

Urgency of Stakeholders in Improving the Quality of Education

Dinil Abrar Sulthani*, Ianatut Thoifah

¹Department of Islamic Education, FIS, Universitas Islam Jakarta, Jakarta 13120. Indonesia

²Department of Islamic Education, FIS, UMM, Jawa Timur 65145. Indonesia

*Email: dinil.leader@gmail.com

Article history

Received : 2022-05-11

Accepted : 2022-07-27

Published : 2022-08-28

Keywords:

Education providers,
Stakeholder,
Interaction.

ABSTRACT: Interactions between education providers and stakeholders who misperception and miscommunication have a negative impact on the quality of education. This paper aims to provide a complete and comprehensive discussion of the urgency of stakeholders in their roles, functions and understand their rights and obligations. The research method used in this paper is a qualitative method with a library research approach. The results of this study describe the urgency of stakeholders in terms of their role in providing information in the form of questions, inputs, suggestions and criticisms addressed to education providers, and stakeholders prioritizing ethical principles and functions when interacting with the school, as well as education providers updating the rules and formulas that are appropriate for the function and appropriate for the learning process. Formulas or learning formulas that integrate the interaction of the school with stakeholders must be applied massively. The interactions that are built lead to improving the quality of education. The conclusions of this paper lead to three aspects, *first*, the strategic role of stakeholders, *Second*, the rules and formulas for the interaction of education providers, and *Third*, the principles and functions of stakeholder interactions.

Abstrak: Interaksi antara penyelenggara pendidikan dan *stakeholder* yang mispersepsi dan miskomunikasi berdampak negatif pada kualitas pendidikan. Tulisan ini bertujuan memberikan pembahasan secara utuh dan komprehensif tentang urgensi *stakeholder* dalam perana, fungsi dan mengerti hak dan kewajibannya. Metode penelitian yang digunakan dalam tulisan ini dengan metode kualitatif dengan pendekatan kajian kepustakaan. Hasil penelitian ini menggambarkan bahwa urgensi *stakeholder* dalam hal perannya memberikan informasi berupa pertanyaan, masukan, saran dan kritikan yang ditujukan kepada penyelenggara pendidikan, dan *stakeholder* mengedepankan prinsip dan fungsi etika saat berinteraksi dengan pihak sekolah, serta penyelenggara pendidikan mengupdate aturan dan formula yang tepat fungsi dan tepat guna pada proses pembelajaran. Rumusan atau formula pembelajaran yang memadukan interaksi pihak sekolah dengan *stakeholder* harus diaplikasikan dengan masif. Interaksi yang dibangun mengarah pada peningkatan kualitas pendidikan Simpulan tulisan ini mengarahkan pada tiga aspek, pertama, Peran strategis *stakeholder*, kedua, Aturan dan formula interaksi penyelenggara pendidikan, dan ketiga, Prinsip dan fungsi interaksi *stakeholder*



Available online at
<http://jurnal.unsyiah.ac.id/riwayat/>

INTRODUCTION

The Nowadays, the implementation of learning needs to involve many stakeholders. This involvement aims to add references and find the right information to improve the quality of education. Stakeholders such as parents/guardians of students, community members, and education practitioners. Stakeholders are parties who can be affected and/or influence in a public policy (Dewi et al., 2022). Stakeholders can be involved in learning activities, for example related to consultation on the development of their students.

Educational institutions that leave the role of stakeholders have an impact on misperceptions between the two. Misperceptions are defined as different views and understandings in the process of implementing learning. There is an implied matter, that education providers run alone without reporting information on the process and progress of learning. When a meeting is held to discuss learning outcomes, there will be a void of information that does not arrive. Of course this is due to the failure to equalize the perception. This is certainly very detrimental to both parties.

Education providers have difficulty equalizing information due to miscommunication between each party. Miscommunication results in incomplete understanding, fragmented information, and disharmonious interactions. These negative impacts bring the effect of a time bomb in the future. Therefore, communication is the main thing in establishing interaction and sharing information. Education providers need to communicate learning information easily, clearly, and in detail. Vice versa, stakeholders also receive information responsively and intact.

The problem can grow so that it ignores the role of stakeholders, of course this will have a bad influence. The most significant effect is the lack of trust from parents or the community in the school. Even the most apprehensive, neglect sometimes arises so that parents completely leave the good and bad of their children to the school. Lack of parental attention can cause children to be

lazy, indifferent, and less interested in learning (Muslim, 2020).

Full surrender to the school is not the right step. Therefore, it is necessary to have the right information and education to make parents as stakeholders who function properly. Communities in this case parents have an important role in the success of their children's learning. This means that schools cannot run alone without the support of family and community in shaping the superior personality of each student.

Schools cannot function properly without outside involvement. Schools should not separate themselves and even ignore the role of stakeholders. Schools that feel self-sufficient are a sign that their managers or organizers do not understand the substance of the nature of educational institutions. The implementation of education that does not begin with community participation in the planning phase is the same as being arrogant (Rahmat, 2021). Schools that form a gap between the implementation of learning and monitoring from stakeholders will have a negative impact. The bad impact is in the form of actions of resistance and rejection of acts of school discrimination. This problem is said to be discrimination because it harms other parties, in this case stakeholders.

The rights and obligations between education providers and stakeholders are blurred. Samar here can connote a lack of awareness of fulfilling rights and obligations, and can also connote the unclear boundaries or functions of each role. Awareness of rights and obligations needs to be shared in understanding. That way, the implementation of learning will run correctly. In the same way, information on rights and obligations needs clarity and transparency so that it is easy to understand and apply to both parties.

The education provider who always holds a meeting agenda with stakeholders will maintain trust between the two parties. Mutual trust is the main benefit in involving learning partners in improving the quality of education. The benefits of this trust will lead to quality learning outcomes. Stakeholders entrust their students to study at school, and

on the other hand the school independently manages learning according to a measurable learning plan.

stakeholder involvement can be clearly seen in the learning conditions that take place. That is, each party understands the conditions of learning, especially students on their learning progress. So it is necessary to identify the needs of students in schools, so that students can get what they need (Hasibuan, 2022). An understanding of this condition is important because each party is aware of the background of the students, the background of the educators, and the learning patterns applied by the school. This understanding will lead to acceptance of one another. They both understand, understand each other, share feelings, together to succeed in school learning outcomes.

Positive interactions are built when the education providers and stakeholders exchange ideas, ideas, and suggestions for the advancement of education. The school can provide instructions or appeals to stakeholders to remain cooperative. So, stakeholders should respond to gifts from the school with full fulfillment of obligations. On the other hand, stakeholders also provide input or criticism to the school to improve and improve the learning process. Therefore, the school should also accept openly and gracefully gifts from stakeholders with full fulfillment of obligations.

Related to the introduction above, the study of this paper also has relevance to several previous studies. Rujiah and Sa'diyah researched "The Role of Educational Stakeholders as Quality Guarantees of PAUD Schools at TKQ Baitul Izzah." The purpose of this research has a focus on knowing the role of stakeholders. In this case parents choose TKQ Baitul Izzah as a school for their children. In contrast to this paper, which has a study on the urgency of the role of stakeholders in education. Rujiah and Sa'diyah used qualitative research methods with a phenomenological approach that looked at the role of stakeholders in early childhood education institutions. In contrast to this paper, which uses library research methods that reveal various concepts and ideas of stakeholder

urgency in education (Rujiah & Sa'diyah, 2021).

Sulistiyorini researched "External Stakeholder Participation in Improving the Quality of Education in Elementary Schools". The purpose of this study is to describe the forms of stakeholder institutions in the implementation of education such as school committees, class associations, alumni and so on. In contrast to this paper, which provides an overview of the interaction of rules and formulas for education providers, as well as principles and functions for stakeholders. Sulistiyorini used qualitative research methods with data collection techniques using observation, interviews and documentation. In contrast to this paper, which uses the library method with data collection techniques using the study of the concept of reference books and journals (Sulistiyorini, 2018).

This paper aims to describe the urgency of the role of stakeholders in improving the quality of education. The urgency that is studied from various sides in the scope of its functions and roles that have contributed to the improvement of learning. An understanding of the functions and roles has an important study so that each party is aware of the rights and obligations that must be fulfilled. It is this awareness that needs to be built so that there is no element of compulsion, and it is only modest in carrying out learning. In other words, this awareness will give birth to an attitude of totality in implementing its activities.

This paper also presents the rules and formulas that can be used by education providers to interact with other parties. The school needs to develop up-to-date rules and formulas that involve stakeholders in every learning process. The rules and formulas are implemented seriously and also inform other parties. Then, this paper aims to provide a complete picture of the principles and functions of stakeholders in interacting with education providers. Good understanding, correct and polite when interacting with the school. In other words, there is ethical education that is built from every interaction that occurs.

RESEARCH METHODS

Approaches and Types of Research

The research method used in this paper uses a qualitative method which is directly the author as a researcher who presents the findings or discussion descriptively (Anggito & Setiawan, 2018). The author uses a literature review or library research approach that limits activities to library collection materials without conducting field research (Zed, 2008). The selection of these methods and approaches is in line with the research objective to describe the urgency of stakeholders both in their roles and functions in improving the quality of education. This study paper refers to various references from books and journals that are processed and analyzed and then given an in-depth review to support the research results.

The study material as the main reference comes from books and journals used in drafting the concept of stakeholder urgency. Excerpts from these references will be developed on a more explicit reasoning. Thus, the selection of library research approach will help writers and readers understand the concept of stakeholders clearly, intact, and comprehensively.

RESULTS OF RESEARCH AND DISCUSSION

Stakeholder urgency is very important to be considered in improving the quality of learning. This matter is based on the strategic role of stakeholders in providing information in the form of questions, input, suggestions and criticisms addressed to education providers. The role of stakeholders is the basis for the implementation of improving the quality of education. Thus, the school needs to open up space and access for stakeholders to express their aspirations. The openness of the school to receive input from stakeholders is mandatory and also as evidence of the desire to involve them in the learning process. The learning process which includes human elements, materials, facilities, equipment and procedures that influence each other to achieve learning objectives (Wijoyo et al., 2021).

The school needs and always updates the right rules and formulas in establishing

interactions with stakeholders. Interaction can be interpreted when two people meet, then the interaction begins at the same time greeting each other, talking and working together, and so on (Annas, 2017). This can be done by involving stakeholder participation in the preparation of rules and formulas that become a reference for learning in educational institutions. Participation can be interpreted as a condition where all parties are involved in determining the actions or policies that will be decided (Riskiyono, 2022). The school can also ask for the willingness of stakeholders to be a monitoring team for each learning implementation. The school also regularly holds scheduled meetings. The goal is to establish a sense of togetherness and harmony that is bound to one another.

Stakeholders have principles and functions according to local ethics and norms. This means that stakeholders need to use noble ethics in conveying their aspirations and interacting with the school. This principle is contained in the character that is in line with Islamic values and the example of the Prophet Muhammad. Character is a mental and moral quality, which becomes a sign or identity in every human being (Azizurrahman & Santosa, 2022). The principle of noble character is then embodied in its function as a stakeholder who cares about the quality of education. Thus, every individual stakeholder also needs to always study hard and interact politely to become a scientific community. People who open their minds to new information, understand the times, and provide solutions to any problems that arise.

Research Discussion

Schools as education providers need to plan activities in detail. This plan aims to make improvements run concretely in every element and aspect. Improvements that occur will bring significant changes to students so that the quality and quantity of education graduates can be measured. This measure becomes the standardization of student achievement as an effective educational goal (Gusman et al., 2021). This plan becomes a shared paradigm in the progress of the learning process.

Based on previous studies, the role of stakeholders is very strategic in the scope of educational studies. So it is very appropriate to hold a discussion about the urgency of stakeholders in improving the quality of education.

Stakeholder Strategic Role

Stakeholders have a major role as a support system. This means that parents and the community have a role to fully support the implementation of learning in schools. In particular, it prepares all the needs of students when they are delivered to school. That is, students are provided with good motivation, support, and facilities to participate in learning to the fullest. Support from stakeholders will also strengthen the position of a school to become a quality educational institution. Educational institutions that always involve stakeholders to jointly achieve educational goals. Support from stakeholders can be in the form of moral and material support. Support based on awareness and understanding that the success of students is the fruit of cooperation with one another.

Support from stakeholders needs to be responded to well by the school. This support is part of a form of attention from parents or the community for the future of an institution. Because at that time the school will tend to stagnate or experience problems, both internal and external, stakeholder support becomes a remedy or solution to problems that arise. Stakeholders can also provide input on matters that should be completed by the school. Such as adequate facilities and infrastructure to support the learning process of students. The school must be open-minded and accept with open data every input submitted by stakeholders. These inputs can be considered and become a reference for improvement information.

The input from stakeholders is sometimes soft and polite, but sometimes it is hard and even rude. Education providers should understand this because of the diverse character of each parent of students. The school's role is only to receive input from many sides, then make that input as an evaluation material. Wrong and right, good or bad input can be filtered by education

providers as a form of improving the teaching and learning process.

The role of stakeholders then contributes to providing solutions when problems arise in schools. The problem can come from internal or external to the school. When problems arise, the school can immediately report to stakeholders to find solutions together. Because it is possible, the best solutions and ideas can come from anyone, from the school or the stakeholders themselves. The solutions offered by stakeholders can be varied, either in the form of ideas, material or non-material. The solution offered will be an alternative way of solving any existing problems. As more people try to think about the problem, the easier it becomes to find a solution. When the solution has been found, immediately take action to take action according to the solution plan.

If the solution is only at the idea stage without implementation, it will not lead to change. Problems will still be problems, being small is impossible but problems getting big or growing are possible. Therefore, problems that occur in schools should not be allowed to linger. Don't take it for granted because it can be a bad influence on others. Thus, the solution that has been determined must be applied to the problem at hand.

Education Organizer Interaction Rules and Formulas

Education providers in implementing their program agendas need to develop learning rules and formulas. These learning rules and formulas contain a series and draft program agendas that are systematic, comprehensive and universal. For example, the rules and formulas contain the rights and obligations of the school in carrying out learning. Rights and obligations are universal and fundamental problems in human life, and humans are said to be good if they have carried out their obligations and know their rights (Tobroni, 2018). These rights and obligations must have been socialized to stakeholders to be known together about the duties and responsibilities of each party.

The right of the school is to carry out the duties and roles of implementing learning independently. This concept is understood

that stakeholders must fully support the implementation of the learning. The school's obligation is to provide information and report the progress of each student to their parents. School leaders can invite stakeholders to sit together to discuss information on the development of each student. With the submission and report, it is hoped that all parties will get their rights.

In practice, the school forms a structured study with patterns, such as patterns of interaction as principals, teachers, and students. The principal plays a major role in bridging stakeholders with students. Because basically the object of education in schools is students. The object being educated becomes a superior person and has knowledge. The principal is fully responsible for every learning activity carried out. The principal must have a high commitment to carry out his duties (Izatin & Susilo, 2022). It has a big role in advancing or regressing the quality of education. The principal is also tough in dealing with any problems that occur both internally and externally to the school.

Teachers as the front line of education have a major role in the ongoing process of learning well. This role is part of a complete teacher performance, so a qualified teacher is judged by the results of the performance he does (Rofiki et al., 2022). Teachers bring the mission of change to students, and also to their parents. That is, the teacher provides correct information so that all parties can understand the meaning of any educational effort. Teachers also have a role in inviting stakeholders to jointly make education successful in schools.

Teacher position stakeholders as learning partners. Because basically all have the same role to produce the best graduates. Stakeholders also place a position as a teacher as an important figure who is a supporter of change in students. Stakeholders provide flexibility for teachers to educate in schools, without also letting go. This means that stakeholders should not assume that only teachers are responsible for improving the condition of students. In other words, all elements of society as well as stakeholders have a role in creating a conducive climate for

educational progress activities (Nefiana et al., 2021).

Students who are in the process of being reminded so that after graduation they can become useful individuals for the community. In this case, principals, teachers and the community can act to provide guidance and supervision of their learning outcomes. Learners are trained to be able to interact and socialize with their friends and stakeholders. Training and guidance is carried out to find out, understand, and recognize the potential of oneself and the environment (Syukur et al., 2019). In other words, students are accustomed to being individuals who easily adapt to society.

Stakeholder Interaction

Interactions that involve stakeholders should follow ethical principles and appropriate functions. Stakeholders who are outside the school need to know the pattern of interaction with those inside the school, in this case the education provider. To know these principles and functions, the main thing that needs to be known is their rights and obligations as parties outside the school. Stakeholders also have rights and obligations. The right is in the form of access to complete and clear information. Access information obtained easily and up-to-date. This information will help meet stakeholder curiosity about the development of students, and in general the progress of educational institutions. With that information, stakeholders can act appropriately, have a reaction about what must be done for the smooth process of providing education.

In addition to rights, the obligation of stakeholders is to meet the requirements and comply with the provisions imposed by the school. Stakeholders have the obligation to complete all requirements set by the school for smooth learning. Awareness of fulfilling the rights and obligations of stakeholders will help the education process run well. Stakeholders in carrying out their functions can prioritize various principles of interaction, including; the principle of cooperation, the principle of openness and the principle of communication. The principle of cooperation is a principle that is carried out together with

one another. Cooperation in carrying out an activity to achieve the agreed goals. Each of the collaborating parties contributes to each other, provides input and suggestions as well as a clear division of tasks. The principle of cooperation promotes a culture of mutual respect and justice. That is, when you get profit and success, you feel happiness together. Likewise, when faced with challenges and calamities are also mentioned above together with full responsibility.

Likewise, schools and stakeholders should always work together to make learning successful until the end. Cooperation based on awareness and usefulness in the future. When problems occur, they are overcome together, when they get the best achievements, they also get happiness together. Good cooperation will be mutually beneficial. It's hard to be happy to be shared, success or failure of learning becomes a material for joint evaluation. What can stakeholders help and what can schools do. Complement each other, complement the needs of students in achieving learning objectives.

The principle of openness can also be referred to as transparency. Both transparency is performance and transparency is problematic. Transparency can be accessed by interested parties and the information can be understood and monitored (Yanti, 2021). The principle of openness makes it easier for stakeholders to understand what is happening at school. The progress of students can be notified to parents, the current condition of the facilities, and the rules of responsibility that are the rights and obligations of each party. The principle of openness requires aspects of honesty and truth. Honesty leads to mutual trust. This means that stakeholders believe that schools are serious about carrying out their education programs correctly. Likewise, the school is also honest and open about the development process of implementing educational programs.

Education providers who implement the principle of openness will always provide data and information correctly, as it is and in detail. Every stakeholder will easily read and understand the data and information provided. The principle of openness or transparency will be one of the main chara-

cters in achieving the success of educational goals.

The principle of communication is an important principle to be carried out by schools and education providers. The principle of communication also means fair and correct communication (Haramain, 2019). Regarding this communication, it is found in the Al-Quran Surah Thaha/20 : 44 "So talk to both of you with gentle words, hopefully he will remember or be afraid". The goal is to provide information clearly and easily between one another. Interaction is a communication activity, therefore the interaction function is the same with the communication function (Jazeri, 2008). Correct communication will bring ease in establishing good interactions. Meanwhile, poor communication will lead to misunderstandings between the two. This misunderstanding of communication is commonly referred to as miscommunication. Even worse, when the things communicated are not real, of course it will have a bad impact. Information that is fabricated and changed is part of communication behavior that gives rise to hoaxes in the community.

Communication that is built should be delivered gently. The school can talk calmly in any condition and situation. This gentle communication aims to build good interactions, both from school administrators to stakeholders, or vice versa. Communication that is built also shows politeness. The choice of words for communication so that the other person is happy. School leaders use polite communication language when interacting with stakeholders. Vice versa, stakeholders who use polite language in conveying their aspirations and suggestions to the school. The mutually agreed communication principles must be applied consistently and responsibly (Imzi, 2020).

With communication, the information conveyed should be clear. School rules and regulations can be conveyed clearly so as not to become a misunderstanding for stakeholders. Likewise, criticism or input submitted by stakeholders is also stated clearly, so that the school does not misunderstand input from outside parties. Communication should be delivered in full. That is, information that is cut

off, left behind will interfere with the understanding process for the object of communication. In this case, the school needs to make clear information about the development and progress of the school to stakeholders. The goal is that stakeholders understand well, the perception is the same as the school.

Communication is divided into two types, namely through oral and written. Communication delivered orally is usually delivered directly, either face-to-face or via audio, such as using a gadget or other technological tool. School leaders can invite stakeholders to convey directly about the development of the implementation of learning. At the meeting, stakeholders can also respond directly to the information they receive from the school. While communication by writing is information given in writing. For example, information about the rules and regulations that apply in an educational institution. Information that is a memorandum of understanding between two parties requires written records as supporting evidence for the present and the future. Likewise, what should happen in schools, for example, the school provides invitation letters for regular meetings to stakeholders.

CONCLUSION

Urgency of stakeholders is very much taken into account in overseeing the process and progress of learning in educational institutions. The awareness that is built from the school and stakeholders should be able to increase learning motivation for students. The joint concept or rule that has been formulated will have no effect if it is only limited to paper arrangements. However, the formulation or learning formula that combines the interaction of the school with stakeholders must be applied massively. The interactions that are built lead to an increase in the quality of education. This shows that the school and stakeholders agree to establish a positive pattern of interaction.

The school and stakeholders open up and accept each other's conditions. That is, there is trust between one another. Stakeholders with a sense of trust and fully support their students to study at the institution. Vice

versa, the school must also believe and work hard to educate as a mandate entrusted by stakeholders to educational institutions. The awareness of mutual trust and support will form an academic feel, a family feel, and a sense of togetherness that leads to goodness. Of course, the ultimate goal of education is not limited to material results only, but as a worship of saving rewards on the side of Allah.

SUGGESTION

This research paper is a study of academic concepts, or a literature review. So for the next writer to explore with various research methods and add or change the variables of this paper. The goal is that this discussion of stakeholders becomes representative and comprehensive, that elements of educational success, the community (stakeholders) become an important study in addition to family elements and school elements.

REFERENCES

- Anggito, A., & Setiawan, J. (2018). *Metodologi Penelitian Kualitatif*. CV Jejak.
- Annas, A. (2017). *Interaksi Pengambilan Keputusan dan Evaluasi Kebijakan*. Celebes Media Perkasa.
- Azizurahman, A., & Santosa, S. (2022). Nilai-Nilai Pendidikan Islam dalam Tradisi Janengan serta Relevansinya dengan Karakter Nabi Muhammad. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 12(1), 52. <https://doi.org/https://doi.org/10.33367/ji.v12i1.2342>
- Dewi, D. C., Jumaah, S. H., Utami, V. Y., Syahmat, M. Z., & Sarofah, R. (2022). *Buku Ajar Kebijakan Publik*. Wawasan Ilmu.
- Gusman, B. A., Salsabila, U. H., Hoerotunnisa, Giardi, L. Y., & Fadhila, V. (2021). Efektifitas Platform Wordwall pada Pembelajaran PAI di Madrasah Aliyah Negeri (MAN) pada Masa Pandemi. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 11(3), 205. <https://doi.org/https://doi.org/10.33367/ji.v11i3.2080>
- Haramain, M. (2019). *Prinsip-Prinsip*

- Komunikasi dalam Alquran*. IAIN Parepare Nusantara Press.
<https://doi.org/https://doi.org/10.21831/diksi.v15i2.6603>
- Hasibuan, N. S. (2022). Kebutuhan Peserta Didik. In *Perkembangan Peserta Didik* (p. 40). Pradina Pustaka.
- Imzi, H. H. (2020). Prinsip-Prinsip Komunikasi dan Informasi dalam Perspektif Al-Qur'an: Membangun Komunikasi Beradab. *Dakwah: Jurnal Kajian Dakwah Dan Kemasyarakatan*, 24(1), 13.
<https://doi.org/https://doi.org/10.15408/dakwah.v24i1.17808>
- Izatin, D. N., & Susilo, S. (2022). Praktik Kepemimpinan Kepala Sekolah dalam Menyupervisi Pendidikan Agama Islam di Sekolah Menengah Pertama. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 12(1), 78.
<https://doi.org/https://doi.org/10.33367/ji.v12i1.2342>
- Jazeri, M. (2008). Realisasi Prinsip Kerjasama dalam Sebuah Interaksi. *Jurnal Diksi: Fakultas Bahasa Dan Seni*, 15(2), 150.
<https://doi.org/https://doi.org/10.21831/diksi.v15i2.6603>
- Muslim. (2020). *Pengaruh Perhatian Orang Tua Terhadap Prestasi Belajar Anak dalam Mata Pelajaran Pendidikan Agama Islam*. Deepublish.
- Nefiana, D., Rahman, L. Z., & Sari, N. K. (2021). Peran Dewan Pendidikan terhadap Pembinaan dan Pengembangan Pendidikan Islam. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 11(3), 228.
<https://doi.org/https://doi.org/10.33367/ji.v11i3.1890>
- Rahmat, A. (2021). *Hubungan Sekolah dan Masyarakat; Mengelola Partisipasi Masyarakat Dalam Peningkatan Mutu Sekolah*. Zahir Publishing.
- Riskiyono, D. (2022). *Pengaruh Partisipasi dan Pengawasan Publik dalam Pembentukan Undang-Undang*. Publica Indonesia Utama.
- Rofiki, M., Zuhriyah, A., & Diana, E. (2022). Pengembangan Budaya Keagamaan Berbasis Kearifan Lokal dalam Meningkatkan Kinerja Guru di Sekolah Menengah Atas. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 12(1), 63.
<https://doi.org/https://doi.org/10.33367/ji.v12i1.2443>
- Rujiah, & Sa'diyah, M. (2021). Peran Stakeholder Pendidikan sebagai Penjamin Mutu Sekolah PAUD di TQK Baitul Izzah. *Jurnal Rayah Al-Islam*, 5(2), 639.
<https://doi.org/https://doi.org/10.21274/taalum.2018.6.2.347-371>
- Sulistyorini. (2018). Partisipasi Stakeholder Eksternal Dalam Meningkatkan Mutu Pendidikan di Sekolah Dasar. *Ta'-alum: Jurnal Pendidikan Islam*, 6(2), 347.
<https://doi.org/https://doi.org/10.37274/rais.v5i02.490>
- Syukur, Y., Neviyarni, & Zahri, T. N. (2019). *Bimbingan Konseling di Sekolah*. CV IRDH.
- Tobroni. (2018). *Memperbincangkan Pemikiran Pendidikan Islam dari Idealisme Substantif hingga Konsep Aktual*. Prenadamedia Group.
- Wijoyo, H., Haryati, D., Indrawan, I., Mahdayeni, Marzuki, Rahmadhani, M. V., Desmaryani, S., Supriadi, Y. N., Sapiun, Z., & Amelya, D. (2021). *Efektifitas Proses Pembelajaran di Masa Pandemi*. Insan Cendekia Mandiri.
- Yanti, N. L. T. (2021). Penerapan Akuntabilitas dan Transparansi Pengelolaan Dana Bos di SMP N 3 Sukawati dalam Program RKAS. *Hita Akuntansi Dan Keuangan*, 2(3), 143.
<https://doi.org/https://doi.org/10.32795/hak.v2i3.1805>
- Zed, M. (2008). *Metode Penelitian Kepustakaan*. Yayasan Obor Indonesia.

