

The role of the committee in improving the education quality of madrasa

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Abstract

Educational management is very important as a modern culture that prepares quality human resources. The formation of madrasa committees in each madrasah unit provides the impetus for better management, even though the madrasa committee is still not functioning optimally. The madrasa committee management factor is the government's focus on maintaining the quality of education as stipulated in the Regulation of the Minister of Religion Number 16 of 2020. The madrasa committee becomes independent, professional, and modern to maintain and improve the quality of education. This study aimed to analyze the role of madrasa committee management on the quality of education. The research uses quantitative methods, and the object of research is State Madrasah in Banten Province. The magnitude of the role of madrasah committee management on the quality of education is 82.4%, indicating that madrasah management can maintain the quality of education specified. In contrast, madrasah policy planning and budgeting are dominant in madrasah committee management. The implication is that the madrasah's efforts to support the maximum implementation of the duties and functions of the madrasah committee and training efforts for the madrasah committee.

Keywords: *Education, Management, Madrasah, Committees, Quality*

INTRODUCTION

Education provides important support in human life today and in the future to produce quality human resources that are competent, requiring strategic and planned steps. In realizing this noble goal, various efforts must be made to make it happen to contribute to the world of education so that quality and relevance in development need to be improved.

In human development, educational factors become important and absolute so that they directly contact economics, agriculture, architecture, Etc. It plays a role in creating facilities and infrastructure for human interests; education is directly related to human formation. The importance of educational development, according to Fathah (2012), can be seen from the social, cultural, economic, and political dimensions, with the understanding of being a conscious and planned effort to realize learning as a process of actualizing the potential of students into competencies that can be utilized or used in life. With a noble character that has the impact of *rahmatan lil alamin*.

Article 3 of Law Number 20 of 2003 concerning the National Education System emphasizes that the function and purpose of national education are to develop abilities and capabilities and shape the character and civilization of the nation to educate the life and livelihood of the nation based on faith and piety to God who Almighty.

To make this happen, focusing on the function of national education is essential to help develop the potential of humans to become themselves. To shape the character and civilization of a dignified nation to educate the nation's life to become responsible citizens who have competence or abilities integrated with faith, knowledge, and deeds illustrated in the noble character behavior. As stated in Allah SWT's word in the letter al'Araaf, verse 179 emphasizes those who do not want to learn by using all their abilities to study the greatness of Allah's knowledge with the threat of hell.

The important contribution made by madrasas in the development of Islamic education has provided flexible and responsive characteristics and is following future developments and is oriented towards superior, fair, democratic, and dynamic qualities (Zulkifli & Dewi, 2019). It is indicated by the history of Islamic education, which is constantly innovating from time to time, appearing with various diverse models. Muslims use this advantage in the era of globalization to exchange knowledge, culture, and civilization and give a big contribution to the development of Islamic education (Basit & Mudlori, 2019).

By definition, the word "Madrasah" at the beginning of development means a school, school, group, or group of philosophies or thinkers who hold on to the same method of thought (Toriqul, 2016: 182). Thus, the presence of Islamic educational institutions in Indonesia should provide a change in the educational paradigm that is oriented towards the quality of education.

Based on data on the number of madrasah institutions in Banten Province in 2016, there were 36,688 institutions with details of Raudatul Athfal (RA) 1300 institutions, Madrasah Ibtidaiyah (MI) 1028 madrasas (20 states and 1008). Madrasah Tsanawiyah (MTs) 979 madrasas (state 30 and private 949) and Madrasah Aliyah (MA) 394 madrasas (state 19 and private 375). The MA level accreditation in Banten Province is 317 (80.5%), with a composition are 35 madrasas (8.9%) being A accreditation, 141 madrasas (35.8%) being B accreditation, and 141 madrasas (35,8%). Those that have been accredited C and those that have not been accredited are 77 madrasas (19,95%) (Banten Ministry of Religion Regional Office, 2017).

The data above explains that the resources of madrasa institutions, especially in Banten province, are quite large and need to be supported and contribute to development in Banten in particular and Indonesia in general. Thus, one of the instruments aimed at improving the quality of education in madrasas is the presence of an institution that provides guidance or partners in carrying out their duties, called the madrasa committee.

Based regulation of Minister of Education number 75 of 2016 concerning school committees and the regulation of the Governor of Banten number 30 of 2017 concerning school committees, as well as Minister of Religion Regulation number 16 of 2020, which explains the madrasa committee with the function of providing financial support, thoughts, or personnel in the implementation of education following with the needs of madrasas. One of the institutional strengthening and revitalization is the madrasah committee, for which the regulation of the minister of religion is drawn up and ratified. It becomes important when the role of the madrasa committee becomes the starting point of management implementation which includes planning, organizing, implementing, and supervising the roles, duties, and functions of madrasa committees that aim to improve the quality of education.

The madrasa committee is an independent institution with members consisting of parents and guardians of students, community leaders, and education experts who are tasked

with supporting the improvement of the quality of education. However, the obstacles they face are that the committee administrators are rarely complete during meetings and the parents' objections to making voluntary contributions (Dyah et.al., 2018). The low contribution of madrasa committee empowerment to improving the quality of education is 11.13% (Fathan, 2018). As many as 60% of the school committee recruitment process stated it was not following the procedures, and 70% of the school committee's functions were declared not to be carried out (Udit et.al., 2020). The school committee controls coming to school when requested by the school, and the school committee has not played an active role in providing consideration, support, supervision, and mediator (Lathifah, 2017). In other conditions, where the role of the school committee does not work because school partners fill it, the school committee cannot carry out its duties and functions (Ayu, 2016). This fact explains how the school committee or madrasah runs and functions that should be able to advertise institutions that have functions as determined by the government.

Management in strengthening institutions, especially in roles and functions, is very much needed, as is the role of school/madrasah committee management so that the management role in planning, organizing, implementing, and supervising school/madrasah committees. It more effectively answers the goals and challenges of the school/madrasa itself, in another opinion, where the school committee is a new organization in the world of education that is interesting to study as an instrument for improving the quality of education (Nurul & Ridwan, 2018).

Data Ministry of Religion of the Republic of Indonesia (2017), of the more than 63,000 madrasahs in Indonesia, 53% have been accredited and are of high quality. At the same time, the remaining 47% have not been accredited as the quality indicator in the quality assurance of primary and secondary education set by the ministry of education and culture, which consists of standards including graduate competence, content, process, assessment, education, and education personnel, infrastructure and financing.

The low level of community participation and the non-optimal role of school committees in contributing to educational performance indicate that school committees have not been able to carry out their roles and functions. Provide consideration, support, and supervise school performance in providing educational services. This fact implies the need for research on the role of school committee management in achieving the goals of formation, recruitment, function implementation, and program success in improving the quality of education.

Madrasas were born and initiated by the Muslim community, and more than schools, especially Banten. Therefore, it is very interesting to study the role of madrasah committee management in improving the quality of education in Banten province. The low management role (planning, organizing, implementing, and supervising) as a school/madrasah committee will harm the school/madrasah itself. The goal of improving the quality of education will not be achieved.

The existence of school committee administrators who hold concurrent positions with teachers will open the perception of madrasa committees as one of the entrances for new students, so it is feared that they will be biased towards their duties and functions. It should be avoided if the madrasa committee formed has integrity and commitment to improving the quality of the madrasa itself.

In running an institution, a system is needed that can help effectively compile components or materials, determine goals, and involve all the necessary resources. So that all objectives and components can be integrated with management principles, where management is a typical process consisting of planning, organizing, mobilizing, and controlling actions by determining goals to be achieved through the use of human resources and other resources (Terry, 2016). Meanwhile, another opinion explains that management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently (Malayu, 2016). Those Hamalik (2018) in the application of management in educational institutions needs a model based on the management planning process that puts forward the consideration of the principle of trust and the results of previous evaluations as well as setting targets and programs to be achieved (Hamalik, 2010). Thus, management is an activity with predetermined objectives based on planning, organizing, implementing, and monitoring.

The position of the school committee is a character who is on the school committee by being domiciled in the education unit that is independent and does not have a hierarchical relationship with government institutions (Baedowi, 2015). This opinion asserts that as an independent institution consisting of a group of people who have the task of assisting education in madrasas, among others, assisting in improving the quality, equity, and efficiency of education management.

The school committee has a role in providing considerations or choices to schools and providing support, control, and bridging the interests of the community and the implementation of education (Mansur, 2017). In managing madrasas by involving stakeholders, the functions of the madrasa committee become an integrated unit. so that it can be explained that the functions of the madrasa committee include, among others, providing consideration, supporters, controllers, mediators, driving the growth of community attention and commitment, and inter-institutional cooperation (Rosyada, 2017). In the current decentralized era, the role of madrasas has its autonomy to have more freedom of movement in developing Islamic education. Through the madrasa-based management paradigm (MBM), madrasas are given the widest opportunity to manage and regulate the implementation of education in each madrasa (Umam, 2019).

The presence of the school committee provides consideration and determination and the implementation of education policies in schools, accompanied by the implementation, supervision, and meditation between the government and the community. Then encourage the growth of public attention and commitment to quality education in collaboration with various parties. For this reason, madrasa committees are very important for the advancement of educational institutions as institutions that provide direction and process for developing teacher competence and education services in a cooperative, accountable and independent manner.

Thus, it is explained that the school committee is an independent institution that is independent, not under the principal or in the shadow of the principal's power (Sri et.al., 2008). In another case, the school committee has monitored school education personnel as a solution to teacher shortages in education personnel schools and monitored conditions, coordination, and evaluation of infrastructure facilities, including education budgets and budget support in schools (Hendri, 2018).

The committee also makes programs for the implementation of education, runs programs that have been agreed upon, monitors madrasa activities, supervises, provides community services for the implementation of committee programs, and visits madrasas if the madrasa needs them (Isnaini & Widia, 2019). The school committee's efforts to improve madrasah achievement hold regular meetings with parents once a semester and recitation, raising funds and other educational resources, and overseeing school policies to improve

school achievement (Nanik, 2018). For this reason, the important purpose of the school committee is to facilitate and channel community aspirations and initiatives by producing operational policies and educational programs, increasing community responsibilities and roles, and creating a transparent, accountable, and democratic atmosphere (Hasbullah, 2006). Thus, it can be understood that the madrasa committee is an institution formed in each madrasa to help madrasas achieve the desired target with a function as a body of consideration, support, control, and liaison.

Educational institutions are required to provide quality education, meaning that schools can manage school-related components operationally and efficiently to provide added value to these educational components according to applicable regulations (Kemdikbud, 2017). In this case, the quality of education includes 4 qualities: input, process, output, and outcome (Arifin, 2008). The introduction of educational services, as described above, includes educational materials (cognitive, affective, and psychomotor), methodologies (varies depending on teacher skills), school buildings, administrative support, materials, and technical bases, and other resources and a pleasant atmosphere (Syukur, 2011). In other words, quality or quality is the ability of a product or service to meet needs or expectations and consumer welfare in the world of knowledge (Fathah, 2012). Education quality standards as government regulation number 19 of 2005 carried out by education units that refer to national education standards must meet several criteria of eight standards, including competent graduates, content, process, educational educators, infrastructure, management, financing, and education assessment. Thus, the quality of education is the ability of educational institutions to manage components related to schools according to applicable standards.

The conceptual definition of *madrasa committee management* is an activity based on planning, organizing, implementing, and monitoring objectives set by the madrasa committee. The operational definition of *madrasah committee management* is an activity with the objectives set by the madrasah committee based on planning, organizing, implementing, and monitoring with indicators as the body of consideration, support, control, and liaison.

Conceptual definition of the ability of educational institutions to manage components related to schools according to applicable standards. The operational definition of *education quality* is the ability of educational institutions to manage components related to

schools according to applicable standards with indicators of teachers, infrastructure, teaching and learning processes, and awards for achievements. The research objective is to analyze the role of madrasa committee management in the quality of education.

METHOD

The research uses a quantitative method with regression testing. The sample uses a simple randomized technique, with principal respondents, MIN 1 Kopo, MTsN 1 Serang City, MTsN 1 Cilegon, MAN 1 Kragilan, and MAN 1 Serang madrasa committee administrators. Collecting data using a questionnaire technique, while data analysis uses descriptive to describe or describe the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations (Sugiyono, 2011). At the same time, the calculations are assisted by Microsoft Excel and SPSS 23.00 (Santoso, 2016).

RESULT AND DISCUSSION

Table 1: Regression Equation Test for the Role of Madrasah Committee Management (X) and Education Quality (Y)

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	16,107	9,808		1,642	,118
	Management Role Madrasa Committe	,390	,042	,908	9,180	,000

^a. Dependent Variable: Education quality

From the results of the above calculations, a simple linear regression equation is formed:

$$= a + bX$$

$$= 16,107 + 0.390X$$

The regression equation above can be explained that the constant is 16.107; if the role of madrasah committee management (X) the value is 0, then the quality of education (Y) has a positive value, which is 16.107. While the regression coefficient of the madrasah committee management variable (X) is 0.390, This means that if the madrasah committee management increases by 1, then the quality of education (Y) will increase by 0.390. The coefficient is

committee management and the quality of education. The increasing role of madrasa committee management will further improve the quality of education.

As in table 1, it can be seen that the significance value (Sig) of the relationship between the management role of the madrasah committee is 0.00 less than the probability of 0.05. Hypothesis testing can conclude that H0 is rejected and H1 is accepted, which means there is a significant relationship between the role of committee management madrasahs with quality education.

Understanding the coefficient of determination in linear regression can explain how much the independent variable's ability to explain the dependent variable. In simple terms, the coefficient of determination is calculated by squaring the coefficient of determination (R), as shown in the following table:

Table 2: Coefficient of Determination of Madrasah Committee Management Variables (X) and Education Quality (Y)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,908 ^a	,824	,814	4,569

^a. Predictors: (Constant), Madrasa committee management roles

^b. Dependent Variable: education quality

Table 2 shows that the R Square value is 0.824, which indicates a relationship between the role of the madrasah committee management variable and the quality of education by 82.4%. In comparison, 17.6% of the variable quality of education is related to other variables not examined.

This study indicates a positive and significant relationship between the role of madrasah committee management in improving the quality of education, which is indicated by the regression equation = $16.107 + 0.390X$ with a correlation coefficient of 0.908 (<0.05), so it is said to be a significant. The correlation coefficient of determination is 0.824 (82.4%). These results confirm a significant relationship between the role of madrasah committee management by 82.4% on the quality of education, so other variables of 17.6% are not included in this study.

Creating for Management Madrasa Committee Roles

Based on the regulation of the minister of education and culture number 75 of 2016 and the regulation of the minister of religion number 16 of 2020, which regulates school committees and madrasa committees, it explains the duties and functions of madrasa committees. Namely providing considerations (preparation of policies and programs, preparation of work plans and budgets, determination of performance criteria, and development of educational facilities and infrastructure), providing financial support, ideas, and personnel in the provision of education, developing cooperation, supervising the implementation and management of education, and receiving and following up complaints, suggestions, criticisms, and aspirations from students, people parents/guardians, and the community.

Management is a distinctive process consisting of planning, organizing, implementing, and controlling actions to determine and achieve goals through human and other resources. Processes in formal institutions, the importance of management as a system that helps the course of activities or stages achieve the targets and goals set previously. The management process is implemented as one of the indicators of a modern organization or institution that puts forward the process as a system. For this reason, the management component includes planning, management, implementation, and supervision in carrying out the duties and functions of a madrasa committee following applicable regulations.

In addition to the management process, namely planning in the RAPMB, as a madrasa committee has carried out its function as a consideration in budgeting as well as a liaison (mediator) with other parties in terms of how madrasa activities are carried out properly, usually things that are done in training activities, resource persons, certain figures, search for sponsors and to parents or guardians, this is the same age as research by Amarin, et al (2016) where the school committee gives consideration to the preparation of the school income budget plan (RAPBS) as well as a verifier in the school work program and as a liaison in the interests of the school. With the availability of parents, especially in terms of funding, in addition, Susi (2017) emphasized in the study that the school committee functions in consideration and liaison, the duties and functions as a madrasa committee should include four aspects, namely as consideration, controller, support, and supervisor an, the same thing

was conveyed by Riyo, et al (2019) where the role of the school committee is as a provider of consideration for the use and utilization of the budget funds obtained by schools, providing input on planning school work budgets, holding school revenue and expenditure budget meetings.

The management role carried out by the madrasa committee is not optimal or maximal, only limited to planning and the function of giving consideration, especially to the budgeting (RAPBM) for madrasas. In general, all madrasas that are research objects invite the madrasa committee when discussing budgeting planning. It indicates that madrasas have prudence, and joint involvement is expected so that in its implementation, there is no misuse or abuse. In addition, if there is a budget shortfall, alternative solutions are needed. Then other functions become a liaison between the interests of the madrasa and other parties. There are still many management roles that need to be optimized and the functions of the madrasa committee to be carried out.

The need to increase the management role of madrasah committees as stipulated in the regulation of the minister of religion number 16 of 2020, accompanied by technical understanding and commitment (orientation or technical guidance). As madrasa committee administrators, it is necessary to upgrade or train madrasa committee managers to become independent and professional madrasa committees.

Creating for Education Quality Policy

The importance of the role of madrasah committees as an effort to improve the quality of education is a major issue marked by the existence of government regulatory instruments that regulate school committees or madrasa committees. It indicates that the involvement of madrasa committees is absolute in improving the quality of education. Suppose the role of the madrasa committee is effective. In that case, it will support the quality of education itself, even though the nature of the madrasa committee is used as a second opinion.

The construct built in this research, the quality of education, is focused on teachers, infrastructure, teaching and learning activities, and awards contained in the eight quality standards of education. Object research has qualifications state madrasa managed by the government and is accredited by a madrasa with an 'A' score. The quality of education is highly prioritized and provides the best for the community, and is a reference for other private madrasas.

How is the contribution of the madrasah committee in improving the quality of education through the extent to which the roles that have been carried out include the socialization of madrasa activities to parents and guardians, budget planning discussed with the madrasa? The madrasas and madrasa committees are very concerned with the quality of education so that madrasas are responsible for preparing students as superior generations in the future. The researcher's view is that although not all duties and functions as madrasa committees have been carried out, the form of prudence in budgeting is a factor that needs to be appreciated. It is an effort to prevent abuse and mismanagement to achieve financially sound madrasas without causing access to debt on behalf of the madrasa.

Deviyantoro and Amarul (2012), the performance of the school committee as a consideration body is 67.06%, as a supporting body 63.76%, as a supervisory body 61.34.% and as a liaison body. Especially in the role index of the school committee as a liaison body, the index is 67,81% is almost close to the success criteria ranging from 70-89%, meaning that the school committee's performance is quite good. However, there needs to be an even better performance improvement.

The results of a study by the Ministry of Education and Culture and Yogyakarta State University (2011) showed that the school committee's performance got an average score of 76.5, with the school committee's performance score being categorized as quite good. In contrast, the school committee's contribution to school quality was 16%. Dearlina Sinaga (2012), the role of the school committee has an average of 167.21 and 148.5, while the average quality of education is 172.48, which is also higher than the average quality of education, which is 152.96. Then Agus Haryadi and Laelatul Badriyah (2019) stated that the madrasa committee has programs that are carried out in order to improve the quality of madrasas having programs including improving the quality of madrasa management, developing madrasa committee programs, compensation for orphans, cross-subsidy assistance, healthy madrasas, Madrasah Adiwiyata, mentoring and fond of saving.

Addition carrying out its function as a liaison in this study, it was found that the madrasa committee communicated for the benefit of the madrasa. So that it could meet the madrasa targets specified, especially in training activities, resource persons, competitions, sponsorship, and collaboration with other institutions, it is supported by the results of Latifah's research (2017) that the school committee shows a fairly good performance with

indicators of building relationships with the community, establishing communication and collaboration with educators, parents, and community leaders in developing the quality of school education. The madrasah committee is still placed primarily as a liaison and community relations. On the other hand, some madrasa committee committees consist of community elements or community leaders who do have closeness to stakeholders, where it is hoped that the interests of madrasas are achieved by communicating actively.

The results of this study indicate the relationship between the role of madrasah committee management and the quality of education. It implies that having a large role in madrasah committee management will improve the quality of education.

The results of this study are supported by Febriana et al., (2019), where the school committee is very influential in improving the quality of education at MAN 1 Palembang because the school committee has several roles that must be carried out for the school. However, not all tasks and functions are carried out. Then the results of other studies support, according to Fathan (2018), that there is a significant contribution between the empowerment of madrasa committees on improving the quality of education with a variable contribution rate of 0.100 (10%). This contribution means a role for madrasa committees, even though it is small. However, it is accompanied by testing several other variables.

In addition, the results of the same research conducted by Rukanto et al. (2018) show that there is a significant influence on the role of the school committee on the quality of education. It indicates that the role of the madrasa committee should be very important if it is carried out following its duties and functions independently and professionally so that it has an impact positively on the development of the quality of education. Suitability two studies to explain the existence of a relationship or influence between the role of the madrasa committee on the quality of education needs to be studied to what extent its effectiveness is.

The role of madrasa committee management still needs to be improved because it is not yet optimal. It only shows the planning function and the main tasks and functions of the madrasa committee that has just run as a consideration and liaison body. In contrast, the supporting and controlling body function has not yet been implemented. Because the function becomes a unified whole, efforts must be carried out in an integrative way.

CONCLUSION

The role of madrasa committee management in the quality of education follows Minister of Religion Regulation No. 16/2020, which provides the duties and functions of madrasa committee management not being optimal, so better managerial efforts are needed. There is a relationship between the role of madrasah committee management and the quality of education by 82.4%, which indicates the role of madrasah committee management in the quality of education is very large. In contrast, the dominant role in management is implemented in madrasah budget policy planning.

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