

Implementation of School Management Functions in Effort to Improve the Quality of Education

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Abstract

Management education is the whole process of cooperation by utilizing all personnel and material resources available and appropriate to achieve educational goals that have been set effectively and efficiently. Or as a series of activities or the overall control process a number of cooperative efforts to achieve the goal of education is systematically organized in certain environments, especially in the form of formal educational institutions. Management education in schools is a concept that offers autonomy to determine madrasah madrasa policy in order to improve the quality of education and learning that are at the school. Functions-school education management functions include; planning, organizing and monitoring implementation. To realize the improvement of the quality of education and learning in senior high school As-Syafi'iyah 01 Jakarta those with the implementation of the management functions are affective and efficient education. This study aims to investigate the implementation of management functions to improve the quality of senior high school, knowing the steps and strategies for the management in senior high school, and determine the factors supporting and hindering the implementation of management functions in senior high school As-Syafi'iyah. The results of this study demonstrate that the performance of the functions of school management in improving the quality of education in senior high school As-Syafi'iyah 01 Jakarta has been running optimally.

Keywords

management function; quality of education; implementation of school



I. Introduction

Education is one of the efforts made to create quality human resources and have the ability to utilize, develop, and master science and technology to support economic development, socio-cultural, and other fields. In this context, education must be able to prepare reliable, creative, and productive human resources, namely humans who are able to receive, process, adjust and develop everything received through the flow of information.

The rapid development of science and technology has an impact on changes in all areas of life including changes to the needs of increasing human resources. Therefore, efforts to improve the quality of human resources that have high competitiveness are absolutely necessary.

The development, improvement and improvement of education should be done holistically and simultaneously, not partially although it may be gradual. Improvements in the curriculum sector, teachers and learning facilities and facilities, will not bring significant changes if it is not accompanied by improvements in patterns and learning facilities.

A management culture that supports these changes. The dynamics of teachers in the development of learning programs will not be meaningful for the improvement of students'

learning processes and outcomes, if the management of the school does not provide opportunities to grow and develop the creativity of the teacher. (Rosyada, 2004).

It's just that, although various policies to improve and develop education have been pursued by the government and educational institutions, but in general it can still be felt that the improvement of the quality of human resources through education has not reached competitive quality or quality. Critics from various circles of the public generally argue that schools as educational institutions, have not been able to meet the expectations of the community. There are still too many school finishes, of productive age, unable to be absorbed by the labor market on the grounds of lack of ready-made.

In reality it must be recognized that in general our pendidikan institutions, including madrasah Aliyah, have not been of high quality and even tend to decline, unevenly, and have not been relevant. Viewed in terms of the school model that succeeds in transferring moral values. It's just that in terms of knowledge including technology in it, it still needs to improve its quality.

Conditions like the above, can not be allowed to drag on but must be sought for the cause that is the root of the problem. Because these conditions will affect the performance of the organization in achieving its goals.

In line with the description above, schools as one of the educational institutions are often faced with a number of problems in an effort to improve their quality. Judging from its effectiveness as an educational institution, there are often educational problems resulting from improper management. Therefore one of the key factors that are considered important in the achievement of school quality is the management aspect.

Similarly, the addition and strengthening of learning resources in the form of libraries and laboratories will not be too meaningful if the school management does not pay serious attention in optimizing the utilization of learning resources in the student learning process. Management, indeed, is something that is very meaningful in the change towards a good. (Rosyada, 2004)

Management is the activity of combining available resources effectively and efficiently in order to be centralized in achieving the goals set. In the management process involved the main functions displayed by a manager (leader), namely: planning, implementation, organizing, and supervision. Because what is planned must be implemented and organized properly. Supervision is required so that implementation is in accordance with the plan. Thus, to improve the quality of schools in addition to the need for competent, creative, engaged and active teachers, it is necessary to be accompanied by the implementation of management functions appropriately, effectively and efficiently.

In carrying out its role of preparing quality human resources, the world of education is faced with a number of problems. Major problems facing our education world include madrasah education including issues of quality or quality of education, equalization of education, education funds, education personnel, and education management problems (Nata, 2003).

Speaking of madrasah education problems, actually we cannot be separated from the problem of education in general, namely:

First, the problem of the education system. In this case, the problem of the education system in madrasahs is almost the same as schools in general, such as curriculum, methodology (approach), management and so on (Bisri, 2003). But madrasah is more complex because it has a fairly heavy curriculum load with two missions at once, namely excelling in the field of science and technology as well as being good at religious sciences as obtained in pesantren, as a result of which the resulting human resources are not as expected.

Based on the above facts, schools need to be managed with a good management approach so that the quality is increasing. In this relationship, the implementation of management functions in improving the quality of schools in MA As-Shafi'iyah 01 attracted the attention of the author, therefore the author researched it further.

II. Review of Literatures

2.1 Education Management

Education is key to the progress of a nation (Musdiani, 2019). Djam'an Satori (1980) provides an understanding of educational management by using the term education administration which is interpreted as "the whole process of cooperation by utilizing all available and material resources to achieve educational objectives that have been set effectively and efficiently". Meanwhile, Hadari Nawawi (1992) stated that "the administration of education as a series of activities or the entire process of controlling the cooperation of a number of people to achieve the objectives of systematic education held in certain environments, especially in the form of educational institutions formal. Monitoring and evaluation (Monev) is part of the management function which plays a very large role in the quality control system (Martono, 2020). School as an educational institution (institution) is a place where the educational process is carried out, has a complex and dynamic system in relation (Sulaiman, 2020).

Based on these explanations, it can be argued that education management, that management of education is an activity, management of education utilizes various resources and management of education strives to achieve goals.

The function of educational management in the opinion of G.R. Terry (1996) can be divided into several stages, namely:

- a. Planning, i.e. the selection or setting of organizational goals and the determination of strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve goals (Handoko, 1995).
- b. Organization is the act of working on effective behavioral relationships between people, so that they can cooperate efficiently, and gain personal satisfaction in carrying out certain tasks, under certain environmental conditions in order to achieve certain goals or objectives (George R. Terry, 1986).
- c. Implementation, which is an effort to move the members of the group in such a way that they want and strive to achieve the company's goals and the goals of the members of the company because the members also want to achieve these goals.
- d. Management supervision, which is a systematic effort to establish implementation with planning objectives, design feedback information systems, compare real activities with previously established standards, determine and measure deviations, and take the necessary corrective actions to ensure that all company resources are used in the most effective and efficient manner in achieving objectives.

2.2 Management of Education and Quality of Educators in School

The school is a social unit that consists of the division of basic tasks and functions of an organization in achieving its goals. The school is an organization, a social unit that is deliberately formed by several people who coordinate with each other in carrying out their work to achieve mutual agreement (Rosyada, 2004).

School Based Management is a concept that offers autonomy to schools to determine school policies in order to improve the quality, efficiency and equality of education in order to accommodate the wishes of the local community and establish close cooperation between schools, communities, and the government (Mulyasa, 2009).

Educational management efforts in improving education in schools, including; Effectiveness of principal leadership, participation and responsibility of teachers and staff, effective teaching and learning process, programmatic staff development, relevant curriculum, Mehas a clear vision and mission, conducive school climate, self-assessment of strengths and weaknesses, Effective communication both internal and external, and Involvement of parents and society intrinsically (Makawimbang, 2011). While improving the quality of educators and education personnel will succeed through strategies, namely: Self-evaluation, Vision Formulation, Mission, and goals, Planning and Implementation.

To realize the improvement of the quality of learning in schools, various breakthrough efforts are needed to make it happen. Among them; Analysis of conditions for each component of the learning system, Ideal conditions for each component of the learning system and Alternatives that may be applied to overcome learning problems in quality learning (Wibawa, 2009).

The importance of the application of educational management because one of the weaknesses of madrasah due to the historical and juridical development of these institutions has resulted in low quality and management that still needs to be addressed (Tilaar, 2004).

III. Research Methods

This research uses qualitative methods to determine how to find, collect, process and analyze the data of the results of the study. The design of this study uses descriptive, which is research that gives a careful picture of certain individuals or groups about the circumstances and symptoms that are affected. In this case the researchers will provide a careful picture of the phenomena that occur about how the process of implementing school management functions in an effort to improve the quality education.

IV. Discussion

4.1 Implementation of Educational Planning Function in Improving the Quality Of Schools

The findings of the study showed that, in general, MA As-Shafi'iyah 01 Jakarta has performed a simple educational planning function. In this case there are the following; (a) The planning has been clearly formulated even though the description is not yet so operational; (b) There is an outline of the program to achieve educational goals and improve the quality of schools; (c) There is a procedure for the division of duties and their relationships between members of their respective groups; (d) There has been a standard setting of progress to be achieved that is eliminated in the indicator of the achievement of the strategic plan; and (e) Have prepared action measures to achieve the objectives. Other findings show that, the preparation of educational planning in order to improve the quality of schools and achieve educational goals in MA As-Shafi'iyah 01 Jakarta has not paid attention to aspects of available resources. Nevertheless, the purpose of his education already exists. In this case, the purpose of Madrasah Aliyah education is to prepare students to be qualified to be able to continue to a higher level of education in addition to working and living in the community. In detail, the findings of the study show that the purpose of Madrasah Aliyah education is to produce graduates who believe and fear Allah SWT, noble manners, master the basics and application of science, technology, cultural arts, religious values and are able to solve problems to live in the diversity of society, and follow further education and or enter the world of work. Strategies (steps) to achieve these goals include by drawing up plans and revamping management and trying to involve all the forces that exist within the school and

outside the school. In making educational planning, schools try to involve and ask for the participation of many parties so that the goal is achieved.

In education planning, data analysis is one of the steps that must be passed. The goal is to know the cause of deviation and followed by action on the cause of deviation. The planning that is prepared should meet several conditions. According to Luther Gullich planning has the following conditions: (a) Objectives must be clearly formulated; (b) Planning should be simple and realistic; (c) Contains analysis and explanation of the planned undertaking; (d) Flexible; (e) There is a balance both for outward and into the system; and (f) Efficient and effective in the use of available costs, power and resources. In planning it is also important to pay attention to aspects of coordination. According to Mulyasa, coordination needs to be done to combine, harmonize, and disseminate various activities carried out by the principal and teachers in the school. In this case good coordination is characterized by the activities of the principal and teachers, as well as other employees who are integrated, compatible or in harmony in achieving the goals (Mulyasa, 2003: 135).

From the description above it appears that the education planning compiled by MA As-Shafi'iyah 01 Jakarta is not on the basis of adequate data analysis results and has not fully referred to the criteria as outlined in the objectives. The planning is still simple and does not yet have a long-term sustainable strategic plan. Whereas a planning and educational program must be based on the conception of: (1) Integrated; (2) Up and ups; (3) Rolling and continuous; and (4) Strategic planning. Education planning in schools becomes important and has several roles, among others: (1) With planning we can ensure that the future is taken into consideration; (2) With planning we can coordinate / integrate; (3) With planning we become more rational; and (4) With planning we can facilitate control and supervision.

In line with the description, planning is something that is important in order to facilitate control (supervision) in achieving the goal, then planning must describe the effort or program to achieve the goal. Therefore, every organization must have a purpose. In achieving the goals that have been set, it's good to help students and prospective alumni in accordance with these goals. This, among other things, can be done by providing the necessary competencies of the student after he is out of school. For madrasah Aliyah for example, by providing language competence that is the ability of foreign languages, both English and Arabic.

In this relationship, the content of the planning can be the formulation of the goals to be achieved, the program to achieve this goal, as well as the identification and deployment of sources. Its function is as a foundation for the next step and action. The principle is to decide (formulate) about what to do. The techniques and methods of planning vary in complexion, according to the personality of the administrator and the situation in which he is located.

4.2 Implementation of Organizing Function (Organizing) in Improving the Quality Of Schools

The findings of the study showed that, organizing activities in MA As-Shafi'iyah 01 Jakarta were quite good. This is seen by the process of grouping tasks, responsibilities and authorities in such a way as to create an organization that can be moved as a unit in order to achieve predetermined goals. In this case, the elements that must exist in the organizational structure as a result of organizing in MA As-Shafi'iyah 01 Jakarta have existed although still simple as with the division of labor tasks, standardization of activities, coordination of activities, and decision making. Other findings show that, to date, the school has not implemented the principles of proper organizing and there have been no instructions for the implementation of activities. In carrying out activities, the activity proposal is submitted by the organizing committee to the principal (head of madrasah) for approval and a decree. At

the end of the activities of the organizing committee must submit the final report of the activity to the principal. Furthermore, other findings showed that the school had assigned the duties of the madrasa organizers. In this case, which includes madrasa organizers, namely the school committee, the principal, deputy head of madrasah and administrative affairs that oversee several administrative affairs, such as: student administration, financial administration, staffing administration (military), and the administration of correspondence and domestic affairs aides. This business has a direct line of communication with the principal.

The division of the task of organizing madrasah as an organizing embodiment needs to be focused on achieving the goal appropriately. Robbins argues that the organizing process is the process of organizing and allocating the work, authority and resources of the organization so that it can achieve organizational goals effectively and efficiently.

From the description above it appears that organizing is a must in achieving educational goals and improving the quality of schools. It is intended that there is clarity about the details of duties, authorities and allocation of activities for members of the organization and office holders in schools so that the plans made can be implemented and measured because they are predetermined. While coordination is needed primarily to unite common views between various parties concerned with the activities and objectives of the school, both teachers, principals, school personnel, parents, and the community. Coordination will take place effectively if implemented continuously and continuously from the initial stage to the end of the work; strive for relationships and meetings between the various parties concerned, and develop openness so that if there are differences of views can be discussed and resolved together.

4.3 Implementation of Actuating Function in Improving the Quality of Schools

The findings of the study showed that, the implementation function in MA As-Shafi'iyah 01 Jakarta has been going quite well. In the implementation of activities, the principal has created a framework that must be run by members of the organization, although it has not detailed all the tasks that must be carried out. Broadly speaking through official meetings for example, the principal always emphasizes the importance of members of the organization working together to improve the quality of the school through activities in the school, especially through teaching and learning activities. Even today, with the direction of the principal, almost all teachers have compiled a learning agenda in the form of learning event units. This is evidence of the direction of the head of madrasahs on the importance of improving the quality of schools. Other findings show that in MA As-Shafi'iyah Jakarta there have also been arrangements about the activities that must be carried out, the way of implementation and the officers who carry it out called the task of organizing madrasah. These duties include the duties of the principal, administrative duties, and the duties of the deputy heads of madrasahs. The content of the task is a number of activities that must be carried out in order to achieve the goals of madrasah education.

In carrying out activities in the school, the principal must act as a leader who understands all parts of his leadership. According to Wahjosumidjo, given the importance of the role of leaders in organizational life, it becomes the main obligation for every leader to always continuously strive: (a) observe and understand the behavior of subordinates; (b) find and determine the reasons for subordinate behavior; and (c) take into account, supervise, and change and direct the behavior of subordinates (Wahjosumidjo, 2001: 173). In line with the description, Syafaruddin said, an organization will only move if the leadership in it is successful and effective. Similarly, a quality movement in educational institutions or efforts to improve the quality of education in anticipation of external changes in schools. Effective leadership is needed to achieve the quality of education. In line with that, Sallis asserted, as a

tool in implementing integrated quality management, a leader must have a vision and be able to move it into clear policies and specific objectives of the organization.

From the description above it appears that the function of implementation in the organization is something that is important to be realized so that educational goals including efforts to improve the quality of schools are achieved. Because without this function, what has been planned and organized cannot be realized in activities. Thus the implementation is an effort to implement the results of planning and organizing. G.R. Terry as quoted by Burhanuddin said that "implementation is an effort to put all members to work consciously to achieve a goal set in accordance with the planning and pattern of the organization" (Burhanuddin, 1994: 229). Indeed, the behavior of subordinates in organizational life is basically task-oriented. This means that the behavior of subordinates is usually driven by a desire to achieve goals. It should always be observed, supervised, and directed within the framework of the implementation of tasks in achieving established organizational goals. So that the behavior of subordinates in organizational life, must not conflict with norms, or value systems, and all provisions that exist in organizational life. The leadership that must be carried out by the principal is managerial leadership, because in carrying out daily tasks in the school there are a number of personnel who interact with the principal. There are principals, deputy principals, teachers, administrative employees (TU), public servants, and there is also a school committee. The interpersonal relationship of the principal with all personnel that takes place in the school in order to influence them to carry out activities to achieve the goal, is the process of educational leadership in the school. In fact, the principal acts as one of the most basic dimensions to improve the quality of education in schools. Headteacher leadership must be creative and proactive towards the demands of change and oriented towards continuous quality improvement. Here also needed changes in the structure of the school or the rearrangement of school organizations in accordance with the demands of tasks to improve the quality of the school.

As is known, that the spirit of personnel work in improving quality is influenced by many factors. One of them is the motivation factor. Motivation is important in an organization. Therefore, the provision of motivation by the leadership to all members of the organization becomes important so that they want to be together and cooperate in improving the quality of the school. The motivation given by the principal can be in the form of awards, gifts, and or socialization of values that can encourage the birth of motivation from members of the organization.

The headmaster's briefing on improving the quality of schools needs to be given in detail. The trick is to provide explanations and suggestions about the importance of attention from all personnel to improve the quality of schools through the implementation of integrated quality management and improving the quality of teaching and learning.

The role of leadership and commitment in removing deviations from the organizational culture will help achieve quality improvement. Commitment to quality should be the main attitude of the principal. Because the improvement of the quality of the school must be accompanied by the support and commitment of the principal. In this relationship, the principal must be willing to allow more time to lead, make plans, develop new ideas and cooperate with the parents /guardians of the student and all parties related to the school.

Firmness of attitude, ability and courage of the principal in fostering teachers by not involving teachers who do not have a background in teacher education, should be directed at achieving educational goals. In addition, directives on the importance of change for the sake of improving the quality of schools must always be socialized at every opportunity.

4.4 Implementation of Controlling Function in Improving the Quality of Schools

The findings of the study showed that the supervisory function in order to achieve educational goals and improve the quality of schools in MA As-Shafi'iyah 01 Jakarta has been running even though it has not been maximal carried out by the Supervisor of Islamic Religious Education and the principal. It's just that the supervision carried out by the principal has not been thorough and has not been booked. The fact shows that the principal as a supervisor has not carried out class supervision thoroughly and has not been recorded in the supervision book. Not only that, the principal also does not have documents on the implementation of supervision in other fields besides teaching and learning activities. Supervision activities are directed at achieving the specified goals and standards of the desired quality of work. Supervision is carried out by monitoring every activity in the school, especially related to administrative and educational aspects. If under supervision found irregularities, improvements are made as necessary. Other findings suggest that, with oversight, members of organizations are generally encouraged and have the same commitment to improving their performance in achieving educational goals including to improve the quality of schools. It's just that the supervision carried out by the principal has not been entirely based on the principles of supervision and on the view that the surveillance system is an information system.

The headmaster's move in the field of supervision is actually in line with the opinion of George R Terry who stated that: supervision is a process of determining what is achieved that is standard, what is being produced is implementation and when necessary to take corrective action so that implementation can run according to standards (Terry, 1964). However, surveillance is effective when based on an effective management information system (MIS) (Fatah, 2003: 105). Then in its implementation, the principal should follow the principles of supervision, namely: (1) trust each other; (2) Supervision is a horizontal relationship; (3) Communicative; (4) It helps.

From the description above, it can be stated here that the supervisory function is something that needs to be done to ensure that the plan will run and is running to achieve the goal. In other words, this function tries to ensure that the selected plan is implemented appropriately and can achieve the goals that have been set. In its implementation, this function is initiated by: (1) Standard determination activities: time, cost, amount, and quality of work; (2) Measurement or understanding of the absence of deviations to standards; (3) Compare existing deviations with agreed tolerance limits, and (4) If they are beyond the tolerance limit then remedial action is needed, whether the plan will be revised or the achievements of its employees are further improved. Furthermore, as a supervisor, the principal should carry out supervision or supervision on many aspects. It's not just about learning and administration in general. Other aspects that must be supervised by the principal include: the teaching and learning process; guidance and counseling activities; extra-curricular activities; activities of the company; cooperation activities with the community and related agencies; means and pre-means; student council activities; and activities 6 K (security, cleanliness, beauty, order, family, and indnity). Although the supervised aspects are still limited to matters related to learning and administration in general, the supervision activities should be able to encourage the performance of members of the organization in total. Failure to carry out supervision may occur. This can be caused by: (1) problems with skills related to the supervised person; (2) the influence of the character or personality of the supervisor; (3) Inappropriate attitudes that affect the achievement of work results; (4) lack of skills in completing management functions.

V. Conclusion

Based on the explanation of the results of research on the implementation of management functions in improving the quality of schools, the results of this study can be concluded as follows:

First: The planning carried out by Madrasah Aliyah As-Shafi'iyah 01 Jakarta is still simple, this is evident by the planning made in the short-term and long-term strategic plan has not been explained operationally and has not paid attention to aspects of available resources. Thus, in improving the quality of schools as illustrated in the concept of the strategic plan needs to be refined again by adding performance indicators and achievement indicators as the format of the Annual Work Plan (CTR) issued by the religious department. In this case the preparation of a long-term plan, medium-term plan and short-term plan is integral and thorough. In it must be clearly illustrated the goals, objectives and coordination patterns of activities directed to improve the quality of the school.

Second: Organizing in Madrasah Aliyah As-Shafi'iyah 01 Jakarta went quite well. Although the grouping of tasks, responsibilities and authorities has been carried out to all members of the organization, it is not yet fully in accordance with the principles and principles of organizing. This is seen with the organizational structure and division of tasks so that each knows what to do but has not been carried out to the maximum. Therefore, in order for organizing to run, the tasks must be broken into smaller parts and then linked to each other and arranged in such a way as to achieve a common goal by delegation to the deputy principal, committee, teacher board, staff and employees in MA As-Shafi'iyah 01.

Third: The implementation of Management at Madrasah Aliyah As-Shafi'iyah 01 Jakarta is going quite well, this is because all members of the organization have carried out all the tasks charged, as well as it is clear what activities, who and how to implement all plans that have been prepared and organized to achieve the goals. In raising subordinates, a principal always provides motivation, information, direction, and guidance to all subordinates and involves them in every activity aimed at improving the quality of the school and achieving organizational goals. In addition, the principal is also able to solve conflicts that occur between members of the organization so that the organization's goals can be achieved effectively and efficiently.

Fourth: Supervision in Madrasah Aliyah As-Shafi'iyah 01 Jakarta is not going well, this is because the supervision carried out by Islamic education supervisors has been running while supervision by the principal has not been thorough and has not been properly documented. Although the supervised aspect is still simple and limited to matters related to learning and administration in general. Such surveillance activities can encourage the performance of members of the organization. Therefore, if supervision is carried out thoroughly and documented in an orderly manner, then the quality of the school can be improved, because all activities can be known and controlled and when necessary corrective action is taken so that implementation can run according to standards. And with such supervision can encourage the performance of members of the organization and to ensure that the plan that has been chosen is implemented appropriately and can achieve the goals that have been set.

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