

School Committee Strategy in Improving the Quality of Educational Services

Rusli Effendi¹, Dessy Wardiah², Bukman Lian³

¹SMA Negeri 3 Pulau Rimau,

^{2,3}Universitas PGRI Palembang



Abstract – This study aimed at determining the strategies and contributions of school committees in improving the quality of educational services. This research was carried out in SMA Negeri 3 Pulau Rimau. This research used descriptive qualitative design. Data were collected using interviews, observation, documentation and literature review. Data were analyzed using qualitative which include data collection, data reduction, data presentation, and drawing conclusions. The results obtained indicate that 1) the contribution of the school committee in improving the quality of educational services through reforming the field of facilities and infrastructure, establishing relationships between schools and the community, and encouraging to improve the quality of human resources; 2) school committee maximize financial support, energy and mind support; 3) monitoring strategies carried out in control of decision making and educational planning in schools; 4) the school committee being a mediator of parents and the community aspirations by trying to identify the interests, needs, and complaints.

Keywords – Strategy and Contribution, School Committee, Quality of Education Services

I. INTRODUCTION

This research is motivated by the birth of the authority to administer education and the allocation of educational resources through School Based Management as a demand for the implementation of decentralization and regional autonomy policies regulated in Law Number 32 of 2004 concerning Regional Government and Number 33 of 2004 concerning Considerations Central and Regional Finance (Machali, 2016). School Based Management is a management model that gives schools greater autonomy (authority and responsibility), provides flexibility and directly encourages school residents and the community to improve the quality of school services based on national education policies and applicable laws (Depdiknas, 2007).

Service quality is very influential on people's satisfaction as consumers. The results of Indrawati (2011) states that the five dimensions of service quality have a significant influence on customer's satisfaction. The results of the study emphasize that the need to improve the quality

of school-based education services in the era of regional autonomy. Purnomo (2002) argues that the characteristics of Management Improving the quality of School-Based Education services are the existence of strong autonomy at the school level, the active role of the community and upholding accountability and transparency in every educational activity. The authority of educational administration and the allocation of educational resources through School Based Management as a demand for the implementation of decentralization and regional autonomy policies regulated in Act Number 32 of 2004 concerning Regional Government and Number 33 of 2004 concerning Central and Regional Financial Considerations, schools as educational institutions at the micro level can improve the efficiency and quality of education through Management of Quality Improvement of School Based Education by maximizing the management of education both related to administrative, financial, and the functions of each school personnel and community participation.

There are four principles that form the basis for translating the concept of School-Based Quality Improvement Management in accordance with its objectives, autonomy, flexibility, participation, and initiative (MONE, 2007). Machali and Hidayat (2016) stated that 1) autonomy is defined as independence in regulating and managing themselves; 2) flexibility is defined as given to schools to manage, utilize, and empower school resources as optimally as possible to improve school quality; 3) participation is the creation of an open and democratic environment; 4) the initiative is dynamically regards and treats people in schools as a very important asset and has the potential to be continuously developed.

From the discussion above, it can be stated that community participation in the administration of education is one of the principles in translating School-Based Quality Improvement Management, in other words community participation ranging from decision making, education implementation and education evaluation is expected to improve the quality of education. In line with the opinion of Sagala (2013) which states that the community will become the foundation for the improvement and quality of education services provided by schools, so that a harmonious relationship between the school and the community will have a significant impact on improving the quality of education. Hariwibowo (2015) suggested that efforts to increase parental and community participation in school management and quality improvement were confirmed by including the Educational Board and School Committee in the third part of article 56 of the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System.

Then Germawandi (2012) argues that school committees as an independent institution play a role in improving the quality of services both in providing consideration, direction, support of infrastructure, and supervision of education at the level of the education unit. Then Ansar (2008) states that the School Committee is an independent body, does not have a hierarchical relationship with schools and other government institutions. However, the school committee remains a partner that must work together in line with the concept of school-based management.

The opinion above is in line with research conducted by Zulkifli (2015) that school committees have a very important role to make a positive contribution to schools in Indonesia, both in empowerment and Development community participation in the world of education and in building education in the education unit. From some of the

results of these studies indicate that the role of school committees as a manifestation of community participation in education greatly influences the governance of educational institutions. The role of school committees can have implications for ensuring the existence and continuity of school institutions, with the existence of community school committees being able to assess and control the programs implemented by schools (Lian et al, 2018). Then the community will also be more supportive of school programs to be more beneficial to the community, including supporting funding sources and the physical development of schools. Cucu (2014) states the role of the school committee is expected to improve the quality of education in schools, especially in the implementation of School Based Management. Improved school committee performance can be pursued by optimizing the role of each school committee member, the involvement of all elements in the school committee organization and the distribution of tasks in accordance with personnel capacity will be able to improve the performance of the school committee (Fathurrochman et al, 2019).

This is reinforced by Larasati (2009) that the role of the school committee as a provider of consideration is manifested in the form of giving consideration to the provision and use of facilities and infrastructure needed by schools. The school committee also gives consideration to the use utilization of the budget or funds obtained by the school, providing input on the design of the school revenue and expenditure budget. The role as a controller is to supervise the budget allocation for the implementation of school programs and supervise the participation of schools in school programs. School committees also play a role in the transparency of the use of education fund allocations from the center to be more accountable. Community participation can be followed by community members through institutions such as school committees as independent institutions that are formed and play a role in improving the quality of education services by providing consideration, direction and support of personnel, facilities and infrastructure, and educational supervision. Both of these things can certainly support the creation of a more optimal quality of learning services and have an impact on increasing the achievement of student's learning outcomes as an output of education in schools. Thus, it can be stated that educational organizations will be able to run well and smoothly in achieving educational goals if supported by the community. Community support through the school committee has a big influence in efforts to improve the quality of education, because the school committee can

provide input, and control over the implementation of education in school institutions.

This research was conducted in SMA Negeri 3 Pulau Rimau. We choose the school as a place of research because the school has a fairly good quality of educational services, especially in Pulau Rimau and currently accredited B. In general, this school is a high school that has good teaching staff and facilities based on the percentage of qualified teachers, which is 92.86% and the percentage of decent classrooms with a value of 100% with 3 learning laboratories (Sekolah Kita, 2018).

From the results of preliminary observations, we revealed several indicators that stated the school committee's direct involvement in the administration of education, seen where the school committee paid attention and built commitment with the community to support school programs aimed at improving school quality. School committees also play a role as a liaison for collaborative partnerships between companies and government agencies with schools through field practice activities and also build facilities and infrastructure to improve the quality of education confirmed through a memorandum of understanding. Then the school committee also played a role in accommodating the ideas and aspirations of the community, especially regarding the improvement of the quality of SMA Negeri 3 Pulau Rimau.

II. METHODS

We conducted research using a descriptive qualitative approach. Data were collected through interviews, observations and documentation related to the school committee's strategy in improving the quality of education services. Data were analyzed using qualitative data analysis. Moleong (2011) argues that qualitative data analysis is started with data, organizing data, breaking it down into manageable units, synthesizing it, searching and finding patterns, finding what is important and what is learned, and what can be told to other people. Data analysis is usually done relevant with the data collection process until conclusions are reached. After that the data can be summarized or collected and analyzed through three stages of activities simultaneously, data reduction and drawing conclusions (Miles and Huberman, 2009).

III. RESULTS AND DISCUSSION

1. School Committee Strategies in Improving the Quality of Education

Based on the results, it can be stated that the strategy of the school committee to improve the quality of education 1)

giving consideration; 2) supporters; 3) controller; 4) mediator. The results of an interview with the head of High School committee Pulau Rimau, He stated that as a body of consideration for the school the School Committee placed itself as a partner of the School Principal in deliberating the future of the school. Therefore, the School Committee representing parents and the community participates in providing input to the school in formulating the vision, mission, goals, targets to be achieved by the school, up to determining the ways or strategies to be taken to achieve them in the form of policies, programs, and school activities. The existence of the School Committee is important position for the educational unit. Thus, the School Committee can be the main aid of the educational unit to improve the quality of education in SMA Negeri 3 Pulau Rimau.

Through this involvement, all kinds of programs to be implemented by the school should first be consulted with the School Committee. The results of interviews with the School Principal, he stated that, the involvement of the School Committee began from the smallest program, which is when the school offered a draft code of conduct that would be used as regulation for the school community, discussions were held with the school committee to provide input in improving the regulations in terms of school and student discipline.

School Committees as consideration providers are given the opportunity to provide input and consideration in terms of the draft school revenue and expenditure budget, unit performance criteria, criteria for teaching staff, and criteria for educational facilities. As stated by the Chairperson of SMA Negeri 3 Pulau Rimau Committee to improve the quality of education in the SMA Negeri 3 Pulau Rimau, the involvement of the School Committee is comprehensive, starting from providing input and consideration in the implementation of the educational management process in schools and identify educational resources available in the community.

The concrete form of the role of the SMA Negeri 3 Pulau Rimau School Committee to improve the quality of education is the involvement of the School Committee in planning and evaluating monthly and semester school programs. In addition, the School Committee also plays a role in the development of school facilities, both those from the government such as local additions and those from non-government organizations. In addition, the school committee arrives every semester, more specifically in the 4 months leading up to the state exam, the School Committee and staff in the school invite the parents of class XII students to

discuss how the strategies to be taken in dealing with the State exam that will be faced by their children. Then the decision is obtained by giving additional classes. Through the strategic approach as advisory agency, the school committee at SMA Negeri 3 Pulau Rimau has successfully performed its role optimally as stated in the Operational Reference Book and School Committee Performance Indicators of the Ministry of National Education.

The strategy of the school committee in supporting the implementation and to improve the quality of education can be in the form of financial support, personnel, and mind support based on the results going well. By solving the problem of teacher shortages, and educational staff, helped repair damaged schools. The supporting role held by the School Committee is not only to provide encouragement and motivation, but more than that. By acting as a supporting agency, the School Committee is able to encourage and sensitize parents and the community to participate in education. Because, that education, especially educational institutions will not be able to play as their function as institutions forming civilized and knowledgeable generations without receiving large support from the wider stakeholders. Because the education unit cannot live without the encouragement and support of the community, the education institution and the external customer community should always have good and directed relationships and communication.

The strategy of the SMA Negeri 3 Pulau Rimau school committee to open public understanding of the importance of educational contributions to the progress of the community, especially in the village, as a means for the community to gain new learning how to have a targeted life, guided by moral values and manners and the value of customs can enter into people's lives through education. The school committee seeks to educate the community through meetings that education is preparing children for life in the community, having the skills to be able to participate in society as citizens. Therefore, the implementation of education requires support from the community environment, the provision of facilities and so forth. By encouraging the growth of people's attention and commitment to the provision of quality education, in this case the School Committee also plays a role in raising funds in the context of educational funding. As expressed by the Principal who stated that in the physical development of the school. The school committee carries out a series of activities from planning, fundraising, implementation to reporting.

The school committee's strategy in maximizing the role of supervision is carried out by exercising control over decision making and education planning in schools, in addition to the allocation of funds and resources for the implementation of programs in schools (Renata et al, 2018; Khasanah et al, 2019; Murtiningsih et al, 2019). The School Committee also carries out its control function on the success of education in schools as seen from the quality of educational output. The results of the supervision will be taken to determine the implementation of education and improving the quality of education.

The controlling role carried by the School Committee is not only limited to financial supervision, but in matters of monitoring decision making and the development of facilities carried out by the school. Thus, the controlling role of the School Committee can be concluded that the supervisory role held by the School Committee is not only limited to financial supervision but the most important oversight is supervision of the inputs and outputs are generated by the educational unit.

To maximize its role as mediator between schools, parents, and the community, the school committee seeks to maximize its function as a connector for the aspirations of parents and the community. Through the School Committee, the aspirations of parents and the community can be directly channeled by the community to the Principal. Through this role as mediator, the school committee tries to be always careful to identify the interests, needs, and complaints of students' parents and the community. The aspirations channeled through the School Committee are utilized by the school as input for corrections towards improvement. School Committees also play a role in promoting various policies and programs that have been established by schools so that they can be accountable to the community.

For the School Committee the role that must be carried out as a mediator is the empowerment of resources available to parents for the implementation of education in schools. In its operations, the School Committee as a mediator is more intended to establish cooperation with the community, accommodate and analyze the aspirations, ideas, demands and various educational needs proposed by the community. Collaboration with the community is absolutely essential.

Likewise, in running each program the school and the School Committee always ask for help to the community, as stated by one parent of students who explains the establishment of harmonious relationship between the school and the community, especially in relation to the implementation of improving the quality of educational

services. In addition to physical development, the School Committee works closely with schools and the community tries to find solutions so the students have readiness to face the national exams.

The School Committee also has the role of absorbing and analyzing the aspirations, ideas, demands and various educational needs proposed by the community, both internal and external to the school. For the internal community of the school (teachers, staff and students) the existence of the School Committee with its role and function as a mediator can provide support for the internal community of the school itself, moreover the School Committee is ready to accommodate all the complaints that are poured out to be discussed with the school leadership (Andriani et al, 2018; Salwa et al, 2019).

2. Contribution of School Committees

Based on the analysis of data collected by us, it can be stated that the school committee in SMA Negeri 3 Pulau Rimau contributes to improve facilities and infrastructure, improve school relations with the community, and increase resources in SMA Negeri 3 Pulau Rimau to provide better quality educational services to students and the wider community.

The school committee in this case played a role in improving the quality of facilities and infrastructure of SMA Negeri 3 Pulau Rimau through funds obtained by the school committee from the community concerned with the advancement of education in Pulau Rimau. Funds obtained by the school committee were used to build several additional rooms in SMA Negeri 3 Pulau Rimau. This is indicated by the existence of the Principal's room, 10th grade local classroom, administrative room, teacher's room, mosque, warehouse, canteen, and toilet.

The school committee in SMA Negeri 3 Pulau Rimau try to maximize the relationship between the school and the community through a process of communication between the school and the community with the aim of increasing the understanding of the community about the needs and practices of education as well as encouraging the interest and cooperation of their citizens in efforts to improve the school (Irmayani et al, 2018). Through the school committee trying to build the relationship between the school and the community, the school can find out the resources that exist in the community and then be utilized for the benefit of the advancement of children's education at school. On the other hand, the community can also benefit by participating in and absorbing the scientific and technological advancements achieved by schools. The school committee facilitates

relations between the school and the community outside the school, including the parents of the students. The improvement of school facilities is inseparable from the participation of the surrounding community, in addition to financial assistance the community also helped voluntary during construction.

The contribution of the school committee to improve its resources in SMA Negeri 3 Pulau Rimau recommends educational staff always emphasize aspects of personality and skill quality. In recruiting prospective students, SMA Negeri 3 Pulau Rimau applies a selective of educators. In addition, the school committee always socializes to the public to send their children to SMA Negeri 3 Pulau Rimau. In its implementation, the support of the principal is the biggest factor in the success of the programs planned by the school with the School Committee (Tobari et al, 2018; Apriana et al, 2019). With this supporting factor, it is easier for schools to implement programs related to quality improvement. In its implementation, there are many factors that support the participation of the School Committee which are derived from all elements of the Committee, including 1) the high concern of all Committee members regarding education issues and matters that support education in schools; 2) strong motivation and commitment from each School Committee member; 3) there is openness from the school towards the role of the School Committee in improving the quality of education; 4) realization cohesiveness of students in carrying out the agreement results in support of school programs.

Related to the school program, the guardians of students facilitate school needs before the UN. The School Committee in carrying out its role and function in the context of improving the quality of education is a strong commitment and motivation from the elements of the school and the community to advance education supported by a strong commitment and motivation to advance education from the school and community elements, as well as increasing the enthusiasm of the teachers for getting real support from the community (Sarina et al, 2019; Wandasari et al, 2019).

The problems faced by the SMA Negeri 3 Pulau Rimau Committee are partly because the management has a busy work or is still an active employee so that time constraints in holding meetings are among the obstacles so far, therefore the activeness of the school committee is only 38% of the total members of the municipality. In addition, the ability of HR members of the School Committee, coordination among School Committee members, and the availability of time the

School Committee members have to take part in the organization, remembering that members also have professions as employees, teachers and even entrepreneurs.

The problem of limited funds, especially those originating from non-governmental organizations including parents of students, given the financial condition of the community that has not been so good and established that it affects the implementation of the program, especially those related to community participation. There is minimal time available from Committee members to remember activities in the School Committee organization that are not their main work so that sincerity is needed to set aside time. Another obstacle is the problem of coordination only and includes the lack of enthusiasm of children in following additional hours before the UN. School Committee members who come from various backgrounds are teachers, employees, community leaders, bureaucrats and entrepreneurs who each have their own activities. Trying to manage time so they can jointly carry out the activities of the School Committee.

In addition, many of the parents of students do not understand the school programs as well as the existence of the School Committee, so that there are often programs or activities of the School Committee that do not have the support of parents. Whereas in order to achieve the quality of education in schools it is not enough to rely solely on the efforts of the school community, but as optimal as possible must be like parents of students, community leaders, regional officials and the general public whose existence is represented in the School Committee.

In this case, the form of involvement is not only in the form of finance, but more than that in thinking about improving the quality of education as a whole. The community and also parents must aware that education is not only the responsibility of the community school, but rather a shared responsibility, and the school is an educational institution that requires the support of all parties. Therefore, school achievement and success should be the pride of the community and the environment. This shows that the implementation of School Based Management requires the awareness and active participation of all parties. For this reason, the school, especially the School Committee must immediately aware of all parties about the importance of improving the quality of education with a variety of tactics and strategies. To become an integrated part of the school education system and all its activities. Because, the school is an educational institution that is in the midst of the community, so that between the school and the community work together which in this case

as work partners to advance all aspects of life especially the world of education to produce a dignified generation.

Thus, it can be argued that the relationship between school and society is not only limited to partners but more, so they are related to the symbiosis of mutualism that is very close and interdependent and mutually beneficial. The implementation of school programs is supported by high levels of community and parent participation. The community and parents collaborate with schools to improve the quality of education.

In fact, community participation to improve the quality of regional and national education is still very low. Because there are still many people who think that the problems relating to the education system are those that sit in government seats, so that the general public who think of themselves as small people can only stand by as if they are helpless, even though they themselves will determine the continuity of their future and their generation next. On the other hand, parental participation is still limited to providing financial assistance to support school operations. The role of parents of students has not been directly involved to sit together to plan, develop and implement school program, so that participation of stakeholder involvement is still relatively low.

School Committees must position themselves as partners with the Principal who can be consulted about the future of the school. Through the School Committee parents and the community can participate in formulating the vision, mission, goals, and targets to be achieved by the school, to determine the ways or strategies to be taken to achieve this in the form of school policies, programs and activities. The role of the School Committee as a support for the organization and efforts to improve the quality of education can be in the form of financial support, energy, and mind support. Obviously this support can be realized including solving the problem of teacher shortages, school fees for underprivileged children, and personnel to help repair damaged schools. Empowerment of facilities and infrastructure assistance needed in schools through existing resources in the community, this is done in coordination with the school.

The supervisory role carried out by the School Committee is a type of community supervision. The supervisory function carried out includes control over decision making and education planning in schools, in addition to the allocation of funds and resources for the implementation of programs in schools. The School Committee also carries out its control function on the

success of education in schools as seen from the quality of education output. The results of supervision of schools will be used as a material that is quite decisive for the implementation of education and improving the quality of education services.

The results of this study are supported by research conducted by Prasetyo & Mulyani (2019) with the results of the study stating that the performance of school committees in improving the quality of education is as 1) a body of consideration; 2) supporting education service activities; 3) controlling the activities of educational services; and 4) links. Then Sumiyati (2019) concluded that the participation of school committees in raising education funds include 1) Helping to find financial assistance for students who really cannot afford; 2) Assisting schools in preparing proposals until the realization of the submission of education funds to the government; 3) Helping schools to free education costs for students who cannot afford; 4) Helping schools prepare sponsorship proposals to support school activities; 5) Building relationships with alumni raising school education funds; 6) Fostering the growth of business units in schools.

The active participation of school committees in raising education funds is expected to be 1) to better ensure the smooth flow of funds and identify students who are having difficulties, so that solutions can be sought; 2) Assist schools in preparing proposals to related agencies in order to get education funding from the government; 3) Assist schools in empowering other sources deemed to have the potential to support education funding. Based on the role of the school committee as an advisory agency in determining and implementing educational policies, as a supporting agency in the form of financial, thought, and personnel in the administration of education, as a controller in the context of transparency and accountability in the implementation and education output, as a mediator between the government and the legislative council with the community, the implementation of which is based on the school committee program, the school committee's strategy in improving the quality of school services, is to provide encouragement for the growth of attention and commitment of the community towards the delivery of quality education through committee programs that have been established together in each new school year. Thus the role of the school committee and the results of the school committee in improving the quality of school services can be realized optimally.

Then the role and function of school committees in improving the quality of education services encourages the growth of community attention and commitment to the

provision of quality education, encourages parents and the community to participate in educational practices, especially in support of efforts to improve the quality and equity of education and raise public funds in the framework of financing the implementation of education. education, namely the school, and the school committee can also provide input, considerations and recommendations to the education unit and the education budget and school expenditure plans, as well as other school tasks programmed by the school committee in improving school quality in order to be able to realize the vision and mission of the school with efforts school committee efforts in improving the quality of schools and the results of school committees in improving the quality of schools in the form of educational inputs and outputs in the next level of education in accordance with the needs and development of the current era g human resources are able to compete in all fields of quality education.

IV. CONCLUSION

This paper concluded that 1) the contribution of the school committee in improving the quality of educational services through reforming the field of facilities and infrastructure, establishing relationships between schools and the community, and encouraging to improve the quality of human resources; 2) school committee maximize financial support, energy and mind support; 3) monitoring strategies carried out in control of decision making and educational planning in schools; 4) the school committee being a mediator of parents and the community aspirations by trying to identify the interests, needs, and complaints.

ACKNOWLEDGMENT

We would like to express our special thanks and gratitude to Rector and Director of Graduate Program Universitas PGRI Palembang, the teachers of Primary School in Pulau Rimau who gave us the support to do this wonderful project. This project was funded independent. Secondly, we would also like to thank our friends in Management of Education who helped us a lot in finalizing this project within the limited time frame.

REFERENCES

- [1] Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of the Transformational Leadership and Work Motivation on Teachers Performance. *International Journal of Scientific & Technology Research*, 7(7).

- [2] Ansar. (2008). Empowerment of School Committees in Implementing School Based Management (SBM), *Journal, INNOVATION*, 5 (2), 1693-9034.
- [3] Apriana, D., Kristiawan, M., & Wardiah, D. (2019). Headmaster's Competency In Preparing Vocational School Students For Entrepreneurship. *International Journal of Scientific & Technology Research*, 8(8).
- [4] Cucu. (2014). Contribution of School Principal's Transformational Leadership and School Committee Performance to the Effectiveness of School-Based Management Implementation in Ligung District Primary Schools in Majalengka District. UPI Bandung Educational Administration Thesis.
- [5] Depdiknas. (2007). *Manajemen Peningkatan Mutu Berbasis Sekolah [School Based Quality Improvement Management]*, Jakarta: Direktorat Pendidikan Menengah Umum.
- [6] Fathurrochman, I., Budiman, D. A., Alamsyahril, & Kristiawan, M. (2019). Revitalization Management of Islamic Boarding School Preventing The Radicalism. *Restaurant Business*, (10), 495–505.
- [7] Garmawandi. (2012). The Role of School Committees in Supporting Education Funding Sources at the Primary and Secondary Education Unit Level, *Journal of Education*.
- [8] Hariwibowo, H. (2015). Evaluate the Role of School Committees in Improving Education Quality. *Research Journal*. 80-95.
- [9] Indrawati, A. (2011). Effect of Service Quality of Educational Institutions on Consumer Satisfaction. *Journal of business economics*, 16 (1), 25-35.
- [10] Irmayani, H., Wardiah, D., & Kristiawan, M. (2018). The Strategy of SD Pusri In Improving Educational Quality. *International Journal of Scientific & Technology Research*, 7(7).
- [11] Khasanah, U., Kristiawan, M., & Tobari. (2019). The Implementation of Principals' Academic Supervision In Improving Teachers' Professionalism in the State Primary Schools. *International Journal of Scientific & Technology Research*, 8(8).
- [12] Larasati, S, Y. (2009). The Role of School Committees in Improving the Quality of Education in Ronggolawe High School, Semarang City. Thesis. Department of Law and citizenship. Faculty of Social Science. Semarang State University.
- [13] Law Number 32 of 2004 concerning Regional Government and Number 33 of 2004 concerning Central and Regional Financial Considerations
- [14] Lian, B., Kristiawan, M., & Fitriya, R. (2018). Giving Creativity Room to Students through the Friendly School's Program. *International Journal of Scientific & Technology Research*, 7(7).
- [15] Machali, I dan Hidayat, A. (2016). *The Handbook Of Education Manajement Teori dan Praktik Pengelolaan Sekolah/Madrasah di Indonesia [The Handbook Of Education Management Theory and Practice of School / Madrasah Management in Indonesia]*. Jakarta: Prenada Media.
- [16] Miles and Huberman, (2009). *Analisis Data Kualitatif Terjemahan oleh Tjetjeb Rohendi Rohandi [Qualitative Data Analysis Translation by Tjetjeb Rohendi Rohandi]*. Jakarta: Universitas Indonesia.
- [17] Moleong, L, J. (2007) *Metodologi Penelitian Kualitatif [Qualitative Research Methodology]*. Bandung: PT Remaja Rosdakarya.
- [18] Murtiningsih, M., Kristiawan, M., & Lian, B. (2019). The Correlation Between Supervision of Headmaster and Interpersonal Communication With Work Ethos of the Teacher. *European Journal of Education Studies*.
- [19] Prasetyo, I., & Mulyani, S. (2019). School Committee Performance in Order to Improve the Quality of Education in Sdit Al-Azhar 2, Sekupang District, Batam City, Riau Islands Province. *MAP (Journal of Management and Public Administration)*, 2 (02), 152-162.
- [20] Purnomo, H. (2002). Pengukuran kualitas pelanggan [Measurement of customer quality]. Yogyakarta: Graha Ilmu
- [21] Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *International Journal of Scientific & Technology Research*, 7(4).
- [22] Sagala, S. (2013). *Manajemen Strategik Dalam Peningkatan Mutu Pendidikan Pembuka Ruang Kreativitas, Inovasi dan Pemberdayaan Potensi Sekolah Dalam Sistem Otonomi Sekolah [Strategic Management in Improving the Quality of Education Opens the Space for Creativity, Innovation and Empowerment of School Potential in the School Autonomous System]*. Bandung: Alfabeta.

- [23] Salwa., Kristiawan, M., & Lian, B. (2019). The Effect of Academic Qualification, Work Experience and Work Motivation towards Primary School Principal Performance. *International Journal of Scientific & Technology Research*, 8(8).
- [24] Sarina., Kristiawan, M., & Wardiah, D. (2019). Module Development the Utilization of Patchwork Fabric As Teaching Materials Crafts on the Subjects of Craft and Entrepreneurship For High School Students. *International Journal of Scientific & Technology Research*, 8(5).
- [25] Sumiyati, Y. (2019). School Committee Participation in Fundraising Education in "X" Middle School in Yogyakarta. *ACADEMIC DISCOURSE: Educational Scientific Magazine*, 3 (1), 75-84.
- [26] Tobari., Kristiawan, M., & Asvio, N. (2018). The Strategy of Headmaster on Upgrading Educational Quality In Asean Economic Community (AEC) Era. *International Journal of Scientific & Technology Research*, 7(4).
- [27] Wandasari, Y., Kristiawan, M., & Arafat, Y. (2019). Policy Evaluation of School's Literacy Movement on Improving Discipline of State High School Students. *International Journal of Scientific & Technology Research*, 8(4).
- [28] Zulkifli. (2015). School Committee Between Dream and Reality. *Journal of Potential* 14 (1). 99-127.