

# EVALUATING THE ROLE OF THE COMMITTEE IN IMPROVING THE QUALITY OF EDUCATION

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## ABSTRACT

This study aims to evaluate how the role of the school committee in improving the quality of education at SDN Peninggilan 5. The method used in this research is a qualitative method, with a descriptive approach and a Provus model (inequality by comparing the standards set by the Decree of the Minister of National Education Number 044 / U / 2002 and its implementation in SDN Peninggilan 5. The results showed that the role of the school committee as a provider of consideration, supporter, controller and liaison had been implemented but was maximally determined by the government. As a giver of consideration, the committee has not been seen to be active in providing input and consideration in planning school programs and policies. As a supporter, the School Committee has been active in providing support for the procurement and management of infrastructure, human resources, and funding, in carrying out its role as a controller of the planning and implementation of school programs, reports of observations are still in the form of oral and incidental information. The role as a liaison is good enough, but the cooperative relationship with the community is still lacking. In general, the Peninggilan 5 State Elementary School (SDN) committee plays a role in improving the quality of the school by helping morally and materially.

***Keywords*** *Committee; Education Quality; School Committee Role..*

## INTRODUCTION

The world of education has a very strategic role in determining the direction of the progress and decline of the quality of education. This can be felt, namely when an educational institution is implementing its education in a truly good way, its quality will be seen. In contrast to educational institutions that carry out education only modestly, the results are also mediocre. Education is one of the strategic alternatives in educating the nation and the main capital for the development of a nation. The creation of quality human resources depends on the quality of education. One of the instructive issues looked by the Indonesian country is the inferior quality of schooling at each level and unit of training, particularly essential and optional training. Different endeavors have been made to work on the nature of public instruction, including through different preparing and improvement of educator capability, acquisition of books and learning apparatuses, improvement of instructive offices and foundation, and improvement of the nature of school the board. However, various indicators of education quality have not shown significant improvement. Some schools, especially those in cities, have shown a satisfactory improvement in the quality of education, but most others are still apprehensive (Umeidi, 2001).

The quality of education in Indonesia has so far not experienced a significant and equitable improvement. Schools located in cities show quite encouraging improvement in the quality of education, but most of the others are still concerning. Quality education is still a luxury item for most Indonesians. Regarding the causes of the widening gap in the quality of national education, Connie Chairunnisa and Pudjosemedi and their books. Education Management states that there are many factors that cause the widening gap in the quality of national education, three of which are: 1) Partial application of a system approach, 2) Not optimal implementation of SBM (School Based Management), 3) Low participation of school members and the community in school administration . (Chairunnisa & Pudjasemedi, 2013). The first factor, school as a system consists of context, input, process, output, outcome. In reality, school development is often focused on only input (teachers, curriculum, infrastructure, funds, etc.), process alone (teaching and learning process, assessment of learning outcomes, school leadership, etc.), or output only (national exam scores, work competitions). scientific, etc.). In fact, school administration must be carried out completely and thoroughly. The second factor, the implementation of national education which is carried out in a bureaucratic-centralized manner has placed schools highly dependent on bureaucratic decisions above them which are sometimes not in accordance with school conditions. This makes the school lose its independence and creativity. The third factor, the participation of school residents, especially teachers, employees and students as well as community participation, especially parents of students, is still not optimal. Even though the success of schools requires collaboration with all parties including the community. Maximum participation will be able to increase the sense of belonging to the school which of course will increase the dedication and quality of the school.

Working on the nature of training is a necessary piece of the human asset advancement measure. These endeavors should be done in an arranged, coordinated and concentrated way with the goal that they can set up the country to enter a time of globalization which is loaded with rivalry. The nature of training is coordinated by the Law on the National Education System Number 20 of 2003, to be specific the advancement of the capability of understudies to become individuals who accept and dread God Almighty, have respectable person, are solid, learned, able, inventive, free, and become residents. Vote based nation and obligation. Government awareness increases the quality of human resources in various efforts to develop higher quality education through curriculum development, assessment frameworks, improvement of instructive offices, advancement and acquirement of showing materials, just as preparing for instructors and other schooling staff. The government, with its policies, is responsible for efforts to improve and develop the quality of education. what is meant is that the education management system which is semi-centralized becomes decentralized. The regional autonomy policy based on Law Number 22 Year 1999 has been renewed by Law Number 32 Year 2004, positioning districts / cities as holders of authority in responsibility for development in various sectors, including the provision of education. The implementation of education in the regions isn't simply left to regions/urban communities, yet in addition given to instruction units. Along these lines, the achievement of training conveyance isn't just the duty of the focal government, yet additionally the commonplace, city locale, school, and local area or instruction partners.

In the context of implementing educational autonomy as part of regional autonomy, as a realization of local area cooperation in the instruction area, a discussion is required that can oblige perspectives, yearnings, and investigate the capability of society to guarantee the formation of democratization, straightforwardness and responsibility in training. One such discussion is a gathering called the Education Council at the Regency / City level and the School / Madrasah Committee at the education unit level. The existence of the Education Board and School / Madrasah Committee is a mandate of the people as stated in Law Number 25 of 2000 concerning the National Development Program (Propenas) of 2000-2004, and as an implementation of this law the Minister of National Education Decree Number 044 / U / 2002 dated April 2, 2002 concerning the Education Board and School Committee. This mandate of the people is in line with the regional autonomy policy, which has positioned regencies / cities as holders of authority and responsibility in the delivery of education. The implementation of education in the regions is not only left to districts / cities, but also in some cases it has been given to instruction units, both in the school and outside school training. As such, accomplishment with the arrangement of instruction isn't just the obligation of the focal government, yet additionally the common, region/regional authorities, and schools, parents, and the community or education stakeholders.

The School Committee which was formed to support the delivery of education in schools / madrasahs has a role in improving the quality of education services. The committee was formed to accommodate and increase the participation of school stakeholders to participate in formulating, stipulating, implementing, and monitoring the implementation of school policies and accountability that focus on the quality of service to students in a proportional and open manner. The committee also accommodates the participation of stakeholders to participate in school management according to their roles and functions. One of the goals of establishing a school committee is to increase the responsibility and participation of the community in the delivery of education in educational units. This means that community participation is needed in improving the quality of education, not only providing material assistance, but also assistance in the form of thoughts and innovative ideas for the progress of schools. Based on the Decree of the Minister of National Education Number 044 / U / 2002, it can be seen that the committee has a very strategic role, since the school board has a part as a warning office in deciding and carrying out instructive approaches in instructive units; supporting offices, either as money, contemplations or staff in the arrangement of training in instructive units; a controlling office in the structure of straightforwardness and responsibility in the execution and yield of instruction in an instructive unit just as an arbiter between the public authority (leader) and the community within the educational unit.

To see further the conditions in the research field conducted a preliminary study on the existence of school committees at Peninggilan 5 State Elementary School, Ciledug. From the results of the preliminary study, it is known that as a body that represents the community, the school committee has not played an optimal role. They do not have their own work program that can be used as a reference in carrying out their functions and roles independently and professionally. In principle, they are still limited to implementing programs to support programs set by schools, especially those related to funding. Some parents and the community consider the existence of the school committee as a spokesperson for the school in the success of school programs. School-based education management is still limited in understanding by certain circles (some school personnel). School committee members are generally members of the community who are not directly involved in the world of education. They are the only people they are considered able to talk to about school and may be able to find solutions if the school needs it. Meanwhile, those related to national education system policies, such as the implementation of school-based education management, they have little understanding. In addition, some of the school committee members are people who have their own activities so that there is very little time to think about the progress of the school. In addition, the understanding of some teachers and school members about the role of the new committee is still minimal. They are still thinking with the old paradigm where the function and role of the committee is limited to finding and raising funds for the sake of improving the quality of schools. School committees that take part in the education management process in schools are considered to be disturbing and overreacting.

Seeing this reality, researchers feel the need to evaluate how the implementation of the role of the committee at Peninggilan 5 State Elementary School and the obstacles it faces. Therefore, the researchers raised issues related to the Role of the School Committee in Improving the Quality of Education in Peninggilan 5 State Elementary School, Ciledug.

### Program Evaluation

Evaluation comes from the word "evaluation" (in English), the word is absorbed into the vocabulary in Indonesian with the aim of maintaining the original word by adjusting the Indonesian pronunciation (Arikunto & Jabar, 2009). Furthermore, both explained that assessment is an action to gather data about crafted by something, which is then used to decide the right option in deciding. Scriven in (Stufflebeam and Shinkfield, 2007) characterizes assessment, in particular: assessment is the way toward deciding the legitimacy, worth, and worth of things and assessment are the results of the interaction. Assessment is a cycle of deciding the advantages, costs and benefit of something and assessment is a result of that interaction. At the end of the day, assessment is the result of the way toward deciding the advantages and benefit of something. The product is in the form of findings written in the form of a report.

Assessment is essential for the administration framework, in particular arranging, association, execution, observing and assessment. Without assessment, it won't be known how the state of the assessment object is in the plan, execution and results. To ensure that a program or project achieves the

planned goals and objectives, it is necessary to conduct an evaluation in order to improve the performance of the program or project. According to Ralph Tyler, "Evaluation is a data collection program to determine to what extent, in what ways, and what part of the educational goals have been achieved." (Arikunto, 2010). Meanwhile, as per (Wirawan, 2011) assessment is: Research to gather, dissect, and present helpful data about the object of assessment, survey it by contrasting it and assessment pointers and the outcomes are utilized to settle on choices about the object of assessment. Meanwhile, Suharsimi stated that "Evaluation is an activity of collecting data or information, to be compared with criteria, then conclusions can be drawn." This conclusion is referred to as the evaluation result. Based on the evaluation data, policy making can improve the weak elements of the policy, the end goal is to increase the quality of the implementation of the policy.

Based on the above opinion, evaluation is an attempt to measure an activity or program with criteria. This process compares the success achieved with the expected success. According to (Arikunto, 2013), "What is meant by criteria in educational evaluation are provisions issued by the Ministry of National Education." Assessment is likewise a deliberate and consistent cycle to gather, portray, decipher and show data about a program with the goal that it tends to be utilized as a reason for deciding, formulating policies and developing further programs. The evaluation is basically giving consideration or value based on certain criteria. To get a convincing and objective evaluation starting from quantitative and qualitative information. The instrument (measuring instrument) must be sufficiently valid, robust, practical, and honest. The data collected from implementing the instrument should be processed appropriately and its use is described. According to Arikunto and Cepi Safruddin, there are four potential approaches that can be completed dependent on the aftereffects of the assessment of program execution, to be specific: a) Terminating the program, since it is viewed as that the program has no advantage, or can't be carried out true to form. b) Revising the program, on the grounds that there are parts that are not true to form (there are blunders however a couple). c) Continuing the program, (executing the program in somewhere else or rehashing the program at some other point), on the grounds that the program was fruitful, it would be awesome in the event that it was carried out again in somewhere else and at some other point.

In the field of education, in terms of its objectives, evaluation is macro in nature and micro in nature. Evaluation of educational programs, namely programs planned to improve the education sector. Micro evaluation is often used at the grade level. So the target of micro evaluation is teachers for schools or lecturers for universities. Teachers have the responsibility of compiling and implementing classroom learning programs, while school leaders are responsible for evaluating learning programs prepared and implemented by the teacher. There are two definitions of the program itself. In the dictionary it is written: (a) A program is a plan, (b) A program is an activity that is carefully planned. According to (Tayibnapis, 2000), programs are anything that somebody attempts to do with the expectation that it will bring results or impact. From the two meanings of the assessment specialists above, it tends to be reasoned that the program is an action that is arranged with a precise plan idea and happens slowly starting with one action then onto the next and is completed in an institutional gathering that includes numerous gatherings. Program is characterized as a unit or movement unit which is the acknowledgment or execution of an arrangement, happens in a persistent cycle and happens in an association that includes a gathering of individuals. For this situation there are three significant definitions and should be accentuated in deciding the program, specifically: a) Realization or execution of an approach. b) Occurs in a generally lengthy timespan and is certifiably not a solitary action yet is nonstop in plural. c) Occurs in associations that include a gathering of individuals.

Based on the explanation above, it can be interpreted that a program is a plan that includes different units containing approaches and a progression of exercises that should be completed inside a specific timeframe. The program for this situation is a movement or a progression of exercises to be arranged.

Brikerhoff (1983) characterizes program assessment as an interaction of discovering the degree to which program or task objectives and destinations have been acknowledged, giving data to dynamic, contrasting execution with guidelines or benchmarks with recognize holes, surveying cost and quality and efficient examination of the worth or nature of an article. Program assessment as per Tyler is an interaction to decide if the objective has been acknowledged (Arikunto and Jabar, 2009). As per Arikunto, program assessment is an action proposed to discover how high the achievement pace of the arranged movement is.

In view of the clarification above, it tends to be deciphered that program assessment is a unit or unit of exercises that intends to gather data about the acknowledgment or execution of an arrangement, happens in a constant cycle, and happens in an association that includes a gathering of individuals for dynamic.

#### School Committee

Based on the National Education System Law Number 20 of 2003, it is stated that "the School Committee is an independent body that accommodates community participation in improving the quality, equity and efficiency of education management in educational units, both in pre-school education, school education pathways and out of town education channels. . " (Nanang, 2004) in his book states that. The School Committee is a non-benefit and non-political body or foundation, shaped dependent on just pondering by instruction partners at the training unit level as a portrayal of different components that are answerable for working on the nature of the instructive interaction and results. According to (Syaiful, 2004), "The role of the school committee is not only limited to mobilizing donations, but also participating in more substantial matters to assist and supervise the implementation of education.

So it can be concluded that the School Committee is an agency or institution consisting of several members who are elected by deliberation to accommodate community participation in one or several educational units and have the responsibility of improving the quality of education. The school committee is expected to increase the role of the community in running the school, so that a sense of belonging and mutual responsibility arises in the progress of the school. School committees must rely on the establishment of local area cooperation in working on the nature of administrations and instructive results in schools.

The School Committee which is domiciled in each instructive unit is a free body that doesn't have a various leveled relationship with government organizations. The school committee consists of educational units or several educational units of different levels, but located in adjacent locations, or educational units managed by an education provider, or due to the considerations of others. Regarding the school committee, (Hasbullah, 2006) in his book states that: Essentially the situation of the school council is in the center between guardians, understudies, educators, neighborhood networks, and the private area on the one hand with the school as the institution, the principal of the school. , The regional education office, and the local government on the other. The role of the school committee is expected to bridge the interests of the two. The name of the school committee is adjusted to the conditions and needs of each educational unit, such as the School Committee, the Education Committee, the School Committee for Education Outside of Schools, the School Board, the School Council, the Madrasah Council, the Kindergarten Committee, or other agreed names

## METHOD

This research uses descriptive qualitative research methods. The evaluation model used is The Disparity Evaluation Model. Data collection techniques are an important thing in a study, which aims to obtain the necessary data. (Sugiyono, 2011) in his book emphasizes that: 1) Interview, 2) Document Study and 3) Observation (Observation). The technique of checking the validity of the data used is triangulation, which is a data collection technique that combines various data collection techniques and existing data sources, triangulation includes four things, namely: (1) method triangulation, (2) inter-researcher triangulation (if research conducted with groups), (3) triangulation of data sources, and (4) triangulation of theories. In practice, the researcher checks the data that comes from interviews with school principals, teachers, committee heads and students' parents. Then the results of the interviews were reviewed later along with the results of document studies conducted during the research period to determine the level of achievement of the role of the school committee at SD Negeri Peninggilan 5 Ciledug. Likewise, checking the data originating from the questionnaire results which are then reviewed together with the results of the study of the documents held.

## **FINDINGS AND DISCUSSION**

### **Evaluation Findings**

The School Committee is a free body that obliges local area cooperation to work on the quality, value, and effectiveness of training the board in instructive units, both in pre-school training, school schooling pathways and outside training channels (Kepmendiknas number: 044 / U / 2002) . So far, the presence of the school committee is still considered a mere formality, it is all due to a lack of in-depth knowledge of the functions and roles of the school committee by parents in the education unit. There are still many people who think that the school committee has a role that is only to collect funds for education assistance. In the era of autonomy that gave birth to education decentralization, the room for movement of teachers and school principals was broader, including in managing the education budget in schools. With the freedom of movement of the principal in managing the budget, the role of the school committee becomes large, because decisions related to the administration of education in education units always involve all parties according to education management standards, namely school-based management.

The reality in the field regarding the role of school committees is not all of them have been properly implemented or have not been properly implemented according to the roles suggested by the school committee. Moreover, school committees in public schools that should know more about their functions and roles in improving the quality of education are less visible.

### **Role of the School Committee as Advisory Agency**

According to Kepmendiknas Number 044 / U / 2002 concerning the Education Board and School Committee, the role of the school committee as a provider of considerations is to provide input, considerations and recommendations to schools in order to identify school resources, learning processes, personnel, school infrastructure needs, policies and school programs, RAPBS, and so on. Uno (2008) mentions several activities that require community participation (school committees in an effort to improve the quality of education include: (1) preparation of school work plans, (2) preparation of School Revenue and Expenditure Budget Plans (RAPBS), (3) implementation of educational programs , and (4) transparency and accountability of education.

The role of the SDN Peninggilan 5 Ciledug school committee as a provider of consideration is to provide advice and input on the implementation of the program that will be carried out so that it is carried out properly and according to plan. In the program and the determination of school policy, the committee has not been seen to be active. The preparation of the RAPBS, determination of the vision and mission, school policies are discussed in a cooperative meeting attended by educators and education staff. The school committee provides support for the programs and policies that have been set by the school. The role of the school committee for consideration in the implementation of educational policies means that every policy issued by the school principal must go through the school committee's consideration. The role of the school committee reflects the hope of synergy between the school principal and the SDN Peninggilan 5 school committee.

### **The Role of the School Committee as a Support (Supporting Agency)**

Decree of the Minister of National Education Number 044 / U / 2002 the role of the school committee as a support includes support both in the form of financial, thought and energy in the implementation of education in educational units. The school committee is a form of community participation in improving the quality of schools. With various policies and regulations set by the government, the program established by the school The role of the SDN Peninggilan 5 School

Committee as a supporter is realized in terms of planning. Planning in this case serves as a support in the form of financial, thought, or energy in the delivery of education in schools, encouraging community attention and commitment to quality education, such as; management of school infrastructure. In terms of support for school infrastructure, from planning, submitting, and maintaining it mostly carried out by the school. Meanwhile, the procurement is mostly carried out by the government. The role of the school committee is to provide input. However, on certain occasions, for example at the last time, schools received DAK for the addition and rehabilitation of libraries and canteens. The implementation of the rehabilitation is carried out independently between the school and the school committee.

#### The Role of the School Committee as a Controller (Controlling Agency)

As a controlling body, the SDN Peninggilan 5 committee has a role in controlling policies or school work programs so that they do not deviate from the rules. As explained in the Decree of the Minister of National Education Number 044 / U / 2002 that school committees can supervise the education planning process, monitor budget allocations in implementing school programs, as well as monitor school output such as final exam results, repeating numbers, participation, and survival rates, indicators of the role of the school committee as a controller are the frequent contact with the school committee and hold meetings with the school in the context of supervision and ask for an explanation of learning outcomes and educational outputs. The role as controlling agency aims to minimize the occurrence of deviations in school programs and policies in improving quality. The supervision carried out by the SDN Peninggilan 5 committee is in the form of monitoring the learning process as well as monitoring the conditions of the infrastructure, and environmental conditions of SDN Peninggilan 5. Meanwhile, regarding the results of graduates, graduating and graduating class as well as the use of school funds and other assistance funds are submitted to the school.

In Government Regulation No. 17/2010, article 205, the administrative capacity of the school council is additionally underlined. In this article, it is clarified that the aftereffects of management by the school panel are accounted for to a gathering of guardians/watchmen of understudies which is held and gone to by the head and the instructor board. Meanwhile the SDN Peninggilan 5 committee provides finance to the class committee administrators which are then conveyed to the parents of the students in their respective classes. The results of monitoring and reporting to schools are carried out orally and from time to time, not in the form of written reports that are compiled periodically.

#### Role of the School Committee as a Liaison (Mediator Agency)

Apart from being a provider of considerations, the support and supervision of the school committee has an important role, namely as a liaison or agency mediator. As explained in the school committee performance indicators, in carrying out the role of agency mediator, the school committee can carry out the following activities: (a) become a liaison between the community and the school, (b) assist schools in disseminating school policies, (c) conveying the aspirations of the community in proposals for making policies, and so on. According to Kepmendiknas Number 044 / U / 2002 as a liaison, the school committee collaborates with the community and accommodates, analyzes aspirations, ideas, demands and various educational needs. The SDN Peninggilan 5 Committee acts as a liaison between schools and parents by helping to socialize school programs and policies, is a mediator who accommodates and provides input, suggestions and criticism from parents of students.

In carrying out its role, the SDN Peninggilan 5 committee fosters cooperative relationships with educational stakeholders, the business world and the industrial world or other institutions. The collaboration is carried out in the form of sponsorships and resource persons in the program to improve the quality and competence of students. As a mediator, the school committee agency plays a role in bridging students and schools, parents and schools, communities and schools, and the government.

However, the role of the SDN Peninggilan 5 committee as a mediator between the government and the community outside the school is still not optimal. Community involvement in improving the quality of schools needs to be empowered. The school committee work program will work well if it is supported by good communication between the school, school committee, parents, and the community. Seeing the demands of the community and government for SDN Peninggilan 5, the school committee needs to understand its role in improving the quality of education. One of the ways is by encouraging community participation to take an active role in the field of education. School committees and communities can carry out their roles by involving themselves in the planning, implementation, supervision and evaluation of school programs. With direct involvement, the community who has been included in the school committee will feel that they own and manage educational institutions so that the good and bad quality of education becomes a shared responsibility.

## CONCLUSIONS

Based on the problem formulation and evaluation findings on the role of the school committee in quality improvement at SDN Peninggilan 5, the following conclusions can be drawn: 1) The SDN Peninggilan 5 school committee has basically carried out its role as a provider of consideration, supporter, controller, and as a liaison but there are several which have not met the standards set by the government. The role of giving consideration has not been maximal. The school committee has not been seen directly in the formulation and ratification of the RAPBS and in planning school programs and policies. 2) The role of the committee The role of the school committee as a supporter in SDN Peninggilan 5, as a liaison, has been done well. This is primarily a role as a liaison between the school and the community, especially parents of students. The School Committee regularly holds meetings with parents of students to deliver school programs. However, in terms of being a liaison between schools and the government, especially the education office, it has not been implemented optimally. Likewise, the role as a liaison between schools and non-educational institutions has not been implemented properly. This is due to the limitations of each of the School Committee administrators. 3) The role as a controller is carried out by monitoring and providing input to the programs and policies set by the school. So far, the school committee has not made a formal and written report on the results of supervision and observation to the school. The results of observations on school planning and programs are conveyed verbally and incidentally. 4) The role as a liaison is carried out by the SDN Peninggilan 5 Ciledug committee by being a liaison between parents and schools, assisting schools in disseminating policies and programs to parents and conveying their expectations, suggestions, and criticisms of parents to the school. However, the school committee has not been maximal in executing its role as a liaison between the school and the community and vice versa. The problem of being busy with the school committee's committee is one of the obstacles.

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