

BUILDING A CULTURE OF QUALITY IN MADRASAS: THE STRATEGIC ROLE OF SCHOOL COMMITTEES

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Abstract:

This research aims to analyze and understand the role and function of the madrasa committee, the strategy of the madrasa committee, and the obstacles faced by the madrasa committee in building a culture of quality at MAN 2 Banyuwangi. This research uses a qualitative approach with a case study type. The data collection technique is through observation, interviews, and documentation. Meanwhile, data analysis is carried out through data condensation, data presentation, and drawing conclusions/verification. The results of this research show that the role, and function of the committee in building a quality culture is to act as a controller, mediator, and donation manager. The committee's strategy for building a mutual culture is using committee figures, building networks, collaborating with the community, building community trust, branding image, and regular meetings. Meanwhile, the obstacles faced by the committee were differences in paradigm, awareness, and busyness of each member.

Keywords: Committee, Madrasah, Culture, Quality.

Abstrak:

Penelitian ini bertujuan untuk menganalisis dan memahami peran dan fungsi komite madrasah, strategi komite madrasah dan kendala yang dihadapi komite madrasah dalam membangun budaya mutu di MAN 2 Banyuwangi. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan datanya melalui observasi, wawancara, dan dokumentasi. Adapun analisis datanya dilakukan melalui kondensasi data, penyajian data dan penarikan kesimpulan/verifikasi. Hasil dari penelitian ini menunjukkan peran dan fungsi komite dalam membangun budaya mutu adalah menjadi pengendali, mediator, dan pengelola donasi. Strategi komite dalam membangun budaya mutu melalui memanfaatkan figur komite, membangun jaringan, kolaborasi dengan tokoh masyarakat, membangun kepercayaan publik, *branding image* dan pertemuan rutin. Sedangkan kendala yang dihadapi komite adalah perbedaan paradigma, kesadaran, dan kesibukan masing-masing anggota.

Kata Kunci: Komite, Madrasah, Budaya, Mutu.

INTRODUCTION

Quality culture is an important part that must be improved in madrasas (Masyitoh et al., 2023; Newby, 1999). The culture of quality must be improved considering that currently competition for madrasas continues to be competitive (Khaudli & Mubarak, 2020; Surahman & Salmon, 2023). This effort is made by madrasas to maintain the existence and commitment to competitive competition of madrasas in the 5.0 era, both on a regional, national and international scale (Aimah & Quswa, 2019; Eldaia et al., 2023). Improving the culture of quality can be done with madrasah programs and policies in response to this competition. PP Trust. No. 4 of 2022 concerning national education standards, improving the quality culture of madrasas as an effort to fulfill these standards. The implementation of a madrasah quality culture cannot be separated from the support, role, and function of the madrasah committee as a partner to the school principal (Aryanti & Suhardan, 2020; Nofiyana & Usriyah, 2022; Sri et al., 2021).

Republic of Indonesia Minister of National Education Decree No. 044/U/2002 concerning education boards and school committees emphasizes the goals and functions of committees that madrasah committees carry out four roles as follows: (1) providing advice, (2) supporting, (3) supervising, and (4) mediating. These four committee roles are not independent roles but are interconnected. roles between each other" (Winoto, 2021). Of course, the important role of this committee is the basis that the existence of the committee is not only a complement to the structure but has a vital role in building the quality of the madrasah through guidance, advice, and contributions.

Etymologically, quality is defined as a structured process to improve the output produced. According to Sallis, speaking about quality cannot be separated from the presence of three important figures, namely, Edwards Deming, Joseph Juran, and Philip B. Crosby. (Arcaro, 2005). Quality is defined as "*Quality can be defined as that which satisfies and exceeds customers' needs and wants*". "*Quality can be defined as something that satisfies and exceeds customer needs and desires.*" Meanwhile, Crosby defines quality as "*conformance to requirements*", namely "*as required or standardized*". (Salis, 2006). Quality plays an important role in the progress of educational institutions, the term quality assurance in education is known as Total Quality Management (TQM). TQM as a strategic effort to improve the quality of education. Quality in the Islamic context is relevant to the content of the Qur'an in Surah Al-Baqarah Verse 148, namely "*Fastabiqul Khairat*" which means "*competing in goodness*". The meaning of this verse is the same as the meaning of quality, namely oriented towards continuously improving the quality of goodness.

Some related research shows that school committees contribute in providing support to madrasas. (Efendi et al., 2020; Ismail & Salahuddin, 2020; Nofiyana & Usriyah, 2022; Sri et al., 2021). In addition, the leadership of school principals and school committees towards a culture of quality and teacher performance. (Damanik, et al., 2023; Hidayati et al., 2021; Mustajab et al., 2023). Other research related to quality culture shows the influence of intrinsic and extrinsic motivation on higher education performance (Iqbal et al. 2023). Likewise, the importance of strengthening a trust-based quality culture for educational institutions (Dzimińska, et al., 2018; Verschueren, et al., 2023) can

improve performance (Ali & Musah, 2012; Surahman & Salmon, 2023). Abroad research on Quality Culture in Improving educational institutions. (Eldaia et al., 2023; Huong, 2018; Masyitoh et al., 2023) To measure quality culture requires a comprehensive approach in educational institutions (Hildesheim & Sonntag, 2020).

Some of the research above shows how important the role of quality committees and culture is in educational institutions both domestically and abroad. Specifically, some of the research above still does not fully discuss the role and function of committees in building a culture of quality, especially in Islamic educational institutions in state madrasah aliyah. This is the basis for why this research needs to be carried out. Considering that a culture of quality needs to be developed considering that competition for madrasas and schools in Banyuwangi continues to be tight.

The urgency of this research is to analyze and understand the role and function of the madrasa committee, the strategy of the madrasa committee, and the obstacles faced by the madrasa committee in building a culture of quality at MAN 2 Banyuwangi. We know that community involvement in the realm of education, represented by committees, is a function and role regulated by the government in regional autonomy, so the important role of school committees apart from being supervisors and mediators is a strategic role that helps school managers in realizing a culture of quality education.

The existence of school committees in educational institutions is evidence of a shift in the educational paradigm from centralization to decentralization (regional autonomy). For this reason, it is highly hoped that school committees will be able to play their roles and functions well so that national education goals can be achieved. Every region with its diverse communities certainly also has potential and educational standards, so the school committee in this case becomes a mediator and supervisor for the community to achieve educational standards and hone the potential of the community so that competencies are realized by what is expected to be needed (Endra, 2016; Khaudli & Sari, 2022).

The culture of quality education is the shared responsibility of all stakeholders, including the school committee, whose role and function are currently becoming more contributive, however, the role and function of the school committee are not yet fully in accordance with the mandate of regional autonomy, so there are still different roles and functions. less significant from the school committee towards building a culture of quality in schools (Mustadi et al., 2016). So that it does not become a phenomenon, the role and strategy of school committees as mediators, advisors, and quality controllers need to continue to be socialized by the mandate of regional autonomy in achieving national education goals through strategies for increasing quality human resources (Aimah & Quswa, 2019; Aimah & Laeliah, 2021; Samsidar, 2018).

Implementation of a quality culture refers to practices, norms, and values aimed at improving the quality of education in madrasas. This includes a collaborative culture, a spirit of hard work, open communication, active participation by school committees, as well as values that encourage innovation and continuous improvement in the field of education. This culture of excellence

can help improve school performance and create an environment that supports student academic growth and character development. By creating an inspiring and supportive learning and work environment, madrasas can produce students who have a high enthusiasm for learning and educators who are motivated to provide the best for student development. This will have a positive impact on students' academic achievement and personal development, as well as educator satisfaction and well-being.

Based on observations, the madrasa committee has high enthusiasm in carrying out its duties, but in practice it faces several challenges. This phenomenon occurred because perhaps there was a lack of synergy between the MAN 2 Banyuwangi committees to foster a culture of quality. This is due to the implementation of the committee's role not always by expectations. However, their presence is very important, especially in providing input for education policy, providing financial, intellectual and labor support, monitoring transparency and accountability, and acting as a mediator between the government, other madrasah aliyah and the community. Moreover, MAN 2 Banyuwangi is in an area where there is a lot of competition between similar educational institutions, both high schools and Madrasah Aliyah.

RESEARCH METHOD

This research uses a qualitative approach, namely creating a complex picture by examining words, detailed reports and conducting studies in natural situations (Moleong, 2013) and (Creswell, 2017). Meanwhile, this type of research is a case study based on the opinion (K. Yin, 2018) that case study research provides a clear point on the concept of why a decision was made, how it was implemented, and what the results were in a deep understanding of the phenomenon based on collecting descriptive, narrative and chronological data about the role of and committee functions, strategies and obstacles in cultivating a culture of excellence at MAN 2 Banyuwangi.

The location of this research is MAN 2 Banyuwangi. The reason for choosing the location is because MAN 2 Banyuwangi is that this madrasa has been accredited A and competition for schools and madrasas in that location is very tight, so it requires the participation of a committee in building and maintaining a quality culture. This research was conducted for three months. Researchers are present at the research location as key instruments. The informants in this research were the school principal, committee, teachers and student guardians. This research will use data collection techniques, namely observation, interviews and documentation (Sugiyono, 2013). Initially, semi-structured interviews were conducted with school principals, committees, teachers and student guardians. The aim is to understand their role in forming a quality culture at MAN 2 Banyuwangi. Second, direct observations were carried out at MAN 2 Banyuwangi to find out directly the condition of the madrasa facilities and infrastructure and the work culture that was developed at the madrasa. Third, documentation will be used to obtain supporting data in the form of documents or archives of activities related to the role and function of the committee in building a quality culture at MAN 2 Banyuwangi.

To test the credibility of the data, researchers carried out technical

triangulation and source collation (Muhid, 2020; Sugiyono, 2017). The data analysis in this research uses interactive analysis of Miles, Huberman and Saldana's theory, namely: data condensation, data presentation, and drawing conclusions/verification (Miles, et. al, 2014).

FINDINGS AND DISCUSSION

The Role and Function of the Madrasah Committee in Building a Quality Culture

The madrasa committee has an important role and function in the running of MAN 2 Banyuwangi. The management of MAN 2 Banyuwangi must have control and direction from the madrasa committee. Based on information from an interview with Dedi Irwantoko, Chairman of the MAN 2 Banyuwangi Committee:

"The role and function of the madrasa committee is very important in running MAN 2 Banyuwangi. The committee plays a role in controlling madrasa activities by synergizing with the school principal, becoming a school mediator with external stakeholders, and managing donations of funds sourced from the community. Every year the committee carries out an evaluation of work with madrasas."

The existence of regional autonomy is the basis for the formation of education councils at the district level and madrasah committees, which shows the giving of authority to the community to be involved in the realm of education with the community, as the role of the community in education is that of those responsible other than parents and teachers (Samsidar, 2018b); Winoto, 2021). Even though not all school committees have the role expected, the existence of a school committee is a necessity (Mustadi, Zubaidah, & Sumardi, 2016). Likewise, as controllers and mediators in improving school quality, the school committee plays an important role in determining educational goals together with the school principal (Hanafi, 2015).

The existence of the committee becomes very urgent considering the statement of the committee chairman. The committee is a partner of MAN 2 Banyuwangi in building the quality of madrasas. What the chairman of this committee said was in line with the opinion of Saeroji as Head of MAN 2 Banyuwangi who stated:

"The committee must synergize with MAN 2 Banyuwangi. The committee is an important part of the running of MAN 2 Banyuwangi. We continue to work together for the progress of MAN 2 Banyuwangi."

From the statements of the two informants, it can be understood that the practical role and function of the committee at MAN 2 Banyuwangi is in line with Minister of National Education Decree 044/U/2002 (Winoto, 2021). More detailed findings regarding the role and function of the MAN 2 Banyuwangi committee can be seen in Figure 1 below:

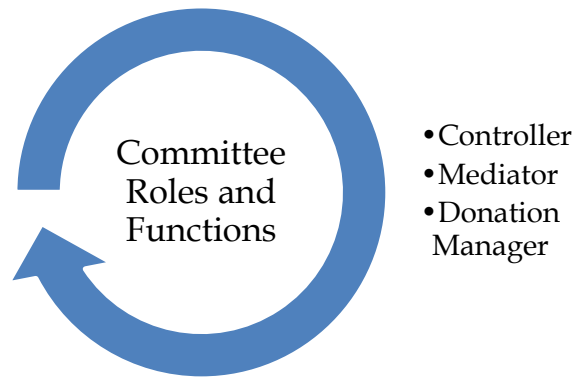


Figure 1. Role and Function of the MAN 2 Banyuwangi Committee

In more detail, the roles and functions of the committee in Figure 1 are explained in detail in Table 1 below:

Table 1. Roles and Functions of the MAN 2 Banyuwangi Committee

Role and function	Information
Controller	Synergize with the school principal in controlling activities, for example: monthly monitoring and evaluation meetings, formulating vision and mission, RKAM (Madrasah Budget Work Plan), and providing motivation.
Mediator	Madrasah mediator with external stakeholders. For example, in solving problems that occur in madrasahs. Provide input (advice) in determining madrasah policies.
Donation Manager	Managers of funds from community donations to madrasahs are obliged to report them accountably.

Table 1 above explains the role and function of the committee as controller, mediator, and donation manager.

Controller of Madrasah Activities with the Head of the Madrasah

The school committee together with the madrasah principal builds a culture of quality, including by controlling activities, in the form of: holding monitoring and evaluation meetings every month, in addition to formulating a vision and mission, RKAM (Madrasah Budget Work Plan) before the new school year and evaluating it at the end of the school year, motivating and recommending improving the quality of education by sending students to Olympics or competition events according to their interests and talents at regional and national levels. This was stated by Dedi Irwantoko, Chairman of the MAN 2 Banyuwangi Committee:

"We are involved in meetings at this madrasa to prepare the madrasa budget, for example, the RKAM (Madrasah Budget Work Plan) which is received from the BOS (School Operational Assistance), the aim is to ensure that the quality of the

madrasa can be well controlled, including we are also involved in the regular monthly madrasa meetings which tends to be related to learning monitoring and evaluation, apart from that it also recommends that students take part in competitions, namely national Olympiads and regional level competitions according to students' interests and talents."

As the controller of activities, the madrasa committee, in this case, is directly involved and its role and function are seen to be very good together with the madrasa head to build a culture of quality in line with research (Hildesheim & Sonntag, 2020; Ismail & Salahuddin, 2020; Nofiyana & Usriyah, 2022). Madrasah committees, in general, are a form of government policy in involving the community in managing education in accordance with the role of the community in education, namely those in charge. The function of the committee as controller is also part of the responsibility of institutional management (Oktaviana et al., 2023. ; Efendi et al., 2020; Ismail & Salahuddin, 2020) Apart from that, the role of the committee at MAN 2 Banyuwangi runs in accordance with the mandate of Minister of National Education Decree 044/U/2002 that the committee as supervisor, of course, the controller is part of the supervisory role (Winoto, 2021). So it can be concluded that the role of the committee as a controller is proven by the committee's involvement in the RKAM (Madsah Budget Work Plan) from BOS as a form of involvement in audits (Agyei & Yeboah, 2019; Megawaty, et al., 2021), and recommending activities to support student achievement in regional-level competitions according to student interests and talents.

School Mediator with External Stakeholders

The next role is for the committee to become a mediator. The committee's role as a mediator is only to help the madrasah and stakeholders by not deciding, imposing its views on problems in the mediation process (Dzimińska et al., 2018; Efendi et al., 2020; Ismail & Salahuddin, 2020). The committee plays a role in mediating madrasahs with external stakeholders, for example in resolving problems that occur in madrasahs. Apart from that, the committee also provides input (advice) in determining solutions to madrasah policies. The Committee encourages schools and stakeholders to directly play a role in the mediation process. The committee explores and explores the interests of the madrasah and stakeholders and looks for alternative solutions that are best for the madrasah and stakeholders. This is by what was conveyed by Dedi Irwantoko, Chairman of the MAN 2 Banyuwangi Committee:

"The second role is to be a mediator. "The mediator in question is to mediate problems that occur between MAN 2 Banyuwangi and external parties or stakeholders."

As we all know, being a mediator is not an easy job, but quite the opposite. The Committee is neutral and moderate in finding solutions to problems with decisions that are beneficial for both parties (Eldaia et al., 2023; Welch et al., 2020). The committee as a mediator is a neutral party in assisting in the negotiation

process in finding solutions to resolve disputes without forcing a settlement. The principle of the committee is to act neutrally, help both parties and not decide or force a solution. This is the opinion (Bisri 2020) that mediators have a strategic role in education management. Apart from that, the committee's role as a mediator is run by the mandate of Minister of National Education Decree 044/U/2002 (Winoto, 2021).

Become a Donation Manager from the Community

The final role of the committee is to manage funds sourced from donations or assistance from the community. Being a manager of donation funds is a big responsibility that must be maintained and held accountable (Aryanti & Suhardan, 2020; Damanik et al., 2023; Megawaty et al., 2021; Sri et al., 2021). Dedi Irwantoko, Chairman of the MAN 2 Banyuwangi Committee said:

"Managing public funds is a trust that must be maintained. Everyone must be held accountable before Allah SWT and society. The Committee is committed to using these funds for the benefit of the development of MAN 2 Banyuwangi. We will all be held accountable before Allah SWT. As in the hadith of the Prophet, every one of you is a leader, and every leader will be held accountable for what he leads. We uphold this mandate according to the hadith of the Prophet."

The committee's commitment to managing sources of public assistance funds is to use simple financial management functions, namely planning the use of funds, carrying out activities, and reporting on the use of funds using accountability principles and being accessible to the general public. In using these funds, of course, involving the head of the madrasah as the implementer, the committee only carries out monitoring, evaluation and reporting. The committee and madrasah partner for the progress of MAN 2 Banyuwangi. This is in line with the view (Megawaty et al., 2021; Prayoga & Irawan, 2020) that the management of public funds is managed with transparent reporting and control planning which is properly accounted for to the public (Aryanti & Suhardan, 2020; Riinawati, 2024).

Madrasah Committee Strategy for Building a Quality Culture

The committee's strategy in changing the strategic plan to build a quality culture is concrete action by executing the plan in a practical activity (Agyei & Yeboah, 2019; Hildesheim & Sonntag, 2020; Sihombing, et al., 2024). Statement regarding quality according to Syamsul Hadi, deputy head of curriculum at MAN 2 Banyuwangi:

"MAN 2 Banyuwangi wants to continue to achieve the best quality. The numerous achievements of teachers and students at the national level must be maintained and continuously improved."

This statement shows the seriousness of MAN 2 Banyuwangi in maintaining quality. This noble desire certainly requires the support of related

parties, including in this case the madrasa committee. So the committee also made a strategy to realize this noble goal based on information from Dedi Irwantoko, Chairman of the MAN 2 Banyuwangi Committee:

"To build a culture of quality at MAN 2 Banyuwangi, the committee team created a strategy with 6 strategies, namely utilizing committee figures, building networks, collaborating with community leaders, building public trust, improving branding image and holding regular meetings. We continue to carry out this strategy to support the achievement of the vision and mission of MAN 2 Banyuwangi specifically and to build quality at MAN 2 Banyuwangi."

Building a quality culture is a noble goal that must be realized. The desire to fulfill the desires of educational customers and continue to make continuous improvements is by theory (Arcaro, 2005; Salis, 2006). Regarding quality culture, both the committee and the head of MAN 2 Banyuwangi are very committed to achieving the best as per research (Damanik et al., 2023; Newby, 1999; Verschueren et al., 2023). Madrasas must formulate appropriate solutions to improve quality based on research (Efendi et al., 2020) and also foster a culture of excellence that strengthens research (Febrianti et al., 2023).

More detailed findings regarding the Banyuwangi MAN 2 committee strategy in building quality can be seen in Figure 2 below:



Figure 2. MAN 2 Banyuwangi Committee Strategy

In more detail the committee strategy in Figure 2 is explained in detail in Table 2 below:

Table 2. MAN 2 Banyuwangi Committee Strategy

Strategy	Information
Utilizing Characters (Figures)	The MAN 2 Banyuwangi committee team is filled with several religious and community leaders.

Building a Network (networking)	Networking by collaborating with educational institutions in both formal, informal and non-formal forms.
Collaboration with Community Figures	Collaboration by establishing cooperation with community leaders. Be it religious leaders, youth leaders, community leaders.
Building Public Trust	Able to ensure public trust that MAN 2 Banyuwangi has high commitment and integrity.
Improve Branding Image	Committed to improving the branding image with the aim of MAN 2 Banyuwangi having high competitiveness. Currently MAN 2 Banyuwangi is a MAN based on Islamic boarding school education because it has a ma'had which has been established since 2014.
Conduct Regular Meetings	Regular meetings are held once a month to synergize the committee with MAN 2 Banyuwangi management.

Table 2. above explains the committee's strategy in building a quality culture with 6 strategies that have been formulated by the MAN 2 Banyuwangi committee.

Utilizing Characters (Figures)

The committee's figures certainly have an impact on providing influence. Being on a committee as a *public figure* in society influences course. Based on the Decree of the Minister of National Education of the Republic of Indonesia No. 044/U/2002 (Winoto, 2021) that the function of the committee is to play an advisory role. This is of course very relevant if a committee member as a figure can influence his subordinates, of course, this strategy is very appropriate because a figure has this skill. The success of a leader is when he is able to move his subordinates according to research (Damanik et al., 2023; Ismail & Salahuddin, 2020). The MAN 2 Banyuwangi committee team is filled with several religious and community leaders. The hope from this is of course that the committee will be able to have an influence on society.

Building a Network (networking)

The world of education today is closely linked to networking. Networking can help gain relationships, connections, madrasa partners, and *benchmarking* madrasas. The networking carried out by MAN 2 Banyuwangi is by collaborating with educational institutions in both formal, informal and non-formal forms. This is by the opinion of (Banamtuan & Baun 2021; Efendi et al., 2020; Nofiyana & Usriyah, 2022) that collaboration between school stakeholders, School Committees, and the community opens opportunities for joint program development. Among the forms of formal networking, for example, Madrasah Aliyah or with universities, both local and national. Meanwhile, Informal environmental networking, for example: course institutions, educational communities in the community, and non-formal institutions by collaborating with Islamic boarding schools, TPQ, and mosque foundations. This is done to carry out public relations at MAN 2 Banyuwangi in conveying information about MAN 2 Banyuwangi's achievements and accepting participants. new students and other information related to MAN 2 Banyuwangi.

Collaboration with Community Leaders

The collaboration carried out by the madrasah committee is by collaborating with community leaders. Be it religious leaders, youth leaders, or community leaders. This is intended to help the committee in getting support in conveying information on MAN 2 Banyuwangi. The information in question is related to MAN 2 Banyuwangi's achievements, acceptance of new students, and other information related to MAN 2 Banyuwangi. This is in accordance with the opinion (Banamtuan & Baun 2021; Efendi et al., 2020; Nofiyana & Usriyah, 2022) that collaboration in joint program development is to increase student potential and the quality of madrasahs.

Building Public Trust

Building public trust is a form of commitment to the madrasah committee. How is the committee able to ensure that MAN 2 Banyuwangi is a madrasah that is highly committed to building quality through the achievements of its teachers and students. This is in line with the opinion of (Erdiyanto et al., 2020; Mustajab et al., 2023; Newby, 1999; Verschueren et al., 2023) regarding the importance of a culture of excellence, ensuring education runs smoothly and is effective in building public trust.

Of course, this needs to be conveyed with high commitment and integrity. Building public trust through the integrity of MAN 2 Banyuwangi is by achieving the vision and mission, achieving high achievements for both teachers and students and "A" madrasah accreditation. Apart from that, the MAN 2 Banyuwangi committee is committed to establishing relationships with society and the community by meeting the expectations of the educational customer community and improving educational services at MAN 2 Banyuwangi. This effort is a form of desire to fulfill educational customer satisfaction and continue to make continuous improvements by quality theory (Arcaro, 2005; Salis, 2006). Likewise, the importance of a quality culture developed abroad (Eldaia et al., 2023; Huong, 2018; Newby, 1999).

Improve Branding Image

The branding image built by MAN 2 Banyuwangi is the image or name that exists in the minds of educational customers. The Committee is committed to improving the branding image with the aim of MAN 2 Banyuwangi having high competitiveness. The right strategy in branding image can increase the competitiveness of MAN 2 Banyuwangi. MAN 2 Banyuwangi is a madrasah that wants to be successful in the future. In the competitive era of society, 5.0 MAN 2 Banyuwangi must continue to implement good marketing as a form of quality culture as well as research (Ali & Musah, 2012; Siswanto, 2022; Surahman & Salmon, 2023). This is done to get the number of students who excel because MAN 2 Banyuwangi always carries out selection. After all, the increasing number of interested prospective students can raise the positive image of MAN 2 Banyuwangi. Currently, MAN 2 Banyuwangi is a MAN based on Islamic

boarding school education because it has a ma'had which has been established since 2014. This has become a separate brand image for MAN 2 Banyuwangi. What is being done is to fulfill the PP's mandate. No.4 of 2022 concerning national education standards (Winoto, 2021).

MAN 2 Banyuwangi has a superior concept, namely the vision and mission of the madrasah "to create *people with achievements and noble morals based on faith and piety*". Achieving the vision with the following indicators: having quality graduates, achieving academic and non-academic achievements, being skilled in appropriate technology, and being obedient to the teachings of the Islamic religion. Through this vision, MAN 2 Banyuwangi can develop the quality of education by what is aspired to. One of the advantages of MAN 2 Banyuwangi is that it is one of the MANs in Banyuwangi which has a ma'had (Islamic boarding school) named "Ma'had Al-Qosimi". Students can be placed in Ma'had to study the Yellow Book in early education. This is an effort to achieve its vision and indicators. This all requires awareness of the importance of quality Islamic education in society based on research (Ningsih, 2019) and the importance of Islamic values (Fatayan et al., 2019). Madrasah's brand image in meeting current developments and industry needs, so that students can compete globally after graduating, strengthens research (Nata, 2018).

Conduct Regular Meetings

The MAN 2 Banyuwangi Committee holds regular meetings once a month. The purpose of this meeting is to synergize the committee with the management of MAN 2 Banyuwangi. This meeting is held to obtain and provide information, solve problems, plan activities, evaluate activities, and find follow-up solutions to the evaluation results. By meeting, the madrasah committee can ensure that the entire educational process runs efficiently and effectively and strengthens research (Efendi et al., 2020; (Aryanti & Suhardan, 2020; Gidayani, Kholid, Meriyati, Septuri, & Koderi, 2022; Megawaty et al., 2021). This activity is very important and is carried out regularly. Regular meetings are held by inviting all committee members and the head of the MAN 2 Banyuwangi madrasah to attend with its representatives. This effort is to implement educational management functions effectively, especially the evaluation function to ensure the smooth operation of the institution (Bisri, 2020).

Madrasah Committee Obstacles in Building a Quality Culture

The problem with madrasah committees is that the viewpoints (paradigms) of each HR party are not the same, which sometimes affects the committee's performance. The desire to improve the quality-related culture of MAN 2 Banyuwangi also has obstacles from the awareness of committee members, who sometimes still do not fully understand the importance of building quality. Apart from that, the busyness of each member means that less focus on team performance is also one of the obstacles for the MAN 2 Banyuwangi committee.

CONCLUSION

The role and function of the committee in building quality at MAN 2 Banyuwangi is by (1) Becoming a controller. The madrasah committee synergizes with the school principal in controlling activities, for example monthly monitoring and evaluation meetings, formulating vision and mission, RKAM (Madrasah Budget Work Plan, and providing motivation. (2) Becoming a mediator. Becoming a madrasah mediator with external stakeholders, for example in resolving problems what happens at the madrasah. Provide input (advice) in determining madrasah policies (3) Become a manager of donations. Become a manager of funds from community donations for the madrasah who are obliged to report them accountable (1) utilizing committee figures, (2) building networks, (3) collaborating with community leaders, (4) building public trust, (5) improving branding image and (6) holding regular meetings. Obstacles for madrasah committees in building a quality culture are (1) the paradigms of each HR party are not the same, which sometimes affects the committee's performance, (2) the awareness of committee members who do not fully understand the importance of building quality and (3) the busyness of each member makes lack of focus on the performance of the MAN 2 Banyuwangi committee team.

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