

P-ISSN : 2716-5132
E-ISSN : 2723-0783

EMPOWERMENT OF MADRASAH COMMITTEES IN IMPROVING MANAGERIAL PERFORMANCE ISLAMIC JUNIOR HIGH SCHOOL MIFTAHUSSALAM MEDAN

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ABSTRACT

The purpose of this study was to reveal: 1) The recruitment system for members of the madrasah committee at MTs Swasta Miftahussalam Medan; 2) Is the performance of the madrasah committee in accordance with the objectives, roles and functions of the private MTs Miftahussalam Medan; 3) Challenges and obstacles faced by madrasah committees in carrying out their objectives, roles and functions at the Miftahussalam Medan Private MTs; and 4) Efforts to empower madrasah committees in improving madrasah managerial performance in private MTs Miftahussalam Medan. This thesis research uses a qualitative approach with descriptive methods. The collection techniques used interview, observation and documentary studies, while to strengthen the validity of the data findings and the authenticity of the research, the researcher referred to the use of data validity standards consisting of *creadibility, transferability, dependability and confirmability*. The results of this study were: 1) Recruitment board k Committee of the m adrasah done by consensus with the madrasas as meeting facilitator. The composition of the madrasah committee committee is a combination of community leaders, ingenious, representatives of parents and other elements of society; 2) The performance shown by the madrasah committee on a general scale has not shown the functions and responsibilities that are expected from its formation in madrasah. The activities shown only revolve around certain activities, such as the realization of the distribution of certain assistance received by madrasah, the rest did not show significant activities for the progress of madrasah. Based on these findings, it is also found that the existence of committees in madrasah has also penetrated into technical matters which are not the responsibility and function of the committee in madrasah; 3) The challenges faced by madrasah committees in carrying out their roles, functions and responsibilities in madrasah are more due to a lack of understanding of their roles, functions and duties as a whole, in addition to the lack of coordination and communication processes between the committee and the madrasah, this situation results in a lack of synergy. and expectations on both sides and tends to generate suspicion, feeling of being watched, and the appearance of being too intrusive; and 4) Efforts to empower madrasah committees, especially in relation to improving madrasah managerial performance, have not progressed as expected or in other words, their empowerment efforts are only temporary in nature. The involvement of the madrasah committee in madrasah managerial activities is only in the areas of madrasah financing and finance as well as facilities and infrastructure while other managerial performance has not been carried out properly.

Keywords: *Empowerment, Performance, Managerial*

INTRODUCTION

Education plays an important role in the development of Indonesia's human resources. The important role of education in human resource development is accommodated by the government through educational institutions, both formal and informal. In formal educational institutions, the educational process is carried out in madrasas. In running madrasah, it requires support from all elements, including family and community, this support is known as partnership. Rashid (2006: 3) explains that

P-ISSN : 2716-5132
E-ISSN : 2723-0783

partnerships between madrasas and families and communities can produce creative solutions to find out the needs of students. so that their presence can carry a mission to build a cultured and characterized human and educational ecosystem based on mutual cooperation. In this case Bryan & Henry (2012 : 408-420) presented that when stakeholders (madrasah, family, and community) contribute to each other in building partnerships, a positive effect will emerge on learning achievement and discipline in students. Therefore, it is hoped that this educational partnership can run well and meaningfully. The role of the community and parents in improving the quality of education in madrasah is accommodated through a body called the Madrasah Committee. Madrasah Committees are madrasah partners in improving the quality of education services. As madrasah partners, the madrasah committee must be an autonomous body in order to have an equal position with the madrasah. In Law no. 25 of 2000 concerning the National Development Program (Propenas) 2000-2004 and the Decree of the Minister of National Education No. 044/U/2002 concerning the Education Council and Madrasah Committee states that the Education Council and Madrasah Committee are independent and autonomous bodies and adhere to the principle of togetherness and do not have hierarchical relationships with the Education Office or other institutions in a district/city. Pantjastuti (2008: 80-81) states that madrasah and madrasah committees have their own independence but remain partners who must work together in line with the concept of madrasah-based management. The Ministry of Stewart (2016 : 1-12) further states that the partnership program through the madrasah committee aims to: (1) strengthen partnerships between madrasahs, families and communities in supporting learning environments that can develop children's full potential; (2) increasing the involvement of parents / guardians in supporting the success of children's education at home and in madrasah; and (3) increasing community participation in supporting education programs in madrasah and in the community. The Madrasah Committee is committed and loyal to improving the quality of education as the opinion of Sagala (2009: 251) states that the education board and madrasah committee are educational community organizations that have commitment and loyalty and care about improving quality in their regions.

During its formation , the madrasa committee has carried out various roles and functions, although not infrequently it has not been optimal. This situation is based on observations in the field, it is known that it is not uncommon for the madrasah committee to only carry out its duties and responsibilities only on certain things, for example the realization of Madrasah Operational Assistance (BOM) funds after that there is no longer any form of involvement, conflicts between the madrasah committee management and the madrasah , the absence of the madrasah committee was due to a lack of understanding of the duties and functions of the madrasah committee and various other

problems. This view is in line with what was stated by Hasbullah (2007: 105), that the formation of madrasah committees in madrasahs is still mostly just for formality, this is due to a lack of understanding of the main duties and functions of the formation of madrasah committees so that they receive less attention from madrasahs and are only involved in several madrasah activities related to the madrasah committee. Apart from the matters described above, in fact the presence of the madrasah committee as part of the madrasah system, provides significant opportunities for improving the managerial quality of madrasah. As research conducted by Santoso (2007: 12) at elementary schools in Madiun, the role of the school committee in improving the quality of education services in schools is to collaborate with the school. The existence of a madrasah committee must be a strength and a driving factor for the establishment of an effective madrasah committee. This can be realized if the head of madrasah is able to collaborate with the madrasah committee in planning, implementing, developing and assessing madrasah programs (Onny & Pranarka, 2013: 48). With the formation of a madrasah committee, the community will feel they have a madrasah, on the other hand madrasahs can reduce their dependence on government bureaucracy. The bureaucracy can reduce various intervention actions by the government against madrasahs. If interventions are too frequent, madrasah cannot move freely to make changes and programs.

If we examine the roles, functions and objectives of the madrasah committee, it can be said that its presence is to improve the managerial performance of the madrasah. The madrasah managerial performance referred to here is matters related to the overall implementation of madrasah functions, namely how each madrasah can carry out education and learning by involving all madrasah personnel so that the education, teaching, guidance and training process takes place properly. This proves the opinion of Matete (2016) that the school committee should play a role in contributing to formulating school development plans both in the short and long term. In addition, the school committee always encourages teachers to improve their performance in academic matters. The managerial performance of madrasah, as it is known, is closely related to how a madrasah is able to organize a madrasah system. Bafadal (2003: 55-56) emphasizes that managerial performance is basically the application of management in madrasah. Thus madrasah management can be interpreted as a process whereby the head of the madrasah as the joint administrator or through other people tries to achieve the institutional goals of the madrasah efficiently. Madrasah management is a management process to achieve madrasah goals as a whole, and that is what underlies managerial performance in every madrasah. Thus, everything must be strived so that the achievement of the objectives of the basic madrasah is managed in such a way that the objectives of the basic madrasah are carried out as well as possible. This achievement was carried out comprehensively by involving all madrasah personnel. Efforts to implement madrasah management, as a

form of managerial performance, are not the responsibility of the madrasah alone, but they can carry it out together with the community, because the people who are members of the madrasah committee have an obligation to help it as a form of community concern for quality improvement. madrasa management. Thus, there needs to be concrete assistance from the madrasah committee in improving the quality of madrasah managerial in achieving the goals of education in madrasahs . Concrete assistance from the madrasah committee in the framework of improving the quality of madrasah management will emerge when the madrasah is able to empower the madrasah committee to achieve the objectives of basic madrasah education as intended. In simple terms, empowerment in the scope of management can be interpreted as a very practical and productive way to get the best. In the context of the madrasah committee, empowerment is meant as the involvement of the madrasah committee to jointly achieve the achievement of educational goals in madrasah.

On the other hand, the empowerment of madrasah committees is also intended as part of an effort to proportionally reassign the objectives, roles and functions of the madrasah committee so as to make a significant contribution to improving madrasah managerial performance. Besides trying to eliminate misunderstandings and mistakes in positioning the madrasah committee in the madrasah system, it is the main basis why this research focuses on the empowerment of the madrasah committee within the madrasah environment. The study and tracing were carried out at the private MTs Miftahussalam Medan. The reason for choosing private MTs Miftahussalam field as a place to study based on several things, namely: (1) private MTs Miftahussalam Terrain is one of the private superior madrassa in Medan, viewed from a variety of fine achievement aka d EMIC and non-academic. (2) there are extracurricular activities in the madrasa, including youth red cross, drumband, karate, boy scouts, dance, and other extracurricular activities (an extracurricular that must be chosen by each student). (3) academic achievement based on data showing that each year the graduation rate reaches 100% and all continue to the next level of education. (4) the physical condition of the building from year to year as stated in the annual work program report and based on the observation of the location researcher shows a fairly rapid development, it looks like a three-story building, a science laboratory room, a computer laboratory, a language laboratory, a prayer room, a field large, complete library room with various facilities. Seeing the results of these preliminary observations, the private MTs Miftahussalam Medan was used as a place for research, especially those related to the empowerment of the Miftahussalam Medan madrasah committee and private MTs in urban areas with diverse student guardian backgrounds and high community concern for advancing education and the quality of its madrasah. Based on the thoughts that have been mentioned above, the researcher feels the need and is interested in conducting research

P-ISSN : 2716-5132
E-ISSN : 2723-0783

on empowering madrasah committees by taking the title "*Empowering Madrasah Committees in Improving Managerial Performance of Junior High School Miftahussalam Medan*"

RESEARCH METHODOLOGY

This research uses a qualitative approach is naturalistic. The choice of this method is based on the consideration that what is wanted in this study is data that will describe and describe the reality that occurs in the field. Data collection is done by visiting the site and using data collection and analysis methods that refer to the qualitative research methods developed by Lateiner (1985, 1994), and Satori (1984 : 89). Source of data in this study are residents madrasah private MTs Miftahussalam Medan, from Principals, teachers, parents, learners, madrasah committee members, as well as other parties which are supposed to provide answers to the research problem. In qualitative research, data analysis is generally divided into three levels: analysis at the initial level, analysis at the time of field data collection, and analysis after completing data collection.

RESULT AND DISCUSSION

The results of the analysis of this study are aimed at analyzing the research exposure to reveal the results of field research findings guided by the focus of this research. Based on the explanation of the research above, the first finding that can be stated is that the management recruitment mechanism, sector section, tenure, and membership of madrasah committees are formed based on the results of deliberations conducted by the madrasah by involving community elements in order to facilitate the achievement of development goals in educational units. However, the results tend to be unsatisfactory for madrasah, this is because most of the members of the committee have weaknesses in the quality of human resources, especially education. Whereas in terms of professions, most of them come from various professions that understand much about education, as a result the expectations of madrasahs that are raised by the committee tend not to be fully expected. Making deliberation as one of the strategies in relation to the recruitment of madrasa committee administrators as stated by Lateiner (1983) is actually useful in forming an understanding attitude towards everything they have to do. Besides that, this deliberation activity can be seen as embodying democratic values by raising awareness that to hold and carry out certain tasks can only be carried out by people who have certain abilities. Bennis & Mische (1987 : 67-68) states that the main idea of democracy is a view of life that is reflected in the need for the participation of every adult citizen in shaping the values that govern life together. On another occasion, Dewey in Oteng (1987 : 90) also emphasized that democracy is not just about a form of government, but the main thing is a form of life together in the life of society, nation and state. The objectives to be achieved in the relationship between the community and madrasahs as stated by Wrihatnolo (2006 : 145) include the following: (1) develop an understanding to the community about the aims and objectives of the madrasah, (2) provide program

assessments to the community to meet needs madrasah, (3) establish and improve a harmonious relationship between parents or guardians of students and teachers in meeting the needs of students, (4) build a positive impression and maintain trust about madrasah, (5) inform the community about the planned madrasah activity program, (6) seeking assistance and support for the maintenance and improvement of madrasah programs, (7) madrasahs as educational services providing services that satisfy customers (students, families, and other communities), and (8) so that creativity can seek alternative education funds in the form of cooperation with other institutions. Meanwhile, at the next level, after the formation of the madrasah committee, it is hoped that it will be a reflection of the consistency of the madrasah in implementing Madrasah Based Management (MBS). In SBM, the element of community participation as the external public of the madrasah is considered important. One indicator of the success of implementing SBM in madrasahs is the madrasah's ability to get the community to participate in supporting education delivery. The parties from the community who can be involved in this education include parents of students, PKK members, LPMMD, Village Representative Bodies, religious leaders, NGOs in the education sector and other elements. This view is in line with the opinion of (Kriswantoro & Muhyadi, 2009: 64) which states that the management of the madrasah committee consists of: 1) Organizational structure at least: a). Chairman; b) Secretary; and c) Surgery; 2) Can be formed fields or sections as needed; 3) Management is elected from and by members in an open democracy in deliberations; 4) The chairman is not the head of the education unit; 5) The working period is stipulated in the AD / ART and 6) Can be assisted by a resource person. Sidi (2006) states that efforts to equalize basic education at the elementary madrasah (SD) level are shown to: (1) expand the reach and capacity of primary schools, so as to reach children from all over the community, and (2) increase the equal opportunity to obtain education for disadvantaged groups include those who live in remote and slum urban areas, from the poor, and children with disabilities. In general, these equalization programs are aimed at the success of the 9-year compulsory basic education for a period of 5 to 10 years. However, the success of Madrasah Based Management (SBM) and the increase in community participation in education will largely depend on the capacity of human resources in madrasah and the community itself. Therefore, efforts to empower madrasah and community are very important. In summary, the organizational structure, management, field sections, years of service, membership, and working mechanisms of the madrasah committee were formed based on the results of deliberations carried out by the madrasah by involving elements of society in order to facilitate the achievement of development goals in educational units.

The second finding of this study is that the performance shown by madrasah committees on a general scale has not shown the functions and responsibilities expected

from their establishment in madrasah. The activities shown only revolve around certain activities, such as the realization of the distribution of certain assistance received by madrasah, the rest do not show any meaningful activities for the progress of madrasah, the existence of the committee in madrasah has penetrated into technical matters which are not their responsibility and function. committee at madrasa. In line with this, Kriswantoro & Muhyadi (2013: 66) asserts that the school committee has not fully carry out duties as a controller for a committee of the school as an organization that is both social and individual members of the committee had rushing in their profession - one so have not been able to carry out controls directly at school. Referring back to the Madrasah-Based Management Guidelines, the (Kemendikbud, 2016) emphasizes that the duties and functions of the madrasah committee include encouraging the growth of community attention and commitment to quality education, encouraging parents and the community to participate in education to support improving the quality and equity of education, and mobilizing the community in the framework of financing the implementation of education in education units. So the role and function of k Committee of the madrassas as an institute that was formed to drive the attention of the public to increased cooperation towards the development of education provision as well as an intermediary to give and receive input or consideration for the education unit, involving the active participation of parents and the community. The madrasah committee also acts as a public fundraiser and evaluates and supervises all activities related to meeting needs in educational units. As has been explained by the school committee plays a role in promoting activities in schools, improving academic performance, and being a liaison of partnerships between schools, families and communities. In this position, the committee holds an important role to become a bridge between the needs of the school and the community and the reciprocity between the two. The role of the committee is manifested in a desire to develop the quality of education in a school based on shared needs. The condition in which the madrasah committee at Madrasah Tsanawiyah Miftahussalam has not shown the functions and responsibilities as expected is possible because the madrasah has not empowered the committee optimally. Empowerment in the scope of management can be interpreted as a very practical and productive way to get the best (Fattah, 1998 : 36).

The third finding shows that the challenges faced by madrasah committees in carrying out their roles, functions and responsibilities in madrasah internally are more due to the committee's own lack of understanding of these roles, as a result the activities carried out tend to be temporary, such as monitoring the realization of assistance and physical construction of madrasah facilities and infrastructure, while other things cannot be done completely. Externally, the weak coordination between the head of the madrasah and the committee resulted in friction and suspicion between the two of them. Reeser, et

P-ISSN : 2716-5132
E-ISSN : 2723-0783

al (1973 : 78) explained: " *Coordination is the function of assuring that the contributions from subsystem are made as required and that they are linked together into a harmonious whole*". This opinion reveals that coordination is a function that ensures the contribution of a subsystem or part of the organization is made as a condition where they are linked together into a harmonious situation as a whole. Furthermore, (Winardi & Nisjar 1984 : 89) also explains that: "the process involves the transfer of information between jobs and people to avoid overlap of work and to ensure that effort and resources and balanced across the total organization". this means coordination is a process that involves transferring information between jobs and people to avoid work overlap, ensure effort and income sources and balance the entire organization. Sutisna (1985 : 198) explains that coordination is the process of uniting contributions from people, materials and other sources toward the achievement of predetermined goals. Based on the above opinion, it can be understood that coordination is the process of bringing together the actions of various people or fields in the organization to achieve organizational goals. Departing from this view, efforts to minimize the vacuum of the committee's lack of understanding of its duties and functions as well as the emergence of friction and suspicion between the head of the madrasah and the committee can be carried out in coordination, the continuity of this coordination itself can also be done when the intensity of communication that occurs can also be done. Communication as part of the process of social life in social life becomes a component that cannot be separated from other components of life. Especially in the life of an organization, because an organization is an institution of community life that accommodates a number of people who have the same goals, have values that are fought for together with mutually agreed upon rules. Lewis (1987 : 23-24) explains that: " *An organization is crucially dependent upon its communication patterns and activities* ". Fundamentally, an organization is very dependent on the form and communication activities that exist within the organization. The communication patterns created by the leadership, staff and members of the organization will determine the running of orders, messages, policies and decisions in the organization. Furthermore, (Epstein, 1995 : 90) explained that our effectiveness in interpersonal relationships is determined by our ability to communicate clearly, what we want to convey, create the impression we want, or influence others as we want to achieve. When the communication activity goes well, the immediate effect that can be obtained is the emergence of coordination and cooperation between madrasahs and committees. This coordination and cooperation will actually have implications for working hand in hand with one another in carrying out tasks or jobs. Thompson, as quoted by (Harmon & Thomas, 1991 : 45), states that there are three variations of dependence between work units in an organization, namely: (a) grouped dependencies, namely when organizational units are not dependent on one another, but are highly dependent on adequate achievement (b) sequential dependence

is when an organizational unit has to carry out its activities before further units can act, whereas (c) reciprocal dependence involves a reciprocal relationship between a number of units. In any complex organization, each part must work in a coordinated manner so that each one can produce what is expected. Coordination here is understood as an effort to adjust the different parts so that the activities of the parts are completed on time and can contribute their efforts maximally to achieve the overall goal. According to Siagian (1985) coordination has several functions, namely: (1) prevention of conflicts and contradictions (2) prevention of unfair competition (3) prevention of waste (4) prevention of space and time vacancies, and prevention of different approaches to implementation. The challenges faced also revolve around the educational background of each madrasah committee which is considered not yet fully supporting the functions and responsibilities of the committee. The lack of insight and knowledge they have is an inhibiting factor in planning, implementing and even supervising, not to mention that the professional background that tends to be far from educational issues is a supporting factor for the weak participation of the committee in overcoming problems in madrasah.

The findings of these four studies also reveal that efforts to empower madrasah committees, especially in relation to improving madrasah managerial performance, have not progressed as expected. Efforts to empower madrasah committees in madrasah managerial activities have not progressed as expected, involvement is only in the areas of madrasah finance and finance as well as facilities and infrastructure. Their presence in these two madrasah managerial areas merely monitors the implementation and distribution of assistance provided by the government to students and madrasahs through the Madrasah Operational Assistance (BOS) program and other assistance. Meanwhile, other managerial fields, such as curriculum and teaching programs, madrasah education staff development, student development and community relations, have not received the attention of the committee. Based on these findings, it is revealed that the establishment of madrasah committees in their operations has not progressed properly based on their functions and roles and responsibilities, efforts to empower the committee are only temporary in nature and this situation occurs considering the limited human resource capabilities of the madrasah committee members. If we take a closer look at the actual contribution of the madrasah committee to madrasahs, according to Satori (2001: 8), it includes the following: (1) Madrasah strategic formulation, namely the madrasah development strategy for the next 3-4 years. This document discusses the vision and mission of madrasahs, analysis of positions to examine the strengths, weaknesses, opportunities and challenges faced by madrasahs, studies of strategic issues of madrasahs, preparation of priority programs and madrasah development tools, program formulation, formulation of program implementation strategies, ways of controlling and Evaluation, (2) Preparation of madrasah annual planning, which is an

elaboration of madrasah strategic planning, in the annual planning discussion of madrasah operational programs which are the implementation of priority programs formulated in detail in madrasah strategic planning accompanied by budget planning, (3) holding meetings schedule to accommodate and discuss various needs, problems, aspirations and ideas conveyed by members of the madrasah committee, these things are a reflection of the concern of madrasah stakeholders towards various aspects of madrasah life shown in efforts for improvement, to Madrasah advancement and development, (4) Thinking of possible efforts to advance madrasah, especially regarding the completeness of madrasah facilities, educational facilities, provision of education costs for the development of madrasah competitive and comparative advantages in accordance with the aspirations of madrasah stakeholders. attention to problems that are intended so that madrasahs at least meet the required minimum service standards, (5) Encourage madrasah to carry out *internal monitoring* , self-evaluation and report the results to be discussed in the madrasah committee forum, (6) Discuss the results of the standards carried out by the institution in an effort to guarantee the quality and maintain the condition of the madrasah in accordance with the standards set out in Government Regulation Number 25 of 2000, UUSPN No. 20 of 2003 and the accompanying PPs, and (7) Discussing the madrasah annual reports so as to obtain an accurate picture of the acceptance of the madrasah committee. The annual report of the madrasah is an ingredient to make *Riview* madrasah is submitted to the District Education Office / City. Reviewing madrasah is an important activity to determine the superiority of madrasahs along with analyzing the supporting conditions. Conversely, to find out the weaknesses of the madrasah accompanied by an analysis of the factors causing it. The review is also a media to complement each other's experiences as well as mutual learning between madrasahs in an effort to improve each other's performance.

CONCLUSION

Based on the findings and discussion results, this research can be concluded as follows:

1. Recruitment of madrasah committee administrators is carried out by means of deliberation and consensus with the madrasah as meeting facilitators. The composition of the madrasah committee committee is a combination of community leaders, smart, representatives of parents and other elements of society.
2. The performance shown by madrasah committees on a general scale has not shown the functions and responsibilities expected of their formation in madrasah. The activities shown only revolve around certain activities, such as the realization of the distribution of certain assistance received by madrasah, the rest did not show significant activities for the progress of madrasah. Based

on these findings, it is also found that the existence of committees in madrasah has also penetrated into technical matters that are not the responsibility and function of the committee in madrasah.

3. The challenges faced by madrasah committees in carrying out their roles, functions and responsibilities in madrasah are more due to the lack of understanding of their roles, functions and duties as a whole, in addition to the lack of coordination and communication processes between the committee and the madrasah, this situation results in no synergy of desire. and expectations on both sides and tends to generate suspicion, a feeling of being watched, and an overly intrusive impression.
4. The efforts to empower madrasah committees, especially in relation to improving madrasah managerial performance, have not progressed as expected or in other words, their empowerment efforts are only temporary in nature. The involvement of the madrasah committee in madrasah managerial activities is only in the areas of madrasah financing and finance as well as facilities and infrastructure while other managerial performance has not been carried out properly.

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P-ISSN : 2716-5132
E-ISSN : 2723-0783

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