



The Influence of the Role of the School Committee on the Implementation of School-Based Management

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh peran komite sekolah terhadap penerapan manajemen berbasis sekolah (MBS) di sekolah dasar swasta di Kabupaten Pemalang. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kuantitatif yaitu penelitian dengan data kuantitatif yang kemudian diolah dan dianalisis untuk diambil kesimpulan. Langkah awal sebelum penelitian dilakukan adalah melakukan kajian teori, kemudian dilakukan tahapan sebagai berikut; pertama Menyusun instrumen penelitian, kedua menguji validitas dan reliabilitas instrumen, ketiga proses pengambilan data, keempat tabulasi data, pengolahan data dan interpretasi data, kelima menarik kesimpulan. Hasilnya menunjukkan bahwa; pertama, Peran komite sekolah sebagai juri, pendukung, mediator dan pengontrol pelaksanaan MBS memperoleh skor minimal 69 dan skor maksimal 202 dengan rentang skor 133. Data tersebut dapat dideskripsikan bahwa keluar dari 100 responden yang menyatakan peran komite sekolah baik, 13 orang setara dengan 13%, menyatakan 37 orang berperan baik. 37% menyatakan 39 orang berperan setara 39% menyatakan kurang berperan sebanyak 9 orang setara 9% dan responden yang menyatakan tidak berperan sebanyak 2 orang setara 2%. Dengan nilai rata-rata 149,27 dan nilai modus 162, maka nilai tersebut termasuk dalam kelas interval 150 – 176 dalam kategori baik/tinggi. Kesimpulan dari penelitian ini adalah bahwa tingkat implementasi MBS di SD Swasta Kabupaten Pemalang dipengaruhi oleh tingkat peran komite sekolah. Semakin tinggi peran komite sekolah maka pelaksanaan MBS akan semakin meningkat. Begitu pula jika peran komite sekolah rendah atau kurang berperan, maka tingkat implementasi MBS juga akan menurun.

Kata Kunci: Peran Komite Sekolah, Implementasi MBS

Abstract

This study aims to determine the influence of the role of school committees on the implementation of school-based management (SBM) in private elementary schools in Pemalang district. The method used in this study is a descriptive method with a quantitative approach, namely research with quantitative data which is then processed and analyzed for conclusions. The first step before the research is taken is to conduct a theoretical study, then the following stages are carried out; first, compiling research instruments, secondly testing the validity and reliability of instruments, thirdly the process of data retrieval, fourth tabulation of data, data processing and interpretation of data, fifth drawing conclusions. The results showed that; first, The role of the school committee as a judge, supporter, mediator and controller of the implementation of SBM obtained a minimum score of 69 and a maximum score of 202 with a score range of 133. The data can be described as saying that out of 100 respondents who stated that the role of the school committee was good, 13 people were equivalent to 13%, stated that 37 people played a good role. 37% stated that 39 people played a role equivalent to 39% stated that they played less role as many as 9 people equivalent to 9% and respondents who stated that they did not play a role as many as 2 people were equivalent to 2%. With a mean value of 149.27 and a mode value of 162, the value is included in the interval class 150 – 176 in the good/high category. The conclusion of this study is that the level of SBM implementation in Pemalang District Private Primary School is influenced by the level of role of the school committee. The higher the role of the school committee, the more the implementation of SBM will increase. Similarly, if the role of the school committee is low or lacks a role, then the level of implementation of SBM will also decrease.

Keywords: The Role of The School Committee, The Implementation Of SBM

Introduction

Improving the quality of human resources is a reality that must be carried out in a planned, directed, intensive, effective, and efficient manner in the development process. Improvement of human resources can only be achieved through improving or improving the quality of education. These efforts have been continuously carried out but, there has not been a bright spot of success. There are three main factors that can explain why

efforts to improve the quality of education have so far been less successful.

First, the education development strategy so far has been more input oriented. Such a strategy relies more on the assumption that if all educational inputs have been met, then automatically the educational institution (school) will be able to produce quality outputs as expected. The Educative Production Function approach views that educational institutions function as

production centers that if all the necessary inputs are met, then this institution will produce the desired output, so that if educational input such as teacher training, procurement of books and learning tools, and improvement of other educational facilities and infrastructure are met, then the quality of education (output) will automatically occur [1][2]–[4]. It turns out that the input-output strategy introduced by the theory of education production function does not work fully in educational institutions (schools), but rather occurs only in economic and industrial institutions.

Second, the management of education has been more macro-oriented, regulated by the ranks of the bureaucracy at the central level. So many of the factors projected at the macro (central) level do not occur or do not work as they should at the micro (school) level. This shows that the complexity of the scope of educational problems, often cannot be fully and accurately thought of by the central bureaucracy.

third, the participation of the community, especially parents of students in the implementation of education so far have been very minimal. Community participation in general has been more of a financial support, not in the educational process (decision making, program preparation, monitoring, evaluation, and control) the smaller the community's participation in schools, the smaller the school's accountability to the community. As an effort to overcome the challenges of the third factor as mentioned above, School Based Management (SBM) is an alternative. A new paradigm of School Based Management should be presented to manage education in accordance with the demands of reforms in the era of globalization.

The concept of SBM is clearly stated in the Law of the Republic of Indonesia number 20 of 2003[5] concerning the National Education System article 51, namely: The management of early childhood education units, basic education, and secondary education is carried out based on minimum service standards with the principles of school/madrasah-based management.

Through School Based Management (SBM), school organizers together with the community can develop an educational vision that is in accordance with local conditions and develop it independently. SBM in essence gives schools the authority to manage and improve schools continuously. There are at least three objectives of implementing school-based management, namely increasing efficiency, improving quality, and increasing educational equity. School-Based Management is

expected to provide opportunities and opportunities for school committees, teachers, and all school residents to innovate education

The effective implementation of school education is a school that believes that the participation of school residents and the community (school committee) is part of the survival of the school [6]. This is based on the belief that the higher the level of participation, the greater the sense of belonging, the greater the sense of responsibility and the greater the level of dedication. The essence of school and community relations (school committee) is to increase the involvement, care, ownership and support of the community especially moral support and financial. The important role of community leaders for the advancement of education includes as mobilizers, informants and liaisons, coordinators and proposers [7]

The relationship between schools and communities is a component that determines the implementation of School Based Management (SBM). Regulations on this subject are officially embodied in a single container known as the school committee. The School Committee is an independent institution consisting of parents/guardians of students, the school community, and community leaders who care about education [8]. The School Committee has a strong position because it was promulgated in Law Number 20 of 2003 concerning the National Education System article 56 paragraph 3 which states: The School Committee is an independent institution formed and plays a role in improving the quality of services by providing consideration, direction, and support for personnel, facilities and infrastructure, as well as supervision of education at the education unit level.

The school committee as the body that considers the school means that the school committee is seen as a partner of the principal who can be consulted with about the future of the school. Through the school committee, parents and the community can participate, formulate the vision, mission, goals and objectives to be achieved by the school, to determine the way or strategy to be taken to achieve it in the form of formulating school policies, programs, and activities.

The role of the committee as a supporting body, namely supporting the implementation and efforts to improve the quality of education, can be in the form of financial support, energy, and mind support. In fact, this provision of support can be realized, including by solving the problem of lack

of manpower / trainers / coaches, school fees for underprivileged children, and energy to participate in repairing damaged schools. Empowerment of facilities and infrastructure needed in schools through existing resources according to the capabilities of the community.

The role of the school committee as a controller, the intention is as a controller in the context of transparency and accountability of the implementation and output of education in schools. Oversight by school committees includes control over decision-making and planning of education in schools, in addition to the allocation of funds and resources for program implementers in schools. The school committee also performs its control function over the success of education in schools in terms of the quality of educational output. The results of supervision of schools will be used as a material for consideration that is quite decisive for the implementation of education and improving the quality of education.

The school committee as a liaison or mediator between the government, sekoah, parents, and the community means that the aspirations of parents and the community will be channeled through the school committee to be conveyed to the school. The school committee also plays a role in socializing the various policies and programs that the school has set so that it can be accountable to the community. For the school committee, the role that must be carried out as a mediator is the empowerment of existing resources for the parents of students for the implementation of school education.

At the empirical level, the role of the school committee, which is so ideal as stated above, has not been fully implemented. The relationship between the committee and the community in terms of considering the implementation of education and the support provided in the development process is still lacking. Efforts to control the transparency of the use of school budgets by committees have also not been widely carried out. Mediation between the community, schools, and local governments is still rare. The school committee does not involve the community in the implementation of quality education and there is no cooperative effort between the school committee and other institutions, so that the aspirations, ideas, demands and recommendations of the community have not been fully conveyed. The weak role of the school committee as mentioned above certainly affects the implementation of School Based Management (SBM).

According to [9], a school/madrasa committee is an independent and nonhierarchical institution that structurally members are not subject to people occupying structural positions outside of themselves. School/madrasah committees are autonomous individuals, subject only to the articles of association and the rules they develop themselves. Understanding shows that the school committee is independent and has autonomy according to its AD and ART. Meanwhile, according to [10], school committees / madrasahs are one of the non-political and non-profit bodies or institutions, formed based on democratic deliberations by education stakeholders at the school level as a representation of various elements responsible for improving the quality of educational processes and outcomes. A distinctive feature of this definition is that the school committee is a non-political and non-profit body to support the advancement of education.

According to [10], the school committee / madrasah is a form of organization that embraces and accommodates and seeks to unite the vision and mission of the educational components contained in the community to improve the quality of education. In contrast to committee, the school committee is more emphasized on its function, namely as a forum for collecting community aspirations for the quality of education. The School Committee is an independent, non-political body that accommodates the participation of the community to improve the quality, equity, and efficiency of education management in education units, both in preschool education, school education pathways, and out-of-school education pathways.

It is in line with [11] that the school committee has a function as a judge, supporter, controller, and liaison. The function of the advisory agency shows the response and participation of the Board of Education and the School Committee to advance and improve the quality of education delivery in the district and in schools. The participation of the school committee is an activity carried out by the school committee to improve the quality of education that supports the implementation of School-Based Management (MBS) which includes, among others : 1) Increasing the participation of parents and the community in the progress of the school, especially moral and material support. 2) Supervision of educational programs in schools. 3) Procurement of learning facilities and infrastructure.

Based on theoretical studies as described above, what is meant by the role of the school

committee in this study is community participation, namely community involvement as a body for consideration, support, control and liaison (mediator) In order to improve the quality, equity, and efficiency of education management in the education unit.

Method

The method used in this study is a descriptive method with a quantitative approach, namely research with quantitative data which is then processed and analyzed for conclusions. According to [12] the descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions. The design of this study uses an ex post facto research design, [13] said, "Ex post facto research is a study that has occurred and then looks back to find out the factors that can cause the event". [14]said, "*Ex post facto* research is a study in which free variables have occurred when the researcher begins with the observation of bound variables in a study".

Results And Discussion

This article summarizes the results of research on the role of school committees on the implementation of SBM in private primary schools in Pemalang District with 100 teacher respondents from 29 private primary schools taken in a proportional *random manner*. Data was collected through questionnaires with 41 items of questions/statements for variable of the role of the school committee (X) and 47 items of statements /questions for variable Implementation of MBS (Y). The data collection instrument uses a likert interval scale of 1-5 and has all gone through validity and reliability tests

The data that has been successfully collected can be described as follows:

A. Research Results

1. Respondents' Perceptions of the School Committee's Role

The school committee role variable was measured through 4 dimensions with 41 question/statement items from 100 respondents obtained the highest score of 202 and the lowest score of 69. Respondents' perceptions of the role of the school committee were grouped into 5 categories, namely: very high, high, sufficient, lacking, and non-role. The assignment of interval classes to determine the respondent's perception criteria is used the formula $(N.max - N.min) / 5$ $(202 - 69) / 5 = 117/5 = 26.6$ rounded to 27, the

grouping of interval classes looks as shown in the table below: → →

Table 3.1 Respondents' Perceptions of the School Committee's Role

Interval Class	Criterion	Frequency	Percentage (%)
177 – 202	Excellent	13	13
150 – 176	Good	37	37
123 – 149	Enough	39	39
96 – 122	Less	9	9
69 – 95	Not Playing a Role	2	2
	Sum	100	100

Based on table 3.1 above, it can be seen that out of 100 respondents from their assessment of the role of the school committee, who stated that they played a very good role as many as 13 people were equivalent to 13%, stated that they played a good role as many as 37 people equivalent to 37%, stated that they played a role as many as 39% stated that they played less role as many as 9 people equivalent to 9% and respondents who stated that they did not play a role as many as 2 people were equivalent to 2%. With a mean value of 149.27 (table 4.1) and a mode value of 162, it enters the interval class 150–176 in the category either. So the role of the school committee in Pemalang District Private Elementary School is categorized as good/high.

2. Respondents' Perceptions of School-Based Management (SBM) Implementation

The MBS implementation variable was measured through 5 dimensions with 47 question/statement items from 100 respondents obtaining the highest score of 235 and the lowest score of 110. Respondents' perceptions of the role of the school committee were grouped into 5 categories, namely: very high, high, sufficient, lacking, and not carried out. The assignment of interval classes to determine the respondent's perception criteria is used the formula $(N.max - N.min) / 5$ $(235 - 110) / 5 = 125/5 = 25$, the grouping of interval classes is shown as table → → di below:

Table 3.2 Respondents' Perceptions of SBM Implementation

Interval Class	Criterion	Frequency	(%)
210-235	Excellent	17	17
185-209	Good	36	36
160-184	Enough	36	36
135-159	Less	9	9
110-134	Not Done	2	2
Sum		100	100

Based on table 3.2, it can be seen that the results of the school committee role variable dimension test are known that the highest (strongest) score is 0.925 on the school committee dimension as a support and the lowest score is 0.829 on the controller dimension. Based on the description above, it can be explained that teachers of Pemalang District Private Elementary School feel that school committee has a strong role as a support, while the factor is still low in the role of controller.

that out of 100 respondents from their assessment of the implementation of SBM in Pemalang District Private Elementary Schools, respondents who stated that 17 people were very well carried out equivalent to 17%, stated that 36 people were carried out well equivalent to 36%, stated that 36 people were carried out as much as 36% stated that 9 people were less carried out, equivalent to 9% and respondents who stated that 2 people were not carried out as much as 2%. With a *mean* value of 186.1 and a *mode* value of 175, the value is included in the interval class 160-184 with a fairly implemented category. Based on the description above, it can be concluded that the implementation of SBM in private elementary schools in Pemalang Regency is categorized as quite accomplished.

much as 36% stated that 9 people were less carried out, equivalent to 9% and respondents who stated that 2 people were not carried out as much as 2%. With a *mean* value of 186.1 and a *mode* value of 175, the value is included in the interval class 160-184 with a fairly implemented category. Based on the description above, it can be concluded that the implementation of SBM in private elementary schools in Pemalang Regency is categorized as quite accomplished.

3. Variable Dimension Test of the School Committee's Role

The variables of the school committee role are measured through 4 (four) dimensions, namely the dimension of the consideration giver with 10 statements, the dimension as a mediator with 8 statements, the dimension as a support with 14 statements, and the dimension as a controller with 9 statements. Based on the results of the respondents' questionnaire, the dimensions of the school committee role variables were obtained as shown in the following table:

Table 3.3 School committee Role Dimension Test Results

Dimension	Initial	Extraction
Y1. Independence	1.000	.820
Y2. Participatory	1.000	.562
Y3. Openness	1.000	.802
Y4. Accountability	1.000	.849
Y5. Partnership	1.000	.688

Extraction Method: Principal Component Analysis.

4. Variable Dimension Test of School-Based Management Implementation (SBM)

The variables of school-based management (SBM) implementation are measured through 5 (five) dimensions, namely the dimension of independence with 10 statements, the participatory dimension with 8 statements, the openness dimension with 12 statements, the accountability dimension with 8 statements, and the partnership dimension with 9 statements. Based on the results of the questionnaire of respondents, it was obtained that the variable dimensions test of school-based management (SBM) as shown in the table below:

Table 3.4 MBS Conductibility Dimension Results

Based on table 3.4, it can be seen that the results of the school-based management implementation variable (SBM) dimension test were found to be the highest (strongest) score of 0.849 in the accountability dimension and the lowest score of 0.562 in the participatory dimension. Based on the description above, it can be explained that community participation in the Pemalang Regency Private Elementary School environment, especially from community fundraising, is still low.

5. Hypothesis Test Results, The Effect of the Role of School Committees (X) on the

Dimension	Initial	Extraction
X2.1 Consideration	1.000	.852
X2.2 Mediator	1.000	.857
X2.3 Supporters	1.000	.925
X2.4 Controllers	1.000	.829

Extraction Method: Principal Component Analysis.

Implementation of SBM (Y).

Testing the effect of the role of school committees on the implementation of SBM can be seen in the following table:

Table 3.5 Results of the correlation of the role of school committees to the implementation of SBM.

Based on table 3.5 above, it can be explained that the correlation of the role of school committees to the implementation of SBM obtained a correlation value of 0.727 correlation between the two variables including strong and positive categories with an efficiency of 0.000 less than the significant level of $\alpha = 0.05$ or $0.000 < 0.05$. Furthermore, to find out whether hypothesis 1 is accepted or rejected, you can see the results of the *anova* test as shown in the table below:

Table 3.6 Results of *Anova* The Role of the Committee on SBM Implementation

ANOVA ^b						
Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31783.464	1	31783.464	109.708	.000 ^a
	Residual	28391.536	98	289.710		
	Total	60175.000	99			

a. Predictors: (Constant), The Role of the School Committee

b. Dependent Variable: Implementation of SBM

committee's *anova* test on the implementation of SBM above can be explained that the results of the regression analysis obtained a significance value of 0.000 less than the significant level of $\alpha = 0.05$ or $0.000 < 0.05$. While the F_{value} is calculated at 109.708 while the F_{table} is 3.09 so that $F_{count} (109.708) > F_{table} (3.09)$ with significant confidence level = 0.000 based on these results then hypothesis 1 α which reads there is an influence on the role of the school committee the implementation of SBM in private primary schools in Pemalang district is accepted.

Table 3.7 Results on the Role of School Committees on SBM Implementation

Model Summary

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727 ^a	.528	.523	17.021

a. Predictors: (Constant), The Role of the School Committee

Based on table 3.7 above, it can be explained that the effect of the role of the

school committee on the implementation of SBM obtained a value of $R = 0.727$ and an *R square* value of 0.528 meaning that 52.8% of SBM implementation is influenced by the role of the school committee, the remaining 47.2% of SBM implementation is influenced by variables another.

Correlations

	The Role of the School Committee	Implementation of SBM
X	Pearson Correlation	1
	Sig. (2-tailed)	.000
	N	100
Y	Pearson Correlation	.727**
	Sig. (2-tailed)	.000
	N	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3. 8 Results on the Role of School Committees on the Implementation of SBM

Coefficients^a

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	83.015	9.988		8.311	.000
X	.671	.064	.727	10.474	.000

a. Dependent Variable: Implementation of SBM

Based on table 3. 8 regression coefficient test results show signification of regression coefficient $t = 8.311$ significant at $\alpha = 0.000$ means that the regression constant 83.015 is very significant, and $t = 10.474$ is significant at $\alpha = 0.000$ then means that the regression coefficient is 0.671 significant. α

The results of the school committee's role regression test on the implementation of SBM obtained the result of a constant value of 83.015

and a regression coefficient value of 0.671 with a significance of 0.000 with the following regression equation: $\hat{Y} = 83.015 + 0.671 X_1$. The equation can be explained as follows:

a = The number 83.015 means that if the role of the school committee is considered constant then the implementation of SBM has a value of 83.015

b = The number 0.671 indicates a positive regression coefficient, meaning that if the role of the school committee increases, the implementation of SBM also increases, and vice versa

Based on these results, it can be concluded that the level of SBM implementation in Pematang District Private Primary School is influenced by the level of role of the school committee. The higher the role of the school committee, the more the implementation of SBM will increase. Similarly, if the role of the school committee is low or lacks a role, then the level of implementation of SBM will also decrease.

B. Discussion

This study aims to determine the influence of the role of the school committee on the implementation of school-based management in private elementary schools in Pematang Regency with the following stages: 1. Conducting theoretical studies, 2. Compiling instruments, 3. Testing instruments, 4. Data retrieval and tabulation processes, 5. Data processing and interpretation process, 6. Conclusion making.

School Based Management (SBM) is a school management model that provides the widest autonomy, encourages participation, and empowers all school residents, employees, parents and the community, in decision making so as to realize independent, accountable, partnership, participatory and transparent school governance to improve the quality of education based on national education policies.

In order to realize or implement school-based education management management (SBM), a strong role of the school committee is needed. The School Committee is an independent, non-political body that accommodates community participation in order to improve the quality, equity, and efficiency of education management in education units, both in preschool education, school education pathways, and out-of-school education pathways.

The role of the school committee in realizing School-Based Management is to be a consideration-giver, supporter, controller, mediator, not the main actor, the Committee can play a role: a) provide consideration of the facilities and infrastructure that can be seconded in the school b) Assist the condition of the facilities and infrastructure in the school, c) make proposed policies and educational programs to the principal d) monitor the results of the final examination of students e) Assist the condition of the education budget in schools f) Monitor budget allocations for the implementation of school programs g) Provide consideration of education personnel who can be seconded in schools h) Monitor the condition of education in schools i) Disseminate school policies and programs to the community j) Communicate community complaints and complaints against schools

The strategic role of the school committee, if carried out optimally, will certainly strengthen the management order built by the principal to realize school management based on SBM.

The school committee is also a forum for parents or the community who care about education in schools such as helping to provide learning facilities, improving teacher welfare. School commissioning can help accelerate or optimize efforts to improve the quality of education and provide an understanding to the surrounding community about the programs that will be implemented by the school.

The results of the school committee's role regression test on the implementation of SBM obtained the result of a constant value of 83.015 and a regression coefficient value of 0.671 with a significance of 0.000 with the following regression equation: $\hat{Y} = 83.015 + 0.671 X_1$. The equation can be explained as follows:

a = The number 83.015 means that if the role of the school committee is considered constant then the implementation of SBM has a value of 83.015

b = The number 0.671 indicates a positive regression coefficient, meaning that if the role of the school committee increases, the implementation of SBM also increases, and vice versa

Based on these results, it can be concluded that the level of SBM implementation in Pematang District Private Primary School is influenced by the level of role of the school committee. The higher the role of the school committee, the more the implementation of SBM will increase.

Similarly, if the role of the school committee is low or lacks a role, then the level of implementation of SBM will also decrease.

Conclusion

The implementation of School Based Management (SBM) in Pematang District Private Primary School is strongly influenced by the role of the school committee. The results of the school committee's role regression test on the implementation of SBM obtained the result of a constant value of 83.015 and a regression coefficient value of 0.671 with a significance of 0.000 with the following regression equation: $\hat{Y} = 83.015 + 0.671 X_1$.

Based on these results, it can be concluded that the level of SBM implementation in Pematang District Private Primary School is influenced by the level of role of the school committee. The higher the role of the school committee, the more the implementation of SBM will increase. Similarly, if the role of the school committee is low or lacks a role, then the level of implementation of SBM will also decrease.

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