tries to find and contact people who are considered capable, caring, and have the time to be committed.”²⁹

This was also confirmed by the School Committee secretary in the following interview excerpt:

“To get committee members we are looking for people who are truly capable and committed, because this task is not easy, sis. In the search, we usually ask for data from the school about the condition of the student's guardian, right there is an explanation of whose name, what occupation, education and also how much is the parent's income.”³⁰

From the explanation above, we can see that the strategy implementation of the School Principal to increase the role of the School Committee has been carried out properly and involves all parties. The guiding principle in education in carrying out educational management activities is the main key to optimizing the quality of education. The strategic role of the principal plays an important role in making correct, precise, and accurate policies. The involvement of every individual and institution needs to be done, with different positions.

Quality Improvement Analysis

In this discussion, it contains the data analysis in question, namely analyzing data obtained from good research results related to efforts to improve the quality of Schools, the role of the School Committee, and the strategies used by the School Principal in optimizing the role of the School Committee at MI Ma'arif. Munggug 1. In winning this global competition, the challenge that must be overcome is to become a qualified human being. Quality in the context of "results" refers to the achievements achieved, be it academic achievement as evidenced by the numerical value achieved by students, non-academic performance expressed by various skills, as well as *intangible* achievements such as politeness, honesty, discipline, the values of life adopted, the drive to move forward to meet the needs of stakeholders.³¹

²⁹ Arief, May 25, 2020.

³⁰ Juremi, May 25, 2020.

³¹ Every program and activity in education management can be said to be effective and successful if the output produced is in accordance with the objectives of education itself. One of the goals of

MI Ma'arif Mungging 1 also has many academic achievements. Likewise non-academic achievement describes the student skills in addition to academic skills taught in School, including an achievement that cannot be held (intangible). This achievement is highly expected by parents as stakeholders. The quality target of MI Ma'arif 1 Mungging wants our children to live their lives with good morals, full of good morals. Other things that are done are welcoming the arrival of students by the head of the School directly, this is intended to foster a sense of respect and instill discipline in them.

The School Committee is an independent body that was formed for improving quality of care by giving consideration, guidance and support personnel, facilities, and supervision of education at the level of the educational unit. Conceptually, the role of the school committee or School is **a)** Giving consideration (advisory agency) in the determination and implementation of education policies in the education unit. **b)** Supporting agencies, both in the form of finance, thoughts, and personnel in the delivery of education in educational units. **c)** Controlling (controlling agency) in the framework of transparency and accountability of education delivery and output in educational units, and **d)** Mediator between the government (executive) and the community in education units (Kepmendiknas number: 044/U/2002).³²

In improving the quality of education, another effort that needs to be done is to improve the professional ability and competence of education personnel, which are the dominant factors determining the success of educational institutions in transforming science and technology, as well as the cultivation of morals and ethics for their students. The challenges of globalization which are marked by the existence of competition are a separate challenge for education or teachers to prepare their pupils to become a generation that grows and develops, interactively, and optimally so that they can compete in the era of globalization and can build a better national and state life.

Professional teachers must have minimum requirements, including having professional education qualifications, have the ability to communicate well with their students, have a creative and productive spirit, have a work ethic and show a high commitment to their profession and always carry out

education is to print and create a generation of intellectuals, unity and morals. Therefore, educational institutions can be said to have quality if their students' graduates are able to speak a lot in the national and international arena. See Ahdar Ahdar, Musyarif Musyarif, and Aris Anwarul Muttaqin, "Conception, Scientific and Re-Methodology Pesantren Sunan Drajaat in Developing Islamic Education-Based Learning Output," *Didaktika Religia* 8, no. 1 (June 3, 2020): 138–56, <https://doi.org/10.30762/didaktika.v8i1.1266>.

³² Bedjo Sujanto, *Manajemen Pendidikan Berbasis Sekolah: Model Pengelolaan Sekolah Di Era Otonomi Daerah* (Jakarta: Sagung Seto, 2007), 62.

continuous self-development (*continuous improvement*) through professional organizations, the internet, seminar books, and others.³³ To improve the professional ability of teachers, MI Ma'arif Mungging 1 carried out activities that supported the improvement of their ability as educators. One of the activities is attending seminars, training workshops, and others. This was done so that the quality of these teachers' abilities would improve and could build MI Ma'arif Mungging 1 more advanced.

Analysis of the Role of the School Committee

The roles carried out by the MI Ma'arif Mungging 1 School Committee are 4 roles and the four roles are interrelated and continuous roles one another. The four roles played by the MI Ma'arif Mungging 1 School Committee are as follows:

1. advisory agency

The School Committee as a School partner has a role as a provider of consideration in every program plan and policy that will be used by the School to advance School. This School Committee formally functions as a joint decision-maker between School and the community in terms of planning, implementing, monitoring, and evaluating work programs carried out by Schools.

The School Committee has a role as an *advisory agency*, a body that provides advice to schools or foundations. Ideally, schools and educational foundations should ask the School Committee for consideration in formulating school policies, programs, and activities, including in formulating the vision, mission, and goals of the school. There are several visions, missions, and school objectives that are given and some must be formulated together with the School Committee, such as what excellent programs the school wants to implement.³⁴

Considerations in MI Ma'arif Mungging 1 is like giving considerations about the policies to be taken by the madrasa, the formulation of the vision and mission madrassas, and the like. School Committee helps improve and provide consideration of policies to be taken by the principal. The School Committee also provides considerations on these facilities and infrastructure. The committee as a provider of considerations, for example in whether or not MI development is necessary for physical and non-physical forms.³⁵

³³ Departemen Agama RI, *Pedoman Komite Madrasah* (Jakarta: Departemen Agama RI, 2003), 42.

³⁴ *Ibid.*, 82.

³⁵ According to Dochy, educational institutions cannot stand alone without the help and support of other institutions, because of the nature of education that comes from and develops many objects such as students, the social environment and even the state. So it is fitting, educational institutions

Improving the quality of education also requires professional teachers, so there is a need for a teacher development program.³⁶ This is of course following the needs and finances of the School Committee, because the funds used are funds originating from the School Committee. The School Committee considers the welfare of teachers by providing teacher salaries every month even though the BOS funds are not disbursed every month. Considering the routine of non-official teacher salaries is very important in realizing welfare and so that teachers in educating are more focused so that the results are more optimal.

Then the School Committee at MI Ma'arif Mungging 1 also gave considerations in formulating the curriculum, KTSP. This considers the KTSP that will be used in madrasahs, starting from determining the vision and mission, what the curriculum is, national curriculum, we also align the contents. So it can be seen that the MI Ma'arif Mungging 1 Committee in carrying out its role to improve the quality of education has given a lot of consideration to the policies that will be taken, such as considering the curriculum, vision, and mission of the School, RAPBM, educational facilities and infrastructure, increasing professionalism, improvement of teacher welfare and so on.

2. Supporting Agency

The School Committee acts as a madrasa supporter in terms of funds, thoughts, and energy so that educational programs can run well and following the vision and mission to be achieved. The School Committee has a role as a supporting agency, an agency that provides support in the form of funds, personnel, and thoughts. The emphasis of Committee role Schools should not be the funding aspect alone but other aspects, especially in the form of ideas to help improve education.³⁷ The role of the School Committee as a supporter is not only concerned with the issue of funding but is also directed at optimizing support in the form of thoughts and energy in developing

involve other institutions in formulating or planning quality education. Other institutions include the school committee as a partner in the development of educational institutions. Filip Dochy, "A New Assessment Era: Different Needs, New Challenges," *Research Dialogue in Learning and Instruction* 2 (2001): 11–20.

³⁶ The role of the teacher is very decisive in determining the quality of students because it is the teacher who is responsible for making knowledge transfer efforts. In Muh. Hambali (2016) said that teacher competence is the basis for measuring learning and personality skills. Teachers have important meaning in the aspects of coaching, teaching and training in influencing the quality of students. Thus the teacher must have academic competence, training experience, teaching experience, lesson planning and academic achievement. Muh. Hambali, "Manajemen Pengembangan Kompetensi Guru PAI," *Jurnal Manajemen Pendidikan Islam (J-MPI)* 1, no. 1 (March 15, 2016): 75–89.

³⁷ Sujanto, *Manajemen Pendidikan Berbasis Sekolah: Model Pengelolaan Sekolah Di Era Otonomi Daerah*, 62.

madrasas so that the quality of education in these madrasas can be improved.³⁸

The use of funds is necessary to carry out the educational process, but the responsibility of society in the form of ideas, thoughts, and energy of the community is also needed by the madrasas to realize improvements in quality, efficiency, and equity of education that will eventually realize a madrasa effective and productive. The support that exists in MI Ma'arif Mungging 1 is that formally and informally this support includes not only material but also support for ideas, thoughts, and energy.

Another thing that is no less important in the effort to support madrasas apart from funding is the need for support in the form of creative and innovative ideas, donations of thought and automatically requires the assistance of personnel to improve the quality of education in the School. This can be in the form of support for predetermined programs and providing input on how to make the program run well and smoothly.³⁹

Besides, the School Committee also supports the improvement of teacher professionalism through training, seminars, and so on. The implementation of this program is greatly assisted by the presence of School Committee members who have diverse professions and expertise so that this greatly supports their role as providers of thought and energy support. The role of the School Committee as a supporter in terms of thought and energy.

Support for thinking is the support of the School Committee regarding school programs where School Committee programs are adopted from school programs because the School Committee has to support schools to improve the quality of teachers and students. Support from members of madrasas capacity as this helps School education practitioners in getting information - the latest information about education, seeking tutor and training so that it can prepare MI Ma'arif Mungging one step further than other schools or madrasas. This support is not only provided by the community who are registered as members of the School Committee, even the general public who care about education at MI Ma'arif Mungging are also providing support.

From the description above, we can conclude that the Committee MI Ma'arif Mungging 1 has provided good support, support in terms of funds, thoughts, power for the continuation of the success of education in MI Ma'arif Mungging 1. Such support does not mean that the Committee is a

³⁸ Abdul Majir, "REKONSTRUKSI HUBUNGAN KOMITE SEKOLAH DAN SEKOLAH SEBAGAI UPAYA MENINGKATKAN MUTU PENDIDIKAN," *Jurnal Pendidikan Dan Kebudayaan Missio* 10, no. 2 (2018): 223-31.

³⁹ Umam, "KOMITE MADRASAH DALAM KONTEKS MANAJEMEN MUTU TERPADU PENDIDIKAN ISLAM."

donor in form of rupiah, but it is more about how the School can get funds or relief in paying something. This supporting role is also greatly helped by the various professions owned by School Committee members as well as the support assistance from people who care about education.

3. Controlling Agency

The School Committee has a role as a controlling agency, bodies which implement social supervision to school. This supervision is not an institutional oversight as is carried out by institutions or supervisory bodies such as the inspectorate, or the Supreme Audit Agency, or other functional oversight bodies. The social supervision that is carried out has more social implications and is more carried out in a preventive manner, such as when schools prepare RAPBS, or when schools prepare accountability reports to the community.⁴⁰

Controlling agency is not in the form of institutional supervision as is carried out by institutions or the Supreme Audit Agency, but is more of a preventive nature.⁴¹ This control is carried out to create transparency and accountability in the educational institution. This controlling activity was not only carried out on the financial aspects but also on the aspects of the activities carried out by madrasahs.

Controlling, apart from being carried out on funding, is also carried out on the performance and activities of the School, so that the performance and activities run well, it is necessary to carry out control by the School Committee. This control activity is carried out in terms of finance and in terms of performance/activities carried out by School.⁴² This control can be in the form of direct supervision of the activities that have been carried out whether they are by what was planned, indirect control such as seeing activities and finances from reports such as LPJ, routine meetings, and incidental meetings, namely meeting committee members when there are problems that must be immediately resolved together. This control is not only carried out by the School Committee but is also assisted by stakeholders, both parents of students, and the general public.

The control that is carried out is not interpreted as a mere act of supervision, but as an effort of transparency and preventive action so that what is done by the School remains on the right track according to what is

⁴⁰ Sujanto, *Manajemen Pendidikan Berbasis Sekolah: Model Pengelolaan Sekolah Di Era Otonomi Daerah*, 82.

⁴¹ Fahmi Rozi et al., "SINERGITAS PERAN KOMITE DAN KEPALA MADRASAH DALAM MENINGKAT MUTU PENDIDIKAN DI MAN 1 LEBONG, BENGKULU: Indonesia," *Jurnal Manajemen Pendidikan Islam Al-Idarah* 5, no. 2 (July 2, 2020): 59–66.

⁴² Mawan Kriswanto and Muhyadi Muhyadi, "IMPLEMENTASI PERAN KOMITE SEKOLAH DI SD NEGERI SUMBERPORONG 03 KECAMATAN LAWANG, KABUPATEN MALANG," *Jurnal Akuntabilitas Manajemen Pendidikan* 1, no. 1 (April 1, 2013): 66–79, <https://doi.org/10.21831/amp.v1i1.2325>.

expected by *stakeholders*, because after all the *output* processed in the institution belongs to the community and will return to the community.⁴³ From the explanation above, it can be concluded that the controlling role exercised by the School Committee includes controlling finances and activities. This control is carried out by direct supervision of activities as well as from activity and financial reports as well as regular and incidental meetings. Apart from being carried out by the Committee, this control is assisted by the parents of students and the wider community.

4. Mediator

The School Committee has a role as a mediator between the school and parents and the community. For sustainability School Committee in private educational institutions will be straps brotherhood between schools, parents, and the community. Thus meditating will be the key to successful efforts to increase the pen upbringing.

The School Committee in carrying out its role as a mediator is tasked with connecting the School with parents, the community, and also the government, as well as bridging communication between the three elements to communicate and interact properly. Efforts to bridge communication are intended so that ideas, demands, information, criticism, suggestions, complaints from parents and the community can be channeled to the School through the School Committee.⁴⁴

The role of the School Committee as a mediator is very functional in conveying parental input to School as well as delivering information to parents. The role of the mediator which is owned by the School Committee also functions to bridge communication between madrasas and the government. This usually takes advantage of members of the School Committee who work as representatives of the community in government institutions to become mediators to the top path, of course without leaving the Principal as the policyholder at the school.

So, we can conclude that the role of the mediator made by the Committee on School is already done and already includes the mediation with parents, the community, and the government. This role is also helped by the presence of Committee members who have various professions to

⁴³ Laminsar Laminsar, "PERAN KOMITE SEKOLAH DALAM MENINGKATKAN MUTU PENDIDIKAN DI PONDOK PESANTREN MODERN TERPADU TUANKU LINTAU KABUPATEN TANAH DATAR," *al-fikrah: Jurnal Manajemen Pendidikan* 2, no. 1 (December 29, 2016): 91–100, <https://doi.org/10.31958/jaf.v2i1.374>.

⁴⁴ M. Misbah, "Peran dan Fungsi Komite Sekolah dalam Meningkatkan Mutu Pendidikan," *INSANIA: Jurnal Pemikiran Alternatif Kependidikan* 14, no. 1 (2009): 68–91. Can also be seen in Yohana Sumiyati, "Partisipasi Komite Sekolah Dalam Penggalangan Dana Pendidikan Di SMP 'X' Di Yogyakarta," *WACANA AKADEMIKA: Majalah Ilmiah Kependidikan* 3, no. 1 (2019): 75–84.

facilitate the delivery of information to every element of society, as well as the existence of all forms of cooperation with the wider community from various elements who care about education.⁴⁵

School Principal Strategies to Optimize the Role of School Committees

MI Ma'arif Mungging 1 as an education unit realizes that community involvement is necessary for improving the quality of education and has implemented government instructions to form organizations since 2001. Through the latest instructions, the creation of a community aspiration forum is very much needed for and the School Committee which was formerly known as the Assembly. This School has tried to carry out its role well and is trying to contribute to the MI Ma'arif Mungging 1 education unit. To achieve this goal, the School Head has formulated a strategy so that *his work partner*, the School Committee, plays an optimal role. There are 3 strategies formulated by the School Principal, namely:

1. Build Trust in Stakeholders

The headmaster does any form of cooperation to build the trust of stakeholders. This aims to build trust and instill a sense of trust so that the collaboration can run well and produce something expected. This strategy of building trust is carried out to internal stakeholders which include teachers and employees of the School, and also to external stakeholders, namely student guardians, the wider community as well as to the School Committee as representatives of education stakeholders.

In building trust, 3 things need to be done, namely creating transparency, public accountability, building communication, and promoting achievement. MI Ma'arif Mungging 1 tries to build trust with open management. It means open finance, open programs, to open criticism and suggestions. In building trust, the achievement should be prioritized. Building trust with this achievement is very important because achievement is a fruit of education that is highly expected by *stakeholders*. The achievements achieved by madrasa students cannot be separated from the professionalism of teachers who continue to develop their competence as educators, adequate educational facilities and infrastructure, and efforts such as providing additional tutoring, extracurricular activities that hone students' potential and talents, and so on.⁴⁶

⁴⁵ Ahmad Yani, "PERAN KOMITE SEKOLAH DI SEKOLAH MENENGAH PERTAMA ISLAM TERPADU AL-FITYAN GOWA," *AkMen JURNAL ILMIAH* 10, no. 2 (June 29, 2013): 175–84, <https://doi.org/10.37476/akmen.v10i2.272>.

⁴⁶ Yuliwati, Venti Mawarni, and Nurhasanah, "Kajian Evaluasi Kinerja Komite Sekolah Di Provinsi DKI Jakarta," in *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*, 2019, MNJP-001, <http://jurnal.stkipkusumanegara.ac.id/index.php/semnara2019/article/view/159>.

To build trust in *stakeholders*, MI Ma'arif Mungging 1 tries to provide reports on the finances, activities, and achievements of MI Ma'arif Mungging 1 students. Provide space for incoming criticism and suggestions, either through the School Committee, through the Principal, also through MI sites on the internet.

2. Build a Sense of Kinship with Stakeholders

Improving the quality of education in MI Ma'arif Mungging 1, required good relationships between *persons* of all elements of the madrasas, as well as by the Committee as a partner School. The head of the School sees that building and maintaining a sense of kinship is important so that the committee can be more maximal in carrying out its role, especially since the committee in helping the development of this School is far from being economically motivated.

Building a sense of kinship with *stakeholders* is the second strategy designed by the head of the School to optimize the role of the School Committee. In building this sense of kinship what we do is always establish good communication with friends, visit or by telephone, immediately communicate when there is a problem to find a solution immediately, create intimacy by not always talking about serious matters such as meetings, programs, and so on. Trying to help each other and remind each other, namely *wa tawaa shoubil haqqi watawaa shoubisshobri*.⁴⁷

Efforts to build a sense of kinship are carried out in a formal, non-formal, and informal setting. 1). in a formal setting, for example when there are school meetings with the guardians of students, with committee members, or with POS. 2). Informally, for example, when there are School birthday events, national holidays, religious holidays, and so on. 3). informally, for example, when accidentally meeting or meeting in a public place, visiting home, by telephone, and so on.

3. Give Authority to those who are Committed

The committee as representatives of education *stakeholders* and School partners, in carrying out its duties requires commitment and the ability to carry out these tasks. Good commitment is needed by committee members so that the task entrusted to them can be completed.⁴⁸ For the duties and

⁴⁷ Meti Fatimah, "Concept of Islamic Education Curriculum: A Study on Moral Education in Muhammadiyah Boarding School, Klaten," *Didaktika Religia* 6, no. 2 (February 15, 2019): 191-208-208, <https://doi.org/10.30762/didaktika.v6i2.1103>.

⁴⁸ Din Muhammad Zakariya, "The Concept Of Islamic Education Curriculum: The Study Of Tawhid In Al-Islam Pesantren Lamongan Indonesia," *Journal of Social Sciences and Humanities* 1, no. 2 (2015): 98-104.

roles of the School committee to run well and smoothly, it is necessary to select people who want to be committed and capable/have the expertise to carry out their duties as School Committees with all their duties and consequences.

Conclusion

From the discussion above results, and pay attention to the formulation of the problem in this study, we can conclude that: First Efforts to improve the quality of education in MI Ma'arif 1 Munggung among others: increasing school achievement, strengthening the role of the committee and improving the professionalism of teachers. The two roles of the School Committee in improving the quality of education at MI Ma'arif Ma'arif Munggung 1 areas: a). Giver of consideration (*advisory agency*), in terms of formulating vision and mission, improving infrastructure, and considerations in terms of improving teacher welfare. b). Supporting (*Supporting agency*) in terms of funds, thoughts, and energy. c). Controlling (*controlling agency*), in terms of finance and activities. d). Mediator, in terms of mediation with parents, community, and government. Third, there are 3 strategies used by the Head of School in enhancing the role of School Committees, namely: building trust in *stakeholders*, building a sense of kinship with *stakeholders*, giving authority to committed people. This study suggests that all teachers to improve the quality of education requires the involvement of all parties, especially *stakeholders*, which are not only in the form of educators and student guardians, but also the involvement of the wider community and graduate users. Therefore the need for madrasas to urge people outside MI to participate so that the quality of education in these madrasas can be further improved.

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