

Tripartite Partnership in Quality Management of Educational Services

Eka Diana¹, Izzatul Munawwaroh², Masyhudi³, Angga Ade Saputra⁴, Saiful Bahri⁵,
Pachrurrozi⁶

Universitas Nurul Jadid^{1,2,3,4,5,6}

*Corresponding Email: ekadiana1wi8@unuja.ac.id

Received: 10 10, 2026 | Accepted: 10 15, 2026 | Published: 10 17, 2026

ABSTRACT

Although school-community partnerships are crucial, the formalistic nature of community participation and power imbalances among actors often hinder quality management in religious-based schools. This study aims to analyze and describe in depth the patterns of involvement and the dynamics of synergy in the tripartite partnership (madrasah, committee, and community) in the quality management of educational services at Nurul Jadid Senior High School. This descriptive qualitative research, designed as a case study, collects data through in-depth interviews with key informants, limited participatory observation, and document analysis, then analyses it using the interactive model of Miles, Huberman, and Saldana. The research results show that the tripartite partnership at Nurul Jadid Senior High School transforms administrative functions into humanistic relations, grounded in the pesantren's social capital, through open madrasah management, the committee's role as a substantive dialogic partner, and participatory supervision by the community and alums outside the school environment. This synergy has created a sustainable, community-based quality assurance model in which meeting national education standards aligns with religious culture and stakeholder satisfaction.

Keywords: Collaborative Governance; Tripartite Partnership; Quality Education Management

How to Cite:

Diana, E., Munawwaroh, I. ., Masyhudi, M., Saputra, A. A., Bahri, S. ., & Pachrurrozi, P. (2026). Tripartite Partnership in Quality Management of Educational Services. Educational Journal, 2(1), 460-468. <https://doi.org/10.63822/d4pmdq33>

INTRODUCTION

The quality of educational services never results solely from a formal institution's efforts. Amidst rising public expectations, schools particularly religious institutions such as madrasas and pesantrens face complex challenges in articulating academic excellence while simultaneously upholding character-building pillars (Afista & Abu Bakar, 2021; Farhan & Rijal, 2025). Theoretically, Total Quality Management positions stakeholder satisfaction as the primary benchmark (Jajuli et al., 2022; Setiawan et al., 2020). The delivery of quality services depends on the extent to which various elements are aligned. In this context, collaborative governance and social capital theories provide a conceptual foundation, establishing that networks, trust, and shared norms are essential for driving effective institutional management (Hidayati, 2025; Zahra, 2025). A tripartite partnership that structurally integrates the roles of the school, the school committee, and the community strategically optimizes resources, shapes policies, and ensures the sustainability of educational service standards (Afista & Abu Bakar, 2021).

However, reality on the ground often reveals a wide gap between this ideal and practice. Synergy between educational institutions, committees, and the community frequently amounts to little more than administrative formality. School committees often become rubber stamps for budget approval or fundraising, while community participation tends to be passive, engaging only when operational crises arise (Tirtaningrum et al., 2025; Jaelani & Hanif, 2025; Suyati et al., 2025). At Nurul Jadid Senior High School, an institution operating under the auspices of an Islamic boarding school, a unique yet critical phenomenon exists. The school must align national quality standards with Islamic boarding school values, amid high expectations from the community and parents for both academic quality and character development. Imbalances in stakeholder roles, overlapping authority, and a lack of effective, structured communication channels for overseeing service quality shape the school's management effectiveness.

The urgency of unraveling these dynamics becomes even more apparent when viewed alongside a mapping of previous studies. First, literature on community participation generally focuses on financial and physical contributions and fails to address substantive involvement in curriculum quality assurance or internal governance (Choir et al., 2025). Second, previous research indicates that school committees often face power imbalances vis-à-vis school management, hindering their social oversight role (Aabha et al., 2025). Third, studies on quality management in Islamic boarding school-based schools have thus far tended to highlight the personal leadership of the kiai or school principal, while overlooking systematic institutional collaboration mechanisms (Ahmadi & Khozin, 2025). Fourth, previous studies on educational partnerships have predominantly focused on public schools; consequently, they have not yet clearly captured how values, Islamic boarding school culture, and local social capital shape tripartite interaction patterns within a quality management framework (Zahra, 2025).

This is where this research's novelty lies. Unlike previous studies that viewed partnerships as fragmented or merely formal and procedural, this research offers a holistic perspective on integrating tripartite roles—the school, the committee, and the community—within the framework of educational service quality assurance in the Islamic boarding school ecosystem. The study shows how Islamic boarding school-based social capital becomes a functional collaborative mechanism that ensures sustainable educational quality. This research is urgent because it addresses the need to develop an adaptive, inclusive partnership governance model for religious-based private schools. Without a deep understanding of the interaction patterns and real-world challenges inherent in this tripartite relationship, efforts to improve educational service quality at Nurul Jadid Senior High School risk becoming fragmented, unsustainable

initiatives. The findings are expected to contribute theoretically to educational management while serving as a practical reference for fostering multi-stakeholder synergy.

Based on the described phenomenon and the identified gap in the literature, this research aims to analyze and provide an in-depth description of the engagement patterns and synergy dynamics of the tripartite partnership involving the school, the committee, and the community regarding the management of educational service quality at Nurul Jadid Senior High School.

METHODS OF RESEARCH

This study employs a qualitative approach using a case study design to explore and gain an in-depth understanding of the meaning individuals and groups attribute to socio-humanitarian phenomena. The case study design aims to investigate a bounded system comprehensively specifically, the tripartite partnership mechanism within the real-world context of Nurul Jadid Senior High School. This approach and research type were selected because the dynamics of relationships, work culture, social capital, and educational service quality assurance processes are complex; they cannot be quantified but instead require a qualitative inquiry rich in context (Haki et al., 2024; Pratama et al., 2025; Salsabila et al., 2025).

Researchers selected Nurul Jadid Senior High School as the research site through purposive sampling based on strategic considerations. The institution possesses unique characteristics as a distinguished formal education unit operating under the auspices of the Nurul Jadid Islamic Boarding School. Its location within the boarding school environment fosters distinctive interaction dynamics among school management, the school committee, and the community or boarding school leadership. This site offers a tangible example of how social capital and religious culture are integrated into the formal education quality management system, making it highly relevant for an in-depth examination of the tripartite partnership theoretical framework (Akbar et al., 2025; Annas et al., 2023; Al Muiz et al., 2023).

Researchers selected informants using purposive and snowball sampling to ensure rich, data-saturated information. Selection criteria included direct involvement, contextual understanding, and authority within the institution's governance structure. Informants included the School Principal and the Internal Quality Assurance Team (representing the school pillar); the School Committee Chairperson and board members (representing the committee pillar); and community figures, students' guardians, and Islamic boarding school administrators. To obtain valid and comprehensive data, three integrated data collection techniques were employed. The study conducted semi-structured, in-depth interviews to explore perceptions, communication patterns, and challenges in implementing the partnership. Additionally, limited participatory observation was carried out to directly observe interaction dynamics among stakeholders during coordination meetings, quality evaluation forums, and school service activities. This process was complemented by a documentary study that analyzed official records, such as School Self-Evaluation Reports, Committee Statutes, meeting minutes, and school work plans and budgets.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldana, proceeding cyclically and continuously. The analysis began with raw data collection in the field, followed by data condensation, reducing, focusing, and grouping data into key thematic categories related to quality management and partnerships. The categorized data were then presented through structured descriptive narratives to illustrate relationships among factors. Finally, conclusions were drawn and verified in stages, with source and technique triangulation used to test the validity of findings and ensure the credibility of the

research result

RESULT AND DISCUSSION

The tripartite partnership among the school, the committee, and the community goes beyond formal administrative functions, evolving into a humanistic relationship rooted in the Islamic boarding school's social capital. Complementary roles enhance the quality management of educational services: the school drives academic and managerial quality; the committee bridges aspirations and oversees policies; and the community, primarily students' guardians and alums, supports the educational ecosystem and spiritual values.



Figure 1: Framework of the Tripartite Partnership for Educational Quality Management

The Transformation of the School's Role and Openness in Strategic Management

The integration of tripartite roles is clearly evident in the development of excellence programs and the evaluation of school services. The school no longer positions itself as the sole authority; instead, it fosters transparent dialogue when formulating quality assurance policies. This atmosphere of openness is reflected in the words of the Principal of Nurul Jadid Senior High School during an interview in his office:

"We are fully aware that this school rests upon a profound trust placed in us by the institution's leaders and the students' guardians. We cannot define the quality of education from behind a desk in isolation. When we develop strategic programs, we meet with the school committee and community leaders. We listen with an open mind to their concerns regarding student discipline or facilities. This partnership is built on a shared sense of ownership, rather than merely a top-down, directive relationship." (IS)

This management openness fosters a healthy climate of public accountability, in which the school honestly communicates both its strengths and the operational challenges it faces, building strong mutual trust among the partnership's key stakeholders.

Synergy of the School Committee as a Dialogic Partner and Quality Monitor

The committee warmly welcomed the school's inclusive attitude. The school committee is no longer merely a fundraising body, but a dialogic **partner** that actively provides critical input on the curriculum and learning facilities. An approach rooted in a sense of family and equality allows governance-related dialogue to proceed without awkwardness or oppressive power dynamics. The School Committee Chairperson expressed this sentiment with great warmth:

"Here, we are embraced as part of a large family, not as guests invited only when the school needs financial assistance. During every quality evaluation meeting, the school transparently presents the children's progress both academically and in tahfiz (Quran memorization). Whenever there are shortcomings in laboratory facilities or extracurricular programs requiring support, we, together with the community, happily step in to find solutions, because we personally witness the school's sincere efforts in educating our children."(KS)

Active Participation of the Community and Alumni in Overseeing the Islamic Boarding School Ecosystem

Community involvement also takes the form of participatory oversight beyond the school's physical premises. Residents and alums voluntarily foster a supportive environment outside school hours, for instance, by supervising students' independent study sessions within the Islamic Boarding School grounds. A local community figure shared this perspective:

"For us, the residents living near the Islamic Boarding School, the progress of Nurul Jadid Senior High School is a source of shared pride. We feel included in safeguarding the quality of the students' learning environment. If a student is found outside during class hours or requires guidance beyond the classroom, community members look out for one another with genuine care, treating the students as if they were our own children."(ML)

Through these interactive dynamics, Nurul Jadid Senior High School's tripartite partnership has established a sustainable, community-centered quality management system. Compliance with National Education Standards is no longer a rigid process; instead, it harmoniously integrates with the Islamic Boarding School's* religious culture, values of social care, and the satisfaction levels of the community the primary stakeholders. This synergy demonstrates that a humanistic approach and equitable roles can transform the potential for public participation into a tangible force for upholding the quality of educational services.

Conceptually, these findings reinforce and extend the application of Total Quality Management (TQM) theory in religious-based formal education. TQM emphasizes that quality is a continuous improvement cycle centered on stakeholder satisfaction (Mahmood et al., 2024; Ridwan et al., 2025). At Nurul Jadid Senior High School, stakeholder satisfaction is not limited to students' academic achievements but also includes character building, strengthening Islamic values, and a comfortable learning environment. The school committee and community's active involvement in the quality evaluation process shows that the school does not formulate service quality standards unilaterally but aligns them with service users' actual expectations and needs.

From a collaborative governance perspective, the tripartite relationship pattern observed in the field reflects the key principles of effective collaboration formulated by Ansell and Gash. These principles include regular face-to-face dialogue, mutual trust, commitment to the process, a shared understanding of

the institution's mission, and a balanced distribution of roles (Bhanuwati & Ulum, 2025; Kristin & Wibawani, 2023; Mubarak et al., 2025). Nurul Jadid Senior High School's leadership policy, which openly creates space for dialogue, helps mitigate a classic issue in private school management: power imbalances. The school committee and community leaders are no longer merely passive recipients of policies or rubber stamps for budget approval; instead, they are treated as equal partners with a substantive voice in shaping the school's strategic direction (Afandi & Muttaqin, 2024; Aspandi et al., 2025; Z. D. Rahman et al., 2025).

This study's unique contribution lies in operationalizing social capital rooted in the Islamic boarding school ecosystem as a lubricant for synergistic partnerships. Drawing on Robert Putnam's theories of social capital, the elements of networks, norms of reciprocity, and trust at Nurul Jadid Senior High School are deeply intertwined with spiritual values (Br Siregar & Kibas, 2025; Lestari et al., 2024; Rahman & Gunawan, 2025). Concepts such as divine blessing (barokah), cooperation (ta'awun), and a sense of ownership (handarbeni) serve as primary drivers that strengthen emotional bonds among stakeholders. This social capital fosters organic and voluntary community engagement. Alums and residents support the school not for material gain or regulatory mandates, but out of a moral responsibility to uphold the pesantren's reputation and educational quality.

Interview insights revealing a humanistic approach among school administrators, the school committee, and the community underscore the importance of transformational and inclusive leadership in quality management. Rather than employing top-down, directive communication, the principal and quality assurance team prioritize an approach grounded in appreciation and openness (Afriyanti et al., 2025; Ranisa et al., 2025; Zarhasih et al., 2025). A humble willingness to listen to criticism, combined with transparency about student progress, fosters strong public accountability. Communication barriers often arising from disparities in educational background or social status between school administrators and the community are bridged by the pesantren culture, which places a high value on togetherness and mutual respect (ta'dzim) (Rahayu & Ghrafiza, 2024; Soliha et al., 2025).

These findings address the limitations of previous studies that often-viewed community partnerships merely in terms of financial contributions or physical infrastructure development. At Nurul Jadid Senior High School, community involvement extends to social oversight of the student learning environment, moral guidance outside school hours, and providing input on the relevance of flagship programs. This pattern shows that quality assurance in faith-based private educational institutions can be highly sustainable when supported by a community-based oversight system.

The practical implications of this discussion underscore that adopting national quality standards such as the National Education Standards must not overlook local cultural variables. Integrating modern quality management with local religious culture has created an adaptive governance model in which compliance with regulatory standards goes hand in hand with reinforcing religious values. Overall, this discussion concludes that the tripartite partnership at Nurul Jadid Senior High School represents a tangible form of institutional synergy that successfully transforms the Islamic boarding school's potential social capital into functional governance capacity. This model's success shows that the quality of educational services depends not merely on the completeness of facilities or technological sophistication, but on the quality of relationships, harmonious communication, and the shared commitment of all stakeholders.

CONCLUSION

Quality management of educational services at Nurul Jadid Senior High School has been successfully optimized through the transformation of a tripartite partnership—one that operates not merely at an administrative level but is deeply rooted in a humanistic approach and the social capital of the pesantren (Islamic boarding school). This synergy is realized through transparent school management that mitigates power imbalances, the repositioning of the school committee as a substantive dialogue partner in program planning and oversight, and participatory monitoring by the community and alums that fosters a conducive learning ecosystem beyond the formal school environment. Integrating modern quality management principles such as Total Quality Management and Collaborative Governance with pesantren spiritual values like barokah (divine blessing) and ta'awun (cooperation) has proven capable of creating a community-based quality assurance model that is adaptive, inclusive, and sustainable.

However, this study is limited in scope, focusing on a single school unit within a specific Islamic boarding school environment; consequently, the findings cannot necessarily be generalized to other religious-based private schools with differing sociocultural characteristics. Given these limitations, future research should broaden the inquiry by using a multi-site or comparative study contrasting Islamic boarding school-based schools with non-Islamic boarding school private schools to examine how variations in social capital influence the effectiveness of tripartite partnerships. Future researchers should also combine qualitative methods with quantitative analysis to measure the contribution and direct impact of tripartite participation levels on measurable educational quality indicators

REFERENCES

- Aabha, A., Pandey, C. P., & Assistant Professor, Department of Teacher Education, Central University of South Bihar, Gaya, India. (2025). From Policy to Practice: A Cross-State Analysis of School Management Committees' Functioning and Outcomes. *The Social Science Review a Multidisciplinary Journal*, 3(4), 433–438. <https://doi.org/10.70096/tssr.250304066>
- Afandi, M. A. N., & Muttaqin, M. I. (2024). Kepemimpinan Pendidikan dan Kewenangan: Tinjauan Literatur Tentang Dinamika Kekuasaan dan Pengambilan Keputusan di Lingkungan Sekolah. *Lokawati: Jurnal Penelitian Manajemen Dan Inovasi Riset*, 3(1), 34–42. <https://doi.org/10.61132/lokawati.v3i1.1403>
- Afista, Y., & Abu Bakar, M. Y. (2021). Islamic Boarding School-Based Madrasah: Policy Efforts to Reform the Superior Education Model. *Al-Hayat: Journal of Islamic Education*, 4(2), 199. <https://doi.org/10.35723/ajie.v4i2.144>
- Afriyanti, Radiyah, T., & Azainil. (2025). The Role of School Leadership in Improving the Quality Management of Education at SMA Kabupaten Kutai Barat. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 10(1), 27–40. <https://doi.org/10.21462/educasia.v10i1.293>
- Ahmadi, A., & Khozin, K. (2025). Implementing Contextualized Quality Assurance in Islamic Boarding Schools: A Case Study of TMI Al-Amien Prenduan. *AL-ISHLAH: Jurnal Pendidikan*, 17(4). <https://doi.org/10.35445/alishlah.v17i4.7855>
- Akbar, M. R., Malik, A., & Saefurrohman, G. U. (2025). Implementation of Social Capital in The Management of Boarding School Economic Business Units. *Golden Ratio of Social Science and Education*, 5(2), 453–466. <https://doi.org/10.52970/grsse.v5i2.1361>
- Al Muiz, M. N., Kurniawan, S., Miftah, M., & Fitriyani, F. N. (2023). Unpacking Social Capital for Growth and Development of Islamic Boarding School. *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*, 11(1), 89–108. <https://doi.org/10.15642/jpai.2023.11.1.89-108>

- Annas, A., Huda, M., Suja, A., & Muthmainnah, M. (2023). Efforts of Islamic Boarding Schools in Enhancing the Quality of Education at MTs Tahfidz Yanbu'ul Qur'an, Menawan, Kudus. *Al Hikmah: Journal of Education*, 4(1), 55. <https://doi.org/10.54168/ahje.v4i1.131>
- Aspandi, A., Subasman, I., Syarifudin, A., Muttaqin, M. A., & Mima, N. L. F. (2025). The Implementation of Dialogical Leadership in the Management of Educational Institutions at Pesantren Bina Insan Mulia. *Eduprof: Islamic Education Journal*, 7(2), 435–450. <https://doi.org/10.47453/eduprof.v7i2.335>
- Bhanuwati, I. N., & Ulum, M. C. (2025). Efektivitas Collaborative Governance untuk Mewujudkan Kota Layak Anak di Kota Malang. *Asas Wa Tandhim: Jurnal Hukum, Pendidikan Dan Sosial Keagamaan*, 4(2), 391–404. <https://doi.org/10.47200/awtjhpsa.v4i2.3049>
- Br Siregar, S. T., & Kibas, R. J. M. (2025). “Peran Modal Sosial dalam Transformasi Pesantren Menuju Komunitas Ekologis Berkelanjutan”: Studi Kasus Pesantren Ath Thaariq. *Jurnal Locus Penelitian Dan Pengabdian*, 4(12), 11479–11495. <https://doi.org/10.58344/locus.v4i12.4911>
- Choir, A., Putra, A. H. S., Arifin, Z., & Mibtadin. (2025). Community engagement in education financing: A multi-case study in Indonesia and Laos. *Multidisciplinary Science Journal*, 8(2), 2026087. <https://doi.org/10.31893/multiscience.2026087>
- Farhan, A., & Rijal, S. (2025). Kolaborasi Stakeholders Dalam Penerapan Manajemen Mutu Terpadu di Lembaga Pendidikan Islam. *Ahsana Media*, 11(2), 73–79. <https://doi.org/10.31102/ahsanamedia.11.2.2025.73-79>
- Haki, U., Prahastiwi, E. D., & Selatan, U. T. (2024). Strategi Pengumpulan dan Analisis Data dalam Penelitian Kualitatif Pendidikan. *Jurnal Inovasi Dan Teknologi Pendidikan*, 3(1), 1–19. <https://doi.org/10.46306/jurinotep.v3i1.67>
- Hidayati, U. (2025). Integrated Total Quality Management Model from the Perspective of Islamic Education. *Global Education Journal*, 3(3), 65–76. <https://doi.org/10.59525/gej.v3i3.1078>
- Jaelani, J., & Hanif, Muh. (2025). School Committee Participation in Improving the Quality of Education. *Jawda: Journal of Islamic Education Management*, 6(2), 136–163. <https://doi.org/10.21580/jawda.v6i2.2025.26996>
- Jajuli, J., Wahidin, K., & Fahrudin, A. (2022). Developing The Quality of Traditional Islamic Boarding School Using the Total Quality Management Model. *Asian Social Work Journal*, 7(6), 15–23. <https://doi.org/10.47405/aswj.v7i6.236>
- Kristin, C., & Wibawani, S. (2023). Collaborative Governance dalam Program Rehabilitasi Sosial Rumah Tidak Layak Huni di Kota Surabaya. *JIAIP (Jurnal Ilmu Administrasi Publik)*, 11(2), 131. <https://doi.org/10.31764/jiap.v11i2.17654>
- Lestari, S. D., Hakim, M. L., & Aminudin, F. (2024). Pola Jaringan Pesantren Salafiyah Dalam Pemilukada Kabupaten Situbondo Tahun 2020. *Brawijaya Journal of Social Science*, 3(02), 127–146. <https://doi.org/10.21776/ub.bjss.2024.003.02.3>
- Mahmood, W., Akram, M., Ismail, S. N., Md Zalli, M. M., Pervez, N., Khan, D. S. A., & Kashaf. (2024). *Synergizing total quality management and school climate: An empirical probe into performance in Pakistan's government schools*. <https://doi.org/10.5281/ZENODO.10870524>
- Mubarak, M. A., Alamsah Deliarnoor, N., Kartini, D. S., & Humaira, S. (2025). Collaborative Governance and Actor Communication in Bandung Science Techno Park. *Jurnal Peurawi: Media Kajian Komunikasi Islam*, 8(2), 25–38. <https://doi.org/10.22373/y1z9t502>
- Pratama, M. Z., Siti Zulaikha, & Masduki Ahmad. (2025). Kemitraan Pesantren dengan Alumni dalam Peningkatan Kapabilitas Dinamis Yayasan Pondok Pesantren. *Didaktika: Jurnal Kependidikan*, 14(3), 4101–4112. <https://doi.org/10.58230/27454312.2516>
- Rahayu, P., & Ghrafiza, A. B. (2024). Pesantren Culture in Building Generations and Nations. *Santri: Journal of Pesantren and Fiqh Sosial*, 5(1), 73–84. <https://doi.org/10.35878/santri.v5i1.988>

- Rahman, G. Y. R. & Gunawan. (2025). Modal Sosial untuk Kemandirian Ekonomi Santri: Studi Kasus di Pesantren Al-Amin Tasikmalaya. *Reslaj: Religion Education Social Laa Roiba Journal*, 7(9). <https://doi.org/10.47467/reslaj.v7i9.9106>
- Rahman, Z. D., Fikri Fauzan, M., Syarifudin, E., & Lugowi, R. A. (2025). Dua Wajah Kepemimpinan Pendidikan Indonesia: Komparasi Arketipe Kepala Sekolah Birokratis dan Kiai Karismatis di Persimpangan Tradisi dan Modernitas. *Jurnal Kependidikan*, 13(3), 405–422. <https://doi.org/10.24090/jk.v13i3.14752>
- Ranisa, S., Maryani, B., Hariani, N., Aslamiah, & Cinantya, C. (2025). Manajemen Pelayanan Mutu dalam Mewujudkan Sekolah Unggul. *Didaktika: Jurnal Kependidikan*, 14(4 Nopember), 7421–7434. <https://doi.org/10.58230/27454312.3146>
- Ridwan, W., Adang Hambali, Hasan Basri, Dadan Nurul Haq, & Meenu Sharma. (2025). Implementation of Total Quality Management (TQM) in Improving School Quality. *International Journal of Islamic Educational Research*, 2(4), 113–122. <https://doi.org/10.61132/ijier.v2i4.490>
- Salsabila, I., Meiliani, D., Maharani, S., & Reza Noprial Lubis. (2025). Desain Penelitian Studi Kasus. *Jurnal Arjuna: Publikasi Ilmu Pendidikan, Bahasa Dan Matematika*, 3(3), 245–254. <https://doi.org/10.61132/arjuna.v3i3.1937>
- Setiawan, D., Bafadal, I., Supriyanto, A., & Hadi, S. (2020). Madrasah berbasis pesantren: Potensi menuju reformasi model pendidikan unggul. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 34–43. <https://doi.org/10.21831/jamp.v8i1.27871>
- Soliha, I., Faridi, F., & Tobroni, T. (2025). Building Transparency and Accountability: Implementation of Good Governance in Modern Islamic Boarding Schools of Muhammadiyah Paciran. *International Journal Of Education, Social Studies, And Management (IJESSM)*, 4(3), 1326–1339. <https://doi.org/10.52121/ijessm.v4i3.573>
- Suyati, S., Wandira, A., Hasanudin, I., Hikmatiah, W., & Tania, N. (2025). Peran Komite Sekolah dalam Meningkatkan Pendidikan Masyarakat melalui Optimalisasi Dana BOS Kinerja di Kabupaten Buton Tengah. *AKADEMIK: Jurnal Mahasiswa Humanis*, 5(3), 1497–1504. <https://doi.org/10.37481/jmh.v5i3.1647>
- Tirtaningrum, R., Albab, U., & Dwijosusilo, K. (2025). Tata Kelola Kolaboratif Antara Pemerintah Daerah, Sekolah, dan Komunitas dalam Meningkatkan Kualitas Pendidikan Dasar di Kabupaten Sidoarjo. *RISOMA: Jurnal Riset Sosial Humaniora dan Pendidikan*, 3(6), 43–54. <https://doi.org/10.62383/risoma.v3i6.1243>
- Zahra, W. A. (2025). Quality Education through Pesantren, Madrasahs, and Islamic Schools in Globalization Dynamics: Pendidikan Berkualitas Melalui Pesantren, Madrasah, dan Sekolah Islam dalam Dinamika Globalisasi. *Indonesian Journal of Islamic Studies*, 13(3). <https://doi.org/10.21070/ijis.v13i3.1776>
- Zarhasih, U. U., Ifendi, M., & Velyna, T. (2025). Manajemen Quality Assurance sebagai upaya Peningkatan Kepercayaan Masyarakat terhadap Sekolah Studi di MTS Hubbul Wathon Sangatta Selatan. *Jurnal Manajemen Dan Pendidikan Agama Islam*, 3(4), 360–369. <https://doi.org/10.61132/jmpai.v3i4.1335>