

# PERANAN KEPALA MADRASAH DALAM MENINGKATKAN MUTU DI MADIN SAHLAH PARE KEDIRI

**Puji Rahayu**

STAINU Kotabumi Lampung, Indonesia

Email : [puji.rahayuzati@gmail.com](mailto:puji.rahayuzati@gmail.com)

DOI: 10.38073/jimpi.v2i2.1001

Received: July 2023

Accepted: July 2023

Published: July 2023

## Abstract :

*This study aims to: analyze the role of the madrasa head in improving the quality of madrasas at the sahlah pare madrasah This study uses a qualitative approach method. The research subjects were madrasa heads and teachers. Methods of data collection using interviews, observation, and documentation Data analysis techniques using qualitative data analysis. The results of this study explain that the madrasah head as a manager has the role of creating an organizational structure and inviting parents of students to the madrasah committee program and completing the required supras; designing programs by outlining the needs of educators and educators who carry out their duties, designing the implemented curriculum; supervising output, teaching and learning process, and students from admission to completion; lifelong education As for the obstacles faced are the lack of teaching and learning facilities and infrastructure, there are still undisciplined educators and teaching staff, and the lack of communication between the head of the madrasa and several educators and teaching staff. Good madrasah managerial management will produce good quality education which will certainly affect learning outcomes and school achievement. The results of this study show that a program is still needed to improve the quality of education, both related to learning and not.*

**Keywords :** *The role of madrasah committee, Improving the quality of education*

## Abstrak :

Penelitian ini bertujuan untuk: menganalisis peran kepala madrasah dalam peningkatan mutu madrasah di madrasah sahlah pare. Penelitian ini menggunakan metode pendekatan kualitatif. Subyek penelitian adalah kepala madrasah dan guru. Metode pengumpulan data menggunakan wawancara, observasi, dan dokumentasi Teknik analisis data menggunakan analisis data kualitatif. Hasil penelitian ini menjelaskan bahwa kepala madrasah sebagai pengelola berperan menciptakan struktur organisasi dan mengundang orang tua siswa dalam program komite madrasah serta melengkapi supras yang dibutuhkan; merancang program dengan menjabarkan kebutuhan pendidik dan pendidik yang menjalankan tugasnya, merancang kurikulum yang dilaksanakan; mengawasi output, proses belajar mengajar, dan siswa dari masuk sampai selesai; pendidikan sepanjang hayat Adapun kendala yang dihadapi adalah kurangnya sarana dan prasarana belajar mengajar, masih adanya pendidik dan tenaga kependidikan yang kurang disiplin, serta kurangnya komunikasi antara kepala madrasah dengan beberapa pendidik dan tenaga kependidikan. Manajemen manajerial madrasah yang baik akan menghasilkan mutu pendidikan yang baik yang tentunya akan mempengaruhi hasil belajar dan prestasi sekolah. Hasil kajian ini menunjukkan bahwa masih diperlukan suatu program untuk meningkatkan mutu pendidikan, baik yang berkaitan dengan pembelajaran maupun tidak.

**Kata Kunci :** Peran Komite Madrasah, Meningkatkan Mutu Pendidikan

## INTRODUCTION

Education is a very important human need in human life itself. Humans in essence will not only depend on nature without any other influence. It is in that process that the influence that humans will get from other humans emerges which brings changes in attitudes towards the humans they influence. In accordance with the above it is clear that humans need education, education is a process to change humans from certain conditions to other conditions. So with education, changes will appear in the process of changing human minds, from not understanding to understanding, from not knowing to knowing, because education is an absolute thing that must be fulfilled in an effort to improve the standard of living of humans, religion, and especially the Indonesian nation so that not to be left behind by other nations.<sup>1</sup>

The role of the Madrasah Head in planning the program, starting from planning the needs of human resources who will carry out the task, planning policies in the form of the Madrasah Principal's program and the curriculum that will be implemented in schools. In this planning the Madrasah Principal always involves teachers, PKS and school committees. The role of the Madrasah Head in organizing the program is to create a school organizational structure that involves parents through the school committee, completes the facilities needed by the school, division of tasks such as the existence of PKS and TU according to the abilities of teachers both at the class level and the skills they have. In organizing the Madrasah Principal did not work alone but was assisted by assistants to the Madrasah Principal and the school committee.<sup>2</sup>

The role of the Madrasah Head in mobilizing educators and education staff by setting a good example and being calm at work, motivating educators and education staff morally and materially, increasing welfare, rewarding outstanding personnel, participating in trainings, MGMP, facilitating subordinates in carry out professional development, support educators for those who wish to continue their studies, as well as for senior teachers the motivation of the spirit of life long education. The role of the Madrasah Head in monitoring and evaluation includes monitoring students from the start of the selection process to completion, school achievements both academic and non-academic, supervising PBM with instruments referring to PKG and PKB, monitoring learning in class. After monitoring, if obstacles are found from both HR and school achievement, the Madrasah Head gives a general understanding at the teacher council coaching meeting, explores the background of the problem, and looks for solutions to solve the problem.<sup>3</sup>

The head of the Madrasa is currently not doing his job as a teacher but only as

<sup>1</sup> Adi Wibowo Dan Ahmad Zawawi Subhan, "Strategi Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan," *Indonesian Journal Of Islamic Educational Management* 3, No. 2 (30 Oktober 2020): 108–16, <https://doi.org/10.24014/ijiem.V3i2.10527>.

<sup>2</sup> Yogi Irfan Rosyadi Dan Pardjono Pardjono, "Peran Kepala Sekolah Sebagai Manajer Dalam Meningkatkan Mutu Pendidikan Di Smp 1 Cilawu Garut," *Jurnal Akuntabilitas Manajemen Pendidikan* 3, No. 1 (23 Oktober 2015): 124–33, <https://doi.org/10.21831/amp.V3i1.6276>.

<sup>3</sup> Rosyadi Dan Pardjono.

the Head of the Madrasa. In this case the Head of the Madrasa becomes a manager, overseeing activities within the school and outside the school. This makes the role of the Head of Madrasah not as a teacher but his duties as Head of Madrasah. Because most Madrasah Principals underestimate their duties or roles as Madrasa Headmasters because the hours they get are less so that the Madrasah Principal teaches students.<sup>4</sup>

In order to carry out his role and function as a manager, the Madrasah Head must have the right strategy to empower education staff through cooperative collaboration with teachers, provide opportunities for educational staff to improve their profession and encourage the involvement of all educational staff in various activities that support school programs. first, empowering education staff through healthy competition that results in cooperation (coopetition). all school resources in order to realize the vision, mission and achieve its goals Madrasah heads must be able to deal with various problems in schools, think analytically and conceptually and must always try to be the intermediary in solving various problems faced by the education staff who are under them , and strive to make decisions that are satisfactory to all schools.<sup>5</sup>

If you look at the world of education in general today, where the quality of education in Indonesia can be said to be low. However, when examined further, the causes of the lack of quality of education are the lack of quality of teachers in carrying out their duties as teachers (less professional) and also a lack of respect for teachers. This award is very important to motivate teachers to further develop themselves. This award can be in the form of praise or coaching to teachers which will ultimately foster teachers' enthusiasm for learning and which can definitely improve the quality of a teacher which ultimately will improve the quality of students/output/school in general. Schools are complex and unique organizations, requiring a high level of coordination.<sup>6</sup>

Therefore, successful Madrasah Principals, namely achieving school goals and achieving individual goals in the school environment, Madrasah Principals must understand and master the role of the organization and cooperative relationships between individuals. The head of the Madrasah is an educational leader who has responsibility for administering education in his school, to deliver the school to become a quality school that fulfills what the customer wants.<sup>7</sup>

To create this, a quality Head of Madrasah is also needed. He must have various skills needed as provisions, patterns or strategies in carrying out his leadership duties, including coaching his teachers so that they continue to preserve the school environment, improve what is lacking and improve and develop education in a better direction towards the institutional goals that have been set. set. As an educational leader, the Head of Madrasah has a very large role in

---

<sup>4</sup> Khakiki Amaliyah, "Peran Kepala Sekolah Sebagai Manager Dalam Meningkatkan Mutu Pendidikan," *Kajian Moral Dan Kewarganegaraan* 6, No. 2 (26 Juli 2018), <https://ejournal.unesa.ac.id>.

<sup>5</sup> Amaliyah.

<sup>6</sup> Tuti Andriani, "Peran Kepala Sekolah Perempuan Dalam Upaya Peningkatan Mutu Pendidikan Di Sekolah Dasar Muhammadiyah 01 Pekanbaru," *Potensia: Jurnal Kependidikan Islam* 5, No. 1 (8 Oktober 2019): 15–28, <https://doi.org/10.24014/potensia.v5i1.6021>.

<sup>7</sup> Andriani.

developing morale and harmonious cooperation, interest in the development of the world of education, the development of the professional quality of the teachers he leads, and the quality of students or schools in general is largely determined by the quality of school leaders (Madrasah Principal).<sup>8</sup>

The Madrasah head is a functional teacher who is given the task of leading a school, where the teaching and learning process is carried out or where there is interaction between the teacher who gives the lesson and the students who receive the lesson. The success of education in schools is largely determined by the success of the Madrasah Principal in managing the educational staff available at the school. The head of the Madrasah is one of the components of education that influences teacher performance.<sup>9</sup>

The problems that now often arise in madrasahs are teacher performance in the implementation of learning that is still low, low student learning achievement, the potential and talents of existing students are not paid enough attention by schools and the managerial system of madrasah heads is still lacking. Madrasa Diniyyah Sahlah Pare Kediri pays great attention to the managerial system of the madrasa head, starting from implementing learning activities, improving the performance and quality of teachers and staff, increasing students' abilities in non-academic fields which include developing students' interests and talents and other matters related to the development of madrasahs. Various programs have been formulated and planned to support the managerial activities of madrasa heads in terms of developing madrasahs to create better madrasahs.

Based on the description above, a study was conducted on the role of the madrasa head in implementing programs that had been planned to improve and develop the quality and quality of madrasahs, especially in developing teacher professionalism, and students' academic and non-academic abilities.

## RESEARCH METHODS

This research was conducted in Madrasah Sahlah Pare, Kediri. This type of research is qualitative research. The notion of a qualitative research method is research that intends to understand the phenomenon of what is experienced by research subjects, for example, behavior, perceptions, motivations, actions, etc., holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods". Based on this, researchers can analyze the data in depth.

The data collection technique used in this study used 1) interview method, interviews were conducted with several sources such as the head of the madrasa and teachers. 2) the observation method by observing the circumstances around the madrasah environment, both classes and equipment. 3) The document method is used to collect madrasah archive data. The validity of the research data uses triangulation of sources and techniques, the validity of the data is used to test the collected data.

---

<sup>8</sup> Andriani.

<sup>9</sup> Muhammad Nur, Cut Zahri Harun, Dan Sakdiah Ibrahim, "Manajemen Sekolah Dalam Meningkatkan Mutu Pendidikan Pada Sdn Dayah Guci Kabupaten Pidie," *Jurnal Administrasi Pendidikan : Program Pascasarjana Unsyiah* 4, No. 1 (29 Maret 2016), <https://jurnal.usk.ac.id/jap/article/view/2611>.

## RESULTS AND DISCUSSION

### 1. The principal of the madrasah acts as an educator

The head of the madrasa who acts as an educator here is the head of the madrasa paying attention to the competence possessed by the teacher. The competence possessed by the teacher in the learning process will be used during the learning process carried out in the classroom. From this explanation, the head of the madrasa plays a role in increasing teacher competence, for example guiding teachers. The head of the madrasa as an educator also has a role in guiding educational staff.

The role of the head of the madrasa as an educator means that the head of the madrasa must also have extensive knowledge so that the head of the madrasa can become a teacher's guide if any part of the learning carried out by the teacher needs to be improved. The way that the principal can do to increase his knowledge is for example by reading. Then the head of the madrasa who guides the work of educational staff is also like that. The head of the madrasa must have knowledge so that when the education staff asks a question, the head of the madrasa can answer it. The madrasah head who has carried out his duties well or very well as an educator will be able to improve the quality of education in the educational institution he leads.

### 2. The Head of Madrasah Acts as a Manager

In this aspect, the head of the madrasa carries out his management function. The management function in question is planning, organizing, implementing, monitoring, and evaluating. The madrasah head who carries out this management function will make the management he does support the success of the madrasa he leads. For example, if the madrasah head makes a plan, that is, he will develop his madrasa to get an A accreditation score, then the madrasah head makes a good or very good plan. After that, the principal of the madrasa held a meeting to organize. In this aspect, the head of the madrasa gives work to education staff and teachers to work on the plans they have made.

The role of the Madrasah Principal in terms of school management is to provide books together with teacher guidelines; teachers understand and describe educational goals which include general, instructional, curricular, and specific goals; teachers develop curricular programs and other additional activities, including various annual programs; the teacher develops learning tools and media, arranges schedules and distributes assignments, develops learning evaluation systems, supervises teaching and learning process activities, compiles norms for class promotion, and develops libraries as knowledge and places of learning.<sup>10</sup>

### 3. The principal of the madrasah acts as Supervisor

When the head of the madrasa already knows the performance of the teacher, the head of the madrasa provides guidance to the teacher by calling the

---

<sup>10</sup> Nur, Harun, Dan Ibrahim.

teacher for coaching so that there are benefits from the monitoring aspect that has been carried out by the head of the madrasa. After coaching is carried out, the head of the madrasa again conducts monitoring again to obtain information about the development of teacher performance after coaching has been carried out. If there has been progress, this shows that the teacher has improved aspects of the learning process that he does in class. Of course, if there are aspects that are already good or very good from the learning process that has been carried out by the teacher, then they must be maintained. The madrasah head who has carried out his duties well or very well as a supervisor will be able to improve the quality of education in the educational institution he leads.

#### 4. The principal of the madrasah acts as an entrepreneur

In this millennial era, an entrepreneurial spirit is needed in developing educational institutions. Because the entrepreneurial spirit is a mental attitude and soul that is always active, creative in order to improve individual skills and increase income for the business being carried out because creating a product is extraordinary. Because in essence the entrepreneurial spirit will shape the character and behavior of someone who is always active and creative in efforts to develop businesses and institutions, active and creative Madrasah Heads who have an entrepreneurial spirit are expected to be able to contribute and innovate in developing institutions that are primarily led by being able to optimally increase resources existing human resources based on predetermined standards.<sup>11</sup>

The head of the madrasa acts as an entrepreneur, meaning here that the head of the madrasa applies entrepreneurial values in managing educational institutions. For this aspect, the head of the madrasa performs activities, for example, namely:

- a. Carry out innovation for the development of madrasas  
To implement innovation for the development of madrasas, the head of the madrasa makes innovations for the development of madrasas, for example, repairing the teacher's room if it must be repaired. Repairing madrasah facilities that must be repaired so that these madrasah facilities can be used again to support madrasah development.
- b. Work to achieve madrasas as effective learning organization  
An example of this aspect, for example, is that the head of the madrasa makes a program, for example every Tuesday, every student is required to read a book for about 15 minutes in the madrasa hall to cultivate reading as a character so that it can increase the knowledge possessed by each student. If students' knowledge can increase, this will also be beneficial for students now and in the future. Knowledge possessed by students will also be useful to make the attitude or character of students to be good or the best.

Madrasah heads who have carried out their duties well or very well as entrepreneurs will be able to improve the quality of education in the

---

<sup>11</sup> Rahmad Rafid Dan Agus Tinus, "Kinerja Kepala Sekolah Dalam Meningkatkan Mutu Tenaga Pendidik Di Sekolah Menengah Atas Negeri 1 Latambaga, Kolaka," *Jurnal Akuntabilitas Manajemen Pendidikan* 7, No. 2 (28 September 2019): 188–98, <https://doi.org/10.21831/Amp.V7i2.28012>.

educational institutions they lead. Therefore, madrasah heads can study aspects of work in the field of entrepreneurship so that in their role as entrepreneurs they develop and improve the quality of education in their schools through entrepreneurial aspects.

Madrasah heads must have the spirit of struggle as agents of change in improving the quality of education they lead towards the quality standards set. This can be done by following steps, among others:

a. Formulation of Vision, Mission, Goals and Targets

The madrasa head who is responsible tries to find out the vision of his madrasa. If it doesn't exist yet, they will try to formulate it by involving all interested parties. The vision is then socialized so that it becomes a common goal. Furthermore, he will try consistently to continue to strive to raise commitments to realize that vision. He will not stand idly by letting that vision become a beautiful formula that adorns the walls of his office.

The elaboration of the theory is a) The vision and mission are prepared together with interested parties, namely staff, student families, and community members who understand the vision and mission of the madrasa. b) Interested parties believe that the core vision of the madrasa is used as a guide for all those involved in madrasa affairs. c) The contribution of members of the madrasa community in realizing the vision is appreciated. Interested parties receive information about the progress of efforts to achieve the madrasah vision. The madrasah community is actively involved in efforts to improve madrasahs. d) Madrasah programs, plans and activities have been structured based on the madrasah vision. Plans based on clear objectives and strategies are implemented. e) Student learning assessment data is used to develop the vision and objectives of the madrasa. Demographic data of students and their families is used to develop the mission and objectives of the madrasah. f) Efforts have been made to procure the resources needed to support the implementation of the mission and objectives of the madrasah. g) Existing resources to support the vision and objectives have been used effectively and efficiently. h) The vision, mission and plans have been regularly monitored, evaluated and revised.

Another opinion is that the formulation of the mission can be prepared based on the vision that has been set together. The formulated mission must be able to explain all the goals of an organization. Missions are usually set out in short sentences so they are easy to remember and communicative. Such a mission is expected to provide guidance on what is done by people in an organization.

b. Decision-making

Decisions in an organization, including madrasah, are the basis for the functioning of an organization. The madrasa head is the main actor in decision making. The head of the madrasa has direction for

determining the mission of the madrasa, educational programs, teaching and learning processes, and the recruitment system. Even so, this discretion does not mean that the principal can authoritarily make decisions based on the subjective considerations of the principal.

The process of participatory decision-making is one of the core processes of improving the quality of madrasas. The essence of the participatory decision-making process is to look for areas of commonality between interest groups related to madrasah (stakeholders). This area of similarity is the basis for fostering a sense of belonging for all interest groups associated with the school. This can be done effectively through involving all interest groups in the decision-making process.

c. SWOT Analisis

SWOT analysis (Strength, Weakness, Opportunity, and Threat) is a strategic planning tool that is commonly used in companies, including it can also be used for education. This analysis is the most effective way to allocate the potential of an institution both internally (within the company) and externally (company environment). The description of SWOT is as follows:

- (1) *Strengths, is a resource, knowledge or other advantages related to competitors and the marketing needs of a company to provide services. Strength can be in the form of financial resources, image of the company, and its relationship with buyers.*
- (2) *Weaknesses, are limited resources, knowledge or company capabilities that have an impact on company effectiveness such as: facilities, financial resources, management capabilities, marketing, and image which can cause weaknesses.*
- (3) *Opportunities, are key situations in the corporate environment such as: market segments, technological developments and competition, and improvement of buyer and supplier relations.*
- (4) *Threats, a threat to the company's position such as the entry of new competitors, slow market development, technological changes, and the existence of new laws and regulations.*

d. Compilation of Quality Improvement Programs

Based on the problem-solving steps that have been decided, the head of the madrasa together with all related elements makes plans for the short, medium and long term. This plan must explain in detail the desired quality aspects, the activities to be carried out, and how much money is required to realize these activities. This is done to make it easier for madrasahs to explain and gain support from the government and society, both morally and financially, to implement plans to improve the quality of education.

e. Openness

The main thing that needs to be considered by the head of the madrasa in preparing plans or programs is openness to all parties who are education stakeholders. In this way, clarity will be obtained,



how much is the ability of the madrasah and the government to bear the costs of a plan and how much remains must be borne by the parents of students and the surrounding community.

The concept is clear that with an open system, anyone can access madrasa programs and plans. This will expedite existing programs because stakeholders can evaluate existing plans and programs so that control is still achieved. This can also anticipate problems that arise because all parties, especially stakeholders, clearly know the madrasa program.

f. Participation of Madrasah Residents and the Community

There are two important things that need to be done by the head of the madrasa, namely the relationship between the madrasa and the community and the use of external resources. Madrasah relations with the community are built within the framework of a quality improvement process, a madrasa head requires the support of many resources from the community where the madrasa is located. According to Wahjosumidjo, so that the support obtained can be utilized properly, it is hoped that: (a) the madrasa head is able to show rationality in improving efforts to achieve organizational goals and individual expectations; (b) madrasa heads must pay attention to a number of forms and flows of information; (c) madrasah heads are able to use their leadership and build responsive communication channels, both within the madrasah organization and the wider community; (d) madrasa heads can change a bureaucratic and mechanistic organization into a dynamic and organic organization. In addition to the use of external resources, a madrasa head is responsible for establishing appropriate cooperative relationships between a madrasa and educational reform agencies such as universities, research and development centers, and organizations responsible for production and knowledge management.

g. Independence and Accountability

The important thing in improving the quality of education is that a madrasa head must apply an independent spirit to the staff he leads. The madrasa head must prepare a budget and report in various fields including sources of funds and their use. Because madrasa funds are increasing, madrasa heads must involve themselves in public relations to obtain funds from either the community or local businesses.

The work program created and implemented by the madrasah must be socialized to all madrasah members and the community concerned. Madrasahs spend and use funds must be known by madrasah residents and the community. Accountability of funds starting from planning, use up to the end of the program to madrasa residents and the community or BP3. Accountability can be done through meetings, gatherings or reports.

h. Change Towards Quality Consciousness

Implementation towards realizing the quality of education, madrasa heads need to make cultural changes (Change Culture). For this reason, it is necessary to change the attitude, behavior of staff and how to manage a madrasa institution which in turn is marked by an understanding of madrasa residents in providing or producing something of quality.

Furthermore, Nahavandi emphasized that there are two main things that need to be considered by staff to be able to provide a quality work result. First, staff need a suitable environment to work in. Second, staff need encouragement and awareness of success and achievement. This needs to be considered and implemented by the head of the madrasa as a change agent as well as a change facilitator.

## CONCLUSION

The role of the madrasa head as an educator, manager, administrator, supervisor, leader, innovator, or motivator is very important to be known and implemented by the madrasa head. As an educator, he can organize learning programs using a curriculum that focuses on three areas, namely the religious field, the academic field, and the creative field. The head of the madrasa as the leader of Islamic education must also be able to create a representative madrasah environment by cultivating discipline, creating a family atmosphere, improving the cleanliness of the madrasah environment and applying rewards and punishments. If this is implemented, there will be a dynamic work environment with a comfortable, controlled atmosphere, enthusiasm for achieving goals. As a result, it will create a madrasah environment that is conducive to learning so as to produce quality graduates who are ready to compete in the global world.

On the other hand, if Islamic educational institutions do not apply these leadership concepts, they will accept the consequences of the Islamic educational institutions' retreat. As a result, generations of Muslims as successors to the leadership relay in the future will experience a setback in terms of education. Therefore, the quality of a leader in an Islamic educational institution is a must and cannot be negotiable due to an increasingly urgent need. It is time for Islamic educational institutions to appear to show their identity with the best quality because they are led by a quality madrasah head.

## DAFTAR PUSTAKA

- Amaliyah, Khakiki. "Peran Kepala Sekolah sebagai Manager dalam Meningkatkan mutu pendidikan." *Kajian Moral dan Kewarganegaraan* 6, no. 2 (26 Juli 2018). <https://ejournal.unesa.ac.id>.
- Andriani, Tuti. "PERAN KEPALA SEKOLAH PEREMPUAN DALAM UPAYA PENINGKATAN MUTU PENDIDIKAN DI SEKOLAH DASAR MUHAMMADIYAH 01 PEKANBARU." *POTENSIA: Jurnal Kependidikan Islam* 5, no. 1 (8 Oktober 2019): 15–28. <https://doi.org/10.24014/potensia.v5i1.6021>.
- Nur, Muhammad, Cut Zahri Harun, dan Sakdiah Ibrahim. "MANAJEMEN SEKOLAH DALAM MENINGKATKAN MUTU PENDIDIKAN PADA SDN DAYAH GUCI KABUPATEN PIDIE." *Jurnal Administrasi Pendidikan* :

- Program Pascasarjana Unsyiah* 4, no. 1 (29 Maret 2016).  
<https://jurnal.usk.ac.id/JAP/article/view/2611>.
- Rafid, Rahmad, dan Agus Tinus. "Kinerja Kepala Sekolah dalam Meningkatkan Mutu Tenaga Pendidik di Sekolah Menengah Atas Negeri 1 Latambaga, Kolaka." *Jurnal Akuntabilitas Manajemen Pendidikan* 7, no. 2 (28 September 2019): 188-98. <https://doi.org/10.21831/amp.v7i2.28012>.
- Rosyadi, Yogi Irfan, dan Pardjono Pardjono. "PERAN KEPALA SEKOLAH SEBAGAI MANAJER DALAM MENINGKATKAN MUTU PENDIDIKAN DI SMP 1 CILAWU GARUT." *Jurnal Akuntabilitas Manajemen Pendidikan* 3, no. 1 (23 Oktober 2015): 124-33. <https://doi.org/10.21831/amp.v3i1.6276>.
- Wibowo, Adi, dan Ahmad Zawawi Subhan. "Strategi Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan." *Indonesian Journal of Islamic Educational Management* 3, no. 2 (30 Oktober 2020): 108-16. <https://doi.org/10.24014/ijiem.v3i2.10527>.