

Collaboration of School Committees and Principal to the Quality of Education

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Abstract – This paper aimed at understanding the collaboration between school committee and school principal in order to enhance education quality at SMP Negeri 2 Pulau Rimau. Descriptive qualitative method was used in this research. Observation, interview dan documentation were used to collect the data. The finding showed that school's committee at SMP Negeri 2 Pulau Rimau well collaboration with school's principal in accordance with its role as advisory agency for determination in implementation of school policy, school committee role as supporting agency; controlling agency; and mediator agency. School principal role in order to improve educational quality were formulate school's vision and mision; target; goal and work plan; build harmony atmoosphere in school; do supervision to the learning prosesess; manage an effective learning process done by teachers and educational staffs with expectation to improve educational quality.

Keywords – School Committee, Principal Leadership, Long Term Quality of Education.

I. INTRODUCTION

An important element that needs to be optimized to develop human resources referred to the existence of quality education. Education must be a great concern for the government and society. This is clear because education is a means to achieve goals in the nation as stated in the Constitution 1945 of Republic of Indonesia, which is to educate the national life. That is why the educational program implemented must be maximally and optimally oriented to develop personality, instill knowledge and shape the character of students.

The purpose of national education according to Law Number 20 of 2003 concerning the National Education System, clearly states that education is carried out in order to educate the public to organize national life, develop the potential contained in learners so that they can become fully human beings. It is reflected in daily life that claims to be

faithful and devoted to God Almighty, has noble character or behavior, has competence and skills in their fields, creative in solving problems, independent in life, healthy physically and spiritually, and able to be a democratic person and responsible for whatever he does as a citizen (Kristiawan et al, 2019).

School committee is an independent institution formed to carry out its role, especially regarding the optimization of quality in the field of educational services through giving consideration, giving instructions on matters relating to the implementation of tasks, provide support both morally and materially, and finally carry out supervision of educational institutions known as educational units.

The term committee is more appropriate as a forum for parents of students or guardians as well as people who care about education, so that it is expected to be able to provide support to schools to realize quality education. The

emergence of a school committee as a work unit that can accommodate and convey the aspirations of the community in the administration of education at the level of certain educational units. As an independent work unit, the committees in schools can be used as a representative forum in improving the quality of education, the implementation of educational equity and efficiency in the management of educational funding, both formal and non-formal education channels.

School committees can be optimized specifically regarding the active role of the community to organize quality education. Suggestions and input from the community regarding the condition of education and the direction of education must be carried out, it is needed for schools to be an evaluation and input so that the quality of education desired by everyone can be conveyed. To meet these needs, of course cannot be done directly, every parent or guardian must meet with the school every day. That is why a special work unit was formed which was tasked with conveying and channeling these aspirations to the school. That work unit is currently known to the community by the name of the school committee (Suparlan, 2008). The existence of this school committee has referred to the Minister of Education and Culture Regulation Number 75 of 2016 concerning School Committees, explained 1) School Committees are domiciled in each School; 2) School Committee functions in improving the quality of education services; 3) School Committees carry out their functions cooperatively, democratically, independently, professionally and accountably.

Based on the Minister of Education and Culture Regulation, the school committee is an independent body that accommodates the role of the community in order to improve the quality of education management, equity and efficiency of education management both in preschool education, school education channels, and non-school education channels. It is adjusted to the conditions and needs of each region of the educational unit (Hasbullah, 2006).

On the basis of Minister of Education and Culture Regulation Number 75 of 2016, the role of the community is needed in improving the quality of education management, not only providing material assistance, but also in the form of assistance in the form of ideas, and innovative ideas for the progress of a school. Community participation in education is felt to be very necessary, and now it is expected not only in the form of concepts and discourse, but more on real work at SMP N 2 Pulau Rimau. The school committee

functions to improve the quality of education management and carry out its functions in a mutual, democratic, independent, professional and accountable manner. But in reality all this time community participation in education is more on the level of concepts, only limited to discourse that is still far from what is expected (Sukmadinata, 2008).

To empower the community and the environment, the principal as stakeholders is the key to success in optimizing the role of school committee. Principals are demanded to always try to foster and develop good cooperative relations between schools and the community in order to create effective and efficient schools. This harmony relationship will form: 1) mutual understanding between schools, parents, the community, and other institutions in the community, including the world of work; 2) help each other between schools and the community because they know the benefits, meaning and importance of their respective roles; 3) close collaboration between the school and various parties in the community will make them feel responsible for the success of education in the school (Mulyasa, 2013).

Schools are complex and unique organizations that require a high level of coordination. Therefore, as a leader in a school organization, the principal can be said successful if the achievement of school goals, as well as the goals of individuals within the school environment, must understand and master the role of each person and the cooperative relationship between individuals. The principal as a leader in the educational unit is the person most responsible for the success of education at school. Principals are concerned with leadership in carrying out tasks and relationships between people. Then the conditions that must be met by someone who is elected or appointed as the principal to carry out their duties and foster good relations with all school personnel (Muhroji, 2004).

Related to the principal's leadership in education includes the process of moving, influencing, motivating and directing people in educational organizations especially to achieve the goals that have been formulated. Thus, it can be concluded that an educational leader in this case is the principal required to have the ability to guide, mobilize, encourage and direct the people in the educational institution (Arifin, 2007).

Principals include formal leaders in educational institutions. The principal is the main responsible structurally and administratively of the school. Therefore, he has staff and officials under his leadership. As the principal, he should run his leadership in the school. Teachers and school employees are their subordinates who are under the

authority of the principal in carrying out their duties. In carrying out their leadership, the school principal is assisted by a vice-principal (Herabudin, 2009). There are three types of skills that must be possessed by the principal to succeed his leadership 1) conceptual skills, operate the organization; 2) human skills, work together, motivate and lead; 3) technical skills using knowledge, techniques, and equipment methods to complete certain tasks (Pidarta, (2011).

As a manager, the principal is demanded to make planning, organizing, directing and supervising (Renata et al, 2018; Khasanah et al, 2019). The role of manager in this case is that the principal is demanded to always able to develop the school. Both from preparing professionalism of educational staff, providing facilities and infrastructures to satisfying school services for all components in the school. The quality of education is a direct consequence of a change and development in various aspects of life. The demand for quality education is the most important requirement to be able to answer challenges and changes. In order to produce graduates who are able to develop competency and have high competitiveness in a dynamic society, schools must be able to organize education that produces quality graduates (Wandasari et al, 2019).

To produce quality graduates, a quality learning process management is also needed (Irmayani et al, 2018; Tobari et al, 2018; Lian et al, 2018). This is where the role of the school committee and the principal is very important in improving the quality of education in schools (Fathurrochman et al, 2019). Based on the description given by researchers, it is important to empirically prove the role given by school committees and principals in improving the quality of education.

Collaboration is carried out by several parties, so that good interaction occurs, and there is a compromise of several elements related to both individuals, institutions and other units. Collaboration is carried out in order to obtain joint effects and benefits. The values that underlie collaboration are the same goal, the perception of something that has something in common, have the desire to process together, provide mutual benefits and have the values of honesty.

Role is a dynamic aspect of the status owned by someone, while status is a set of rights and obligations of a person if someone performs rights and obligations in accordance with his position, and then he performs a function. Essentially the role can also be formulated as a series of certain behaviors that are caused by a certain position. According to Sarwono (2002) role theory

originated from and is still used in sociology and anthropology. In all three of these sciences the term role is taken from the world of theater. In theater, an actor must play as a certain character and in his position as a character expects certain behavior.

According to Hasbullah (2006) the school committee is an independent body as a forum for community participation in order to improve the quality of education, equity and management efficiency of education at the level of the educational unit, both at the level of preschool education, school education and non-school education. The school committee is also an independent institution consisting of parents of students carried out deliberately and democratically by educational stakeholders at the level of the educational unit as a representation of various elements responsible for improving the quality, process and results of education (Fachrurrochman, 2015) (Fitria et al, 2019).

Based on the description above it can be concluded that a school principal must have competency, knowledge or skills as educators, administrators, supervisors, innovators, motivators and wise for educators and educational staff as their subordinates and become strategic leaders by always doing work priorities for his organization (Andriani et al, 2018; Apariana et al, 2019; Salwa et al, 2019). The quality is determined by the results of students. Therefore the quality of education is the degree of excellence in managing education effectively and efficiently (Suti, 2011). In the Indonesian General Dictionary (2003) states quality measures good or bad of an object, level or degree intelligence quality.

Sumayang (2003) explains that quality is the level at which the design specifications of a product and service are in accordance with its function and use. Quality has a meaning as the degree of excellence of a product, both in the form of goods and services. In the field of education, goods and services have meaning that can be seen and cannot be seen or can be felt (Danim, 2007). Quality is also a philosophical and methodological method that can help institutions in planning changes and managing activities to deal with excessive external pressures (Sallis, 2012).

Based on the expert opinion above, it can be concluded that the quality is a philosophical and methodological, about size and the level of good and bad of an object, which helps institutions to plan changes and set the agenda for the design specifications of a product and service according to its function and use. Agenda are dealing with excessive external pressures. The implementation of this research also refers to the results of previous studies conducted by Raqib

(2015); Hasanah (2015); Nuryani (2013); Sari (2017); Yanti (2018); Fikriadi (2017); Wisdom (2016); Fitrah (2017).

II. METHODS

The setting of this study is the room of the school committee and the principal, because in the room indicated policies taken in order to improve the quality of education at SMP Negeri 2 Pulau Rimau. Therefore, the focus of this research is the role of the school committee and the principal, in the context of improving the quality of education.

Creswell (2012) argues that research is a process of steps used to collect and analyze information to increase our understanding of issue. At general level, research consists of three steps 1) pose a question; 2) collect data to answer questions; 3) present an answer to the question. This study use qualitative research methods to easier in determining the formulation of problems and preparing research reports. Descriptive method was chosen because it can facilitate researchers to retrieve data and to describe data that has been obtained in the field in the form of descriptions. The reliability of the descriptive qualitative researcher lies with the researcher itself with accurate descriptive variants, observations of sharp phenomena and with true population.

The qualitative research design format consists of three models, descriptive, verification, and ethnography. This study used a qualitative method with descriptive design; this research gives a careful description of an individual or group about the circumstances and symptoms that occur. Furthermore, researchers will provide an overview of the phenomena that occur regarding the roles given by school committees and school principals in order to improve the quality of education at SMP Negeri 2 Pulau Rimau. The data that will be used in this study is the role of school committees and school principals in improving the quality of education. Data were collected from the results of interviews, field observation notes, individual documentation and official documentation. Sources of data in this study use primary and secondary data.

Data were collected using observation, interview and documentation. Data analysis in qualitative research is inductive obtained, and developed into a hypothesis formulated from these data, then looking for data again repeatedly so that it can be concluded whether the hypothesis can be accepted or rejected based on the data collected. Data analysis is performed through data reduction, data presentation and conclusions or verification.

III. RESULTS AND DISCUSSION

The results of observations based on check sheets prepared by researchers, that the indicators have been prepared are mostly fulfilled and implemented by the school committee and the principal. Only in the activity of organizing work programs in schools the school committee does not appear to be active at all times because the school committee is not in the school all the time. The question raised by the researcher to the school committee was regarding the purpose of establishing a school committee, so the school committee explained that the SMP Negeri 2 Pulau Rimau committee was formed with the aim that there would be a forum for channeling the aspirations and initiatives of the community, so that they could obtain good operational policies and educational programs in SMP Negeri 2 Pulau Rimau.

Furthermore, the Chairperson of the Pulau Rimau Public Middle School Committee 2 stated that the school committee was formed with the aim of increasing the responsibility and active participation of the community in the administration of education carried out by the Pulau Rimau Secondary School. And stated also the aim is to create a conducive atmosphere and transparency in the management of school finances, accountability and democratic leadership at the time of implementation and education services. Next, the researcher asked the school committee about the meaning of the quality of education at SMP Negeri 2 Pulau Rimau. The response of the school with this question is very dynamic and normative, the Chair of the Committee stated that the implementation of education in SMP Negeri 2 Pulau Rimau can already be categorized as having good quality, as evidenced by the accreditation obtained from the School Accreditation Board predicate "C", another indication is community interest to send their children to SMP Negeri 2 Pulau Rimau every year. According to the Chair of the Committee, this is a form of community appreciation for the quality of the ongoing education.

Furthermore, researchers deepened information from the Chairperson of the Committee of SMP Negeri 2 Pulau Rimau by asking about the quality improvement strategy being carried out. The positive response was conveyed by the Committee Chairperson, accompanied by several members of the committee, that the strategy carried out was not much different from that carried out in other schools. The priority in the administration of education is to make a list of priority scales, so that development aimed at improving quality can actually be achieved and in

accordance with needs or appropriate. This is done by the principal in partnership with the school committee, so that accountability and transparency in financial management in the context of improving the quality of education is truly achieved. That also makes the community more trusting to send their children to SMPN 2 Pulau Rimau.

As a reinforcement in conducting research, the researcher emphasized to obtain information on the way of the SMP Negeri 2 Pulau Rimau committee in determining work programs, dividing responsibilities to its members, implementing work programs, and evaluating work programs. A firm and straightforward answer was delivered by the Chair of the Committee that the work program was prepared based on the work program created by the school through internal school meetings. This is done, because the school committee must partner in the administration of education, and the school committee is not a work unit that has its own goals but rather reinforces the goals to be achieved by the school through the administration of education. To carry out the work program, it is carried out together but is given the main responsibility for each program that is carried out. Regarding the responsibilities of each member according to specialization and areas of expertise possessed, because the committee still upholds the principle of "putting the right people in the right position" so the work performance will be more optimal. Meanwhile, to evaluate the work program carried out, as the work program adjusts to the school work program, the evaluation is also adjusted to the achievement of the proposed program, by looking at the effects of the implemented program.

To ensure that the employment relationship is indeed well established, the researchers questioned the working relationship between the committee and the head of SMPN 2 Pulau Rimau. Again, the firm response was conveyed that the SMPN 2 Pulau Rimau committee was a school partner led by the Principal of the SMPN 2 Pulau Rimau School, thus working relations were always good and harmonious. Even so, the meeting that was held certainly could not be separated from differences in views. These differences occur because each party has a different perspective in looking at a problem, but the goals to be achieved in substance have in common. Responding to differences that occur, usually a joint committee with the principal and teachers conduct intense discussions, so the decisions taken or the policies that will be issued are a mutual agreement. That way, all matters related to the results of decisions that have been taken become a joint responsibility.

With regard to the implementation of work by the school committee, it certainly has supporting and inhibiting factors. Researchers also questioned the Chairman of the Committee of SMP Negeri 2 Pulau Rimau. An impressive response was conveyed by the Chair of the Committee, that SMP Negeri 2 Pulau Rimau is indeed located in an area quite far from urban areas but the awareness of the importance of education has been very good in the community. This is an important factor in the organization of education on Ppulau Rimau, so that when a joint meeting is held with the community, parents and guardians of students, most of the community is willing to attend. That way, the aspirations and hopes of the community towards the implementation of education in SMP Negeri 2 Pulau Rimau can be accepted by the school committee to be used as input for the school.

Whereas the inhibiting factor in the implementation of work or management of the SMPN 2 Pulau Rimau committee was not substantially influential. However, technically there are sometimes small part of the community (parents or guardians of students) who disagree and do not even agree with the decisions taken together, and usually such will convey this to other communities.

The closing question asked by researchers to the Chairperson of the SMPN 2 Pulau Rimau. Committee was about the role of the school committee in improving the quality of education at. The Chairperson of the Committee, together with several members, stated that in principle that the school committee had a significant role in administering the quality of education. Then, he further explained that if detailed administratively, the committee had a role in giving consideration in determining and implementing policies to be taken by the school in this case the head. Furthermore, it supports school work programs and provides financial support through community contributions, thoughts and energy in carrying out physical developments to support the learning process. The next role is that the committee of SMPN Pulau Rimau 2 has acted as a partner and also a controller in the framework of transparency and accountability in financial management at SMPN 2 Pulau Rimau.

As the spearhead in the learning process, the teacher has an important role in improving the quality of education. Therefore, the researcher also asked related to the principal's relationship with the teacher in a professional manner. A strict and straightforward answer was delivered by the Principal of SMPN 2 Pulau Rimau, that the implementation of the tasks at SMPN 2 Pulau Rimau had been arranged in accordance with the main tasks and functions, so that

between teacher and teacher, teacher and student, teacher and student guardians, teachers and school principals had a relationship good and harmonious work. The principal as the leader also has the authority to remind if there are teachers who do not comply with applicable regulations, and vice versa. Thus, the relationship that exists between the teacher and the principal is a harmonious relationship of professionalism.

An additional explanation was also conveyed by the Principal of SMP Negeri 2 Pulau Rimau, that the relationship between the school through the principal and the school committee was going well. This is evidenced by the decision making and policies made by the school to always include the committee in its deliberations. Because the school committee is a working partner, so that they can conduct checks and supervision of things done by the school principal so that in case of irregularities can be immediately reminded.

In closing, the researchers questioned the role of the Principal of SMP Negeri 2 Pulau Rimau in order to improve the quality of education, especially those that have been carried out during the principal's leadership period. Strictly speaking, the Principal of SMP Negeri 2 Pulau Rimau stated that as the main tasks and functions, several things that had been done in order to improve the quality of education were preceded by the formulation of the vision and mission of SMP Negeri 2 Pulau Rimau, as well as formulating educational goals and objectives to be implemented. Vision and mission is the beginning of the work program implementation, so formulating the vision and mission of the school principal involves all elements.

From the results of the analysis of the data that has been described, it can be emphasized that the committee of SMP Negeri 2 Pulau Rimau has a significant role in improving the quality of education. Some of the roles carried out by the school committee are as follows: 1) give consideration in the determination and implementation of educational policies in SMP Negeri 2 Pulau Rimau; 2) providing support in carrying out operational activities, especially in terms of organizing quality learning so that the implications of these activities are improving the overall quality of education at SMP Negeri 2 Pulau Rimau; 3) Give control, as a unit that has the authority to supervise or control activities carried out by the school, the committee supervises the actions taken by the school to comply with applicable regulations; 4) being a mediator, the committee makes itself as a mediator in resolving conflicts or errors in the delivery of information from the school or the mistakes made by parents or

guardians of students. This is very important because in order to establish quality education, each element must be responsible for the delivery of education. And this is what the SMP Negeri 2 Pulau Rimau committee did.

As the person most responsible for the quality of education at SMP Negeri 2 Pulau Rimau, of course the principal has an important role. Some important roles that have been carried out by the principal in order to improve the quality of education are 1) together with stakeholders and the school community, the principal formulates the vision and mission of SMP Negeri 2 Pulau Rimau; 2) develop and formulate educational goals and objectives that will be implemented to be achieved by students in SMP Negeri 2 Pulau Rimau; 3) arranging work programs together, work programs are important things that need to be arranged by the school principal so that the implementation of education has clear directions and objectives in accordance with the formulation of the vision and mission of the school; 4) building a harmonious school atmosphere, because harmony in the administration of education will have a positive impact on everyone in the school environment. A harmony environment will have implications for the comfort of students in learning and the comfort of teachers in organizing learning in the classroom; 5) instill leadership in all elements of the school. As a leader, the principal has to give an example to every element in the school; 6) manage the learning process carried out by the teacher through evaluation of learning. The implementation of learning conducted by teachers in the classroom does not mean that it is not monitored by the principal. But it remains a special concern that learning takes place as per applicable provisions; 7) manage all academic and non-academic staff to carry out an effective service process in order to speed up administration and have implications for the quality of education achieved.

Therefore, to explore these phenomena, researchers use qualitative research methods so that the results obtained can deepen in answering research questions. Although researchers realize that the results of qualitative research cannot be generalized to a larger population. From the results of the research conducted through in-depth interviews with the two components studied, namely the principal and the school committee, it can be stated that each party has performed its role well. Viewed from the perspective of the school committee as explained that they continue to uphold the principles of transparency and accountability.

Likewise with the principal's perspective, that the implementation of basic tasks and functions properly is the most important role in the implementation of improving education. Therefore, researchers state that each party has a high enough role in improving the quality of education at SMPN 2 Pulau Rimau. The school committee as the principal's partner plays a role in giving consideration in determining and implementing educational policies in SMPN 2 Pulau Rimau.

The results of this study support research that has been done before, such as research conducted by Roqib (2015) that there is a role for school committees in education financing policies covering components that must be funded by schools in the context of providing education. The role of school committees in managing sources of funding and education development in the policy of drafting, implementing and evaluating School Budget Revenues and Expenses). School committee participation as a provider of considerations 1) school committee participation as a support provider; 2) the participation of the school committee as a controller; 3) the participation of the school committee as a mediator (Ejournal).

Therefore, it is clear that school committees and principals have a large role in improving quality in schools. The role is in accordance with the applicable rules and the socio-economic environment conditions of the community around the school. Therefore, each school committee will have differences in the roles performed, but there is also a binding equation in accordance with applicable regulations. Thus the assumptions that develop in the community regarding the roles played by school committees and principals related to improving the quality of education, can be answered and clearly described.

IV. CONCLUSION

Based on the results of data analysis from the implementation of research and discussion regarding the results obtained, it can be stated that the role carried out by the committee of SMP Negeri 2 Pulau Rimau in the framework of improving the quality of education is to give consideration in determining and implementing educational policies at SMP Negeri 2 Pulau Rimau, as supporters, controllers, and as mediators. The leadership role of the Principal of SMP Negeri 2 Pulau Rimau in order to improve the quality of education is the formulation of the vision and mission, formulating educational goals and objectives to be implemented, compiling work programs together, harmony school atmosphere, instilling leadership attitudes to all elements of the school, manage the learning process carried

out by the teacher through evaluation of learning, manage all academic and non-academic staff to carry out an effective service process in order to speed up administration and have implications for the quality of education achieved.

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