

Empowerment of PAI Supervisors Through Supervisory Working Groups

Anan Baehaqi^{1*}, Iim Wasliman², Yosai Iriantara³, Ida Tedjawiani⁴

^{1,2,3,4}Universitas Islam Nusantara Bandung, Indonesia

* Corresponding author:

Email: azkiaelbaehaqi@gmail.com

Abstract.

Empowerment of PAI Supervisors through the Supervisory Working Group (Research on PAI Pokjawas West Java Province). The research problem starts from the strategic position of Pokjawas as a supervisory organization for PAI supervisors but, on the one hand, shows the low competence of PAI supervisors and the lack of competency development by the authorities. That became the foundation of Kindervatter's theory of empowerment. This research aims to explore the implementation of PAI supervisor empowerment through Pokjawas in West Java Province. Specifically, it is to find out the efforts of Pokjawas The results showed that the appointment of PAI supervisors through Pokjawas in the form of (1) developing the potential (enabling) of PAI supervisors indicated by the existence of a supervisory competency development program, developing supervisory resources, building and encouraging the independence of the new supervisors for the most part; (2) building the power (empowering) of PAI supervisors is made by reinforcing to improve the competence of PAI supervisors that are already running, but not yet PAI supervisors are involved in this (3) protecting by fighting for the rights of members so that PAI supervisors feel calm, comfortable and prosperous in carrying out their duties (4) innovating for PAI supervisors by developing supervisory information systems and technology, developing supervisory supervision models, utilizing organizational information media to improve supervisory competence.

Keywords: Empowerment, PAI Supervisor, Pokjawas.

I. INTRODUCTION

A. Background of the problem

The formation of students with positive character (*akhlakul karimah*) at school is the responsibility of all subjects taught at school. However, Islamic Religious Education (PAI) is one of the subjects that is considered the foremost in matters of character building for students because, since its presence, it has carried the mission of forming noble character, which ultimately shapes the character of students to become human beings who are faithful and pious. To realize this, an effective strategy is needed so that PAI learning in schools can instill and strengthen character in awareness of worship the ability to read the Koran as a reference source. In addition, it must also be followed by religious values that can adapt to the demands of a more forward-looking view, one of which is learning that is oriented to the challenges of the 21st century. Islamic Religious Education teachers are the spearhead of fostering religious life in schools. In this condition, PAI teachers are required to be individuals who can be imitated and have broad spiritual-scientific insight and can convey teaching materials on sacred and *dogmatic* religious teachings, but are expected to be able to grow, facilitate how students can build productive and effective relationships both with the community inside and outside the school. This must be done consistently, continuously, fairly, and equitably. PAI quality assurance in schools is necessary to achieve these goals so that coaching and supervision are planned and sustainable from PAI supervisors.

With this guidance and supervision, PAI teachers can carry out PAI learning in schools, which are expected to be more effective and efficient. The good and bad of PAI teachers are part of the picture of the good and bad performance of the PAI supervisors who foster them. In addition, PAI supervisors must also be able to guide groups of teachers and school principals, namely at KKG/MGMP or KKKS/MKKS. In this position, PAI supervisors have the task of coaching and training to inspire, motivate, facilitate, initiate and enlighten PAI teachers regarding the competencies that teachers must possess. If you do not understand and are not skilled in guidance and training activities, then in that position, the supervisor can lose his authority

and prestige in front of his foster teacher. In a situation like this, the performance of educational supervision carried out by each school supervisor is very important and strategic for achieving the ultimate goal of education and improving the quality of educational processes and services. The existence of competent supervisors is essential in improving the quality of education. School supervisors must possess competencies as stated in the Regulation of the Minister of National Education number 21 of 2007, including personality competencies, managerial supervision competencies, academic supervision competencies, educational evaluation competencies, research development competencies, and social competencies. As the manager of religious education in schools, the Ministry of Religion develops competency standards for PAI supervisors, namely personality competencies, managerial supervision competencies, academic supervision competencies, educational evaluation competencies, research and development competencies, social competencies, spiritual competencies, and leadership competencies.

(Ministry of Religion, 2012: 68) To increase these competencies, it is necessary to empower supervisors as civil servants, which is a must. This is as stated in Article 7 of the Law on teachers and lecturers that the empowerment of the teaching profession or the appointment of the lecturer profession is carried out through self-development that is carried out in a democratic, fair, non-discriminatory, and sustainable manner by upholding human rights, religious values, moral values, culture, national pluralism, and professional code of ethics. Martoyo in Benjamin (2016) argues that the purpose of empowering apparatus resources is, among others, to improve the effectiveness and efficiency of employees' work. Because by being assigned, the apparatus will experience changes: 1. knowledge of the apparatus 2. skills of the apparatus 3. attitude of the apparatus towards their duties. However, in reality, there are problems related to the pattern of coaching PAI supervisors that are not appropriate, career awards are not clear, or supervisors are not given space to empower to improve or show their abilities and become spectators outside the fence. School supervisors are not given the freedom and opportunity to increase their capacity amid the ongoing program frenzy. However, the negative impact of this failure was then addressed to the school supervisor. Another problem is related to inadequate supervisory competence development.

For example, since the PAI supervisor was appointed until he had carried out his duties, he had never participated in any form of competency improvement, both workshops, education and training, technical guidance related to PAI supervision. In addition, the unclear pattern of career development for PAI supervisors is carried out by coaching officials, especially for supervisors appointed by the Regional Government. Is the guidance carried out by officials of the ministry of religion or by officials within the Regional Government as the agency that fixed it. These facts are sometimes mutually pulled or stretched. As a result, PAI supervisors are not clear about their status. These problems, of course, significantly affect the competence of PAI supervisors as quality guarantors in guiding PAI teachers to become professional teachers who can plan, implement, and develop curricula for their classes (Mulyasa, 2005: 21). Experienced teachers will be realized if the teacher has professional, pedagogic, personality, and social competencies as normative requirements. Competent and professional teachers have become a fundamental need to achieve educational goals optimally. Because it is in the hands of the teacher that the future of the nation's children is at stake. The success of future students is strongly influenced by the transformation, formation, development, training, and habituation of character through the educational process in schools. Seeing the facts above, the researcher sees an opportunity that the PAI supervisory working group (Pokjawas) can do to improve the competence of PAI supervisors.

Pokjawas is a forum for professional development activities to enhance cooperative and functional relations between supervisors within the Ministry of Religion (anonymous, 6: 2012). Seeing its existence, Pokjawas has a strategic position in giving color to PAI supervisors. The purpose of establishing Pokjawas PAI is to create competent and professional personnel according to their supervisory field and a means of maximizing task activities and performance with work productivity so that the implementation of supervisory duties is optimal to improve the maximum quality of education. Pokjawas is a professional organization that oversees PAI as a place to share the best experiences as a learning community for its members. PAI supervisors in the PAI Pokjawas organization live in togetherness and peerage, united in

making various efforts to develop the profession they are involved in. The problem is whether Pokjawas PAI West Java Province can bridge the increase in PAI supervisors? What things can PAI Pokjawas do to increase the competence of PAI supervisors? Given that the duties and responsibilities of PAI supervisors are very strategic in improving the quality of PAI in schools, the PAI Pokjawas also has a strategic position in enhancing the quality of PAI supervisors. So on that basis, the researcher raised it in the title of the research on **Empowerment of PAI Supervisors through the Supervisory Working Group** (Research in West Java Province).

B. Theoretical basis

1. Empowerment Theory

Kindervatter (2014: 13) explains empowerment: *empowering is: People gaining an understanding of and control over social, economic, and/or political forces to improve their standing in society*. From this understanding, it can be explained that empowerment is a community that gains knowledge and control over social, economic, and/or political forces to improve its position in society. This understanding indicates that empowerment is an educational process held based on, at the same time aiming to raise awareness of the people around them both related to social, economic, and political issues so that they can improve their condition or position in front of them the community much better.

Torre in Parson (1994:106) explains.

"1) A development process begins with individual growth and possibly culminates in a larger scope such as social change. 2) A psychological state marked by heightened feelings of self-esteem, efficacy, and control. 3) Liberation resulting from a social movement begins with education and politicization of powerless people and later involves collective attempts by the powerless to gain power and change those oppressive structures".

Torre in Parson (1994:106) describes, "The three dimensions of empowerment, including 1) The development process that begins with individual growth and may culminate in an enormous scope such as social change. 2) Psychological state characterized by increased self-confidence, efficacy, and control. 3) Liberation resulting from social movements begins with the education and politicization of the powerless. It then involves a collective effort by the powerless to gain power and to change structures that remain oppressive".

Kindervatter, S. (1979:66) states that the concept and practice of non-formal education as an empowerment process is developed through several stages, namely: empowering processes (empowerment process), community organization (community organization), worker-self management/collaboration (management/collaboration). Workers themselves), participatory approaches (participatory approaches), and education for justice (education for justice).

2. Human Resource Management Theory

Pynes (2009: 3) defines human resource management as follows: "Human resource management (HRM) is the design of formal systems in an organization to ensure the effective use of employees' knowledge, skills, abilities, and other characteristics (KSAOCs) to accomplish organizational goals". That is, what is managed from human resources to achieve the goals that have been set are their knowledge, skills, and abilities to be effective and efficient.

Furthermore, Pynes (2009:3) says: "HRM concerns the recruitment, selection, training and development, compensation and benefits, retention, evaluation, and promotion of employees, and labor-management relations". Human resource management (HRM) pays attention to and takes care of recruitment, selection, R&D, compensation and benefits, storage, evaluation, promotion of employees, and management of employees in an organization.

3. Value System Theory

Value is an aspect that every human being considers in acting and behaving. In other words, value is the driving force that shapes a person's actions. Whether or not an effort is right or wrong from a value perspective depends on both written and unwritten agreements (norms) in the spectrum of a community.

Tafsir (2006: 49) explains that:

"An essential thing in this global era is the issue of value. For that purpose, people use various means and tools. The purpose of education in schools is to instill values. Value is price. The outline value is divided into three: the value of true and false, the value of good and evil, and the value of beauty is not beautiful.

Values can be formed through understanding, feeling, soul movement, trust, and management. As stated by Sanusi (2017: 31) that:

"Philosophy is an attitude of forming values in humans through understanding (cognitive), feeling (affective), mental movement (psychomotor), belief (Believing Skill), and management, so that they can think systematically and critically to obtain the truth. "

Sanusi (2017: 33) adds that "there are six life value systems that align with Islamic religious values, namely theological values, logical values, physiological values, ethical values, aesthetic values, and teleological values."

C. Researched Problem

The problem studied, namely the low quality of teachers is one of the logical consequences of the low quality of PAI supervisors in carrying out their duties and responsibilities, so that it affects the outputs and outcomes of professional PAI supervisors, which can lead PAI teachers to become professional teachers. In the empowerment management of PAI supervisors, input aspects include the condition of the PAI supervisory group (inappropriate supervisory guidance patterns, unclear career awards, or supervisors not being given space to empower themselves to improve or show their abilities). In terms of instrumental input, it concerns regulations, leadership policies, supervisory human resources and supporting facilities and infrastructure. In terms of environmental input, it is influenced by the state of the school, the work environment and the surrounding community.

This condition certainly affects the competence of supervisors as quality guarantors in providing guidance to PAI teachers to become professional teachers, so that a supervisory empowerment process is needed including: enabling (making capable), empowering (building strength), protecting (protection), and innovating (innovation), which is implemented through the PAI Pokjawas. The excellence of the quality management process is (1) quality oriented, (2) maintaining customer relationships, (3) leadership, (4) continuous improvement, (5) teamwork, (6) cultural change, which is implemented in good PAI learning Intra-curricular, co-curricular and extra-curricular have become an alternative in improving the quality of education. The output advantage of empowering PAI supervisors is professional PAI supervisors, so the outcome will lead PAI teachers to become professional teachers.

D. Research purposes

1. General purpose

This study aims to describe and analyze the empowerment process carried out by Pokjawas in improving the quality of PAI supervisors.

2. The specific objectives of this research are to find out:

- a. Pokjawas efforts in developing the potential (enabling) for PAI supervisors.
- b. Pokjawas efforts to build strength (empowering) for PAI supervisors
- c. Pokjawas efforts in protecting PAI supervisors.
- d. Pokjawas efforts to innovate for PAI supervisors.

II. RESEARCH METHODS

The method used in this research is a case study method related to the empowerment of PAI supervisors. The research procedure was carried out by collecting data, analyzing and interpreting data, and checking the data's validity. The data collection techniques used are (1) observation or observation, (2) interviews, and (3) documentation study.

III. RESULTS AND DISCUSSION

A. Developing the potential (enabling) of PAI supervisors

It is enabling an effort to create an atmosphere or climate that allows the potential of members to develop optimally. It can also mean the generation of community empowerment (empowering people) who pay attention to the meaning of development, technology, competition, and cooperation. Based on the results of research findings at the Pokjawas of West Java Province, it shows that Pokjawas has made efforts to develop the potential (enabling) of PAI supervisors as follows:

1. Develop member resources

The development of PAI supervisory resources refers to improving competence and performance. Based on Permendiknas Number 2 of 2007, it was emphasized in PMA number 2 of 2012 that supervisors must possess consist of 6 (six) competencies, namely personality competence, managerial supervision, academic supervision, educational evaluation, etc., research and development, and social competence. Therefore, the empowerment of PAI supervisors by Pokjawas is carried out to strengthen and enhance the competence of PAI supervisors.

Efforts to empower PAI supervisors in West Java Province are carried out through activities that encourage the creation of qualified and professional supervisors, including through: *First*, the implementation of education and training as well as technical guidance that has been programmed so far, the target is PAI supervisors, both administrators. Provincial-level and district or city administrators and even PAI supervisors as members. *Second*, based on the results of the documentation study, it is stated that there are programs in the form of education and training, such as PTKP training, PKB training, SKP training, credit score assessment training, middle supervisor functional training, substantive technical training for facilitators, assessor training for supervisors. *Third*, Third, the field of competency improvement presented in the Pokjawas program includes activities to increase the knowledge and competence of members through training, workshops, seminars, book reviews, and others.

However, in this case, the researcher found that the material presented was not optimal with the duties and functions of the PAI supervisor. Indeed, the material program to be provided must include the preparation of a supervisory program, the implementation of teacher and/or principal coaching, monitoring the implementation of the eight National Education Standards, evaluating the performance of teachers and/or school principals, implementing an evaluation of the results of the implementation of the supervision program at the target schools, developing a mentoring program. And professional training of teachers and/or principals at KKG/MGMP/MGP and/or KKKS/MKKS and the like, professional guidance and training of teachers and/or school principals, evaluating the results of professional guidance and training of teachers and or school principals and writing scientific papers.

2. Have Organizational Work Guidelines

As a professional organization, Pokjawas aims to increase the competence and profession of Islamic Religious Education supervisors by accommodating task activities and professional development activities. In addition, as a forum for consultation and coordinated communication between supervisors, Pokjawas aims to increase a sense of togetherness and responsibility, unite common thoughts and actions in carrying out tasks, increase motivation, increase insight, and improve skills and abilities as well as make an inventory of all problems faced by supervisors. The Pokjawas carries out both organizational functions according to the organization's work guidelines. The organizational work guidelines that become the reference for Pokjawas decision-making are AD ART and supervisory work guidelines prepared by the PAI directorate. This is an illustration that the existence of Pokjawas PAI, apart from being a fostered organization under the Ministry of Religion, is also an organization that can determine its own life according to the demands and needs of the organization and its members. Therefore, Pokjawas calls its organization a partnership organization.

3. Encourage organizational and member independence

Carizon in Mildawani (2000: 241) describes that empowerment is not just empowering an individual but is a process that seeks to free a person from a rigid environmental structure. This opinion emphasizes the freedom for someone to make a decision responsibly.

West Java Province Pokjawas programs in encouraging organizational and member independence are carried out in the form of *First*, developing member resources through deliberation. *Second*, activities that are collaborative or collaborative with an institution that sets an agenda for actions following the demands and needs of the PAI supervisor. Efforts to enable these members are through collaboration with various institutions both internal to the Ministry of Religion, such as Cooperation with the PAI Regional Office of the Ministry of Religion of West Java Province, Religious Education, and Training Center. Cooperation with members in the form of active involvement of members in Pokjawas activities such as in meetings, deliberation, or other scientific activities will impact strengthening information and understanding of their duties as PAI supervisors. *Third*, participatory activities or invitations from institutions. In the activities of the organizers or institutions have full roles and responsibilities. The Pokjawas only acts as a proposer and informs the supervisors. This activity is a facility to increase competence as a PAI supervisor. These types of exercises include education and training, technical guidance, and workshops.

Thus, Pokjawas' efforts in creating organizational and member independence have seen an attempt to improve the competence of members through various activities, whether held independently, collaboratively or in collaboration with institutions or participatory in nature. However, it is better to increase the portion of independent actions, considering the number of members and the needs and demands of the profession; it will be easier to implement and avoid a sense of dependence on institutions that implement the improvement of the competence of PAI supervisors.

B. Strengthening the potential (empowering) of PAI supervisors

Mardikanto (2019:43) argues that empowerment means strengthening the potential of the community (empowering). It is maintaining potential in the form of concrete steps, such as paying attention to inputs, building opportunities (opportunities), increasing education levels, and others. Through this opinion, if projected in the empowerment of PAI supervisors, Pokjawas will take concrete steps to strengthen the potential that PAI supervisors must possess. The possibilities that must be owned by PAI supervisors are to develop the competence of PAI supervisors. Supervisory duties and functions. Pokjawas strengthens the potential of supervisory supervisors to understand better their roles in (1) preparation of PAI supervision programs, (2) implementing guidance, monitoring the implementation of PAI national standards, evaluating the results of supervision program implementation, (3) compiling reports on the implementation of supervisory duties; and (4) Carry out professional guidance and training for PAI teachers.

The empowering process that Pokjawas has carried out includes training, seminars, collaborative education and training, meetings in member deliberations, quarterly permanent service meetings, and consistent efforts to collaborate with outside parties through training is a tangible form of efforts to provide power to the community. Likewise, the strengthening of the potential is carried out by Pokjawas so that PAI supervisors better understand their responsibilities and authorities in providing input, advice, and guidance in the preparation, implementation, and evaluation of education and/or learning of Islamic Religious Education to school principals and agencies in charge of education affairs in Indonesia. Districts/cities, monitor and assess the performance of PAI teachers and formulate the necessary follow-up suggestions, provide guidance to PAI teachers, provide considerations for evaluating the implementation of PAI teacher duties to authorized officials, and provide references in assessing the performance of duties and placement of PAI teachers to school principals. And authorized officials.

C. Provide protection for PAI supervisors

According to Fahrudin (2012:96-97), they were protecting interests by developing a protection system for people subject to development. In the empowerment process, the weak must be prevented from becoming more vulnerable because of the lack of power in the face of the strong. Protecting, in this case, is seen as an effort to avoid unequal competition and exploitation of the strong over the weak. Protecting or empowering the goal is so that members of the community get a sense of calm comfort and get their rights so that their duties and functions can be maintained to achieve their goals.

Based on the findings of the research at the Pokjawas in West Java Province, it shows that Pokjawas has protected its members in the form of a struggle so that PAI supervisors get the rights or welfare of

members, including the battle to get performance allowances, getting fostered schools as a form of duty in managerial supervision, difficulties in the promotion even raising donations for supervisors who have had a disaster. Thus, there have been safeguards so that PAI supervisors are prosperous to carry out their duties and functions correctly. This does not mean protection from things that can weaken the physical or material side, but even this protection must be a weakening of the capacity and competence.

D. Innovating for PAI supervisors

According to him, empowerment is nothing but social change, driven by innovation, looking for something new. According to Muhadjir (1986: 51), empowerment is a development process towards a better one. the motor of social change is innovation. When innovations with high quality emerge, there will be a speedy change process so that change will run progressively. If new ideas, new technologies, or new regulations do not have a high quality of innovation, the process of change will be slow. Empowerment in the form of innovation that the Pokjawas PAI West Java Province has carried out is in principle an effort to encourage supervisors to be able to carry out their duties and functions effectively, which in turn has an impact on increasing the ability or competence of supervisors in carrying out their exciting and meaningful tasks. Besides that, these innovation efforts are a form of implementing the demands and needs in schools. PAI supervisors must adapt to changing markets to carry out their duties effectively.

Pokjawas encourages supervisors to be creative in carrying out supervisory duties, which are carried out through efforts: (1) Digital engineering innovation, namely conducting internet engineering to support supervisory work, especially the demands for innovation learning abilities entering the era of the industrial revolution 4.0; (2) facilitation and encouragement of professional development that has a good impact on improving performance, namely by finding problems as well as solutions as well as solutions in supervision; (3) Facilitation and encouragement to be creative in research, such as writing scientific papers/works in the field of formal education/supervision, as well as translation/adaptation of books and/or scientific works in the field of formal education/supervision; (4) Application of educational supervision models such as brainstorming, ICARE testimonials, Market Place Activity (MPA) which has an impact on improving services for the development of PAI teachers; (5) initiating as well as making examples of the Academic Supervision Monitoring Instrument (IMSA) for elementary, junior high and high school/vocational school levels, and can be used as a reference for PAI supervisors in carrying out their duties.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

1. General Conclusion

From the overall presentation in this study, it can be concluded that the empowerment carried out by Pokjawas in realizing professional supervisors is through enabling (developing potential), empowering (facilitating), protecting (protecting), supporting (supporting), fostering (maintaining), and innovating. (innovation) has been going well.

2. Special Conclusion

a. Pokjawas efforts in developing the potential (enabling) of PAI supervisors are to create a program to build member resources by increasing supervisory competence through the development of education and training programs, workshops, and seminars. Furthermore, it is produced through organizational work guidelines, namely the existence of AD and ART as the basis for implementing programs that allow members to develop their potential and encourage administrative and member independence through fostering and deliberation such as the form of member deliberations, work deliberations, work meetings or coordination meetings or meetings. Permanent service, holding activities that are collaborative or participatory.

b. Pokjawas efforts in building the power (empowering) of PAI supervisors are carried out by strengthening the duties of the PAI supervisory functions, providing opportunities for members to play a role in decision making in activities, developing the organization, including training, seminars, collaborative

training, meetings in the form of member deliberation. , regular quarterly official meetings, and even collaborative efforts with external parties through training.

c. Pokjawas efforts in providing protection (protecting) interests by developing a protection system for PAI supervisors, both physical security such as fighting for the welfare of members by the police, so that they are prosperous so that they can carry out their duties and functions correctly. There is also non-physical protection in providing opportunities and involving PAI Supervisors to increase competence, although it is not evenly distributed.

d. Pokjawas efforts in innovating (innovating) for PAI supervisors with digital supervision training, facilitation, and encouragement to be creative in research and professional development and socialization in the form of content and process, and academic supervision instruments through the publication of IMSA books. Tools for monitoring academic supervision in PAI subjects for elementary, junior high, and high school/vocational schools are used as references in developing instruments adapted to the target schools' conditions.

B. Recommendation

Based on the conclusions and implications of this research, the researcher recommends the following:

1. It is recommended that programs that improve the competence of supervisors are prepared through the Training of trainers, which will later help socialize the supervisory improvement program.
2. For PAI supervisors to participate in empowering themselves through activities that can improve the quality of supervisors;
3. For Pokjawas to continue to spur its organization to develop an organizational quality culture by empowering PAI supervisors continuously;
4. For education policyholders related to PAI supervision, they can determine more explicit regulations of their existence to improve the quality of supervisors effectively and efficiently;

REFERENCES

- [1] Tafsir, A, (2016) *Ilmu Pendidikan Islami*. Bandung: Remaja Rosdakarya
- [2] Kindervatter, S. (1979). *Non Formal education as an empowering process: with case studies from Indonesia and Thailand*. University of Massachusetts Amherst
- [3] Tafsir, A, (2006) *Filsafat Pendidikan Islam*. Bandung: Remaja Rosda Karya
- [4] Sanusi, A. (2017). *Sistem Nilai*. Bandung: Nuansa Cendekia
- [5] Mardikanto, T. dan Soebiato, P. (2014) *CSR (Corporate Social Responsibility) (Tanggung Jawab Sosial Korporasi)*. Bandung: Alfabeta.
- [6] Fahrudin, A. (2012). *Pemberdayaan, Partisipasi dan Penguatan Kapasitas*. Masyarakat Bandung: Humaniora.

- [7] Mulyasa, E. (2018) “Manajemen Kurikulum 2013 dalam Meningkatkan Mutu Pembelajaran Sejarah Indonesia”. dalam Jurnal *SPS Uninus*, Volume 1 Nomor 1 September – Desember 2018
- [8] Mulyasa, E. dan Aryani, W.D, (2017), “Developing Religious Culture In School”. dalam *International Journal Of Scientific & Technology Research* Volume 6, Issue 07, July 2017
- [9] Septiani dan Wiyono, (2017). “Manajemen Kegiatan Ekstrakurikuler dalam Meningkatkan Kualitas Sekolah” dalam Jurnal *Manajemen Pendidikan* Volume 23, Nomor 5, Maret 2012: 434-438. Universitas Negeri Malang, Jl. Semarang 5 Malang