



IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT (SBM) IN EXEMPLARY PUBLIC SENIOR HIGH SCHOOLS, TUNAS BANGSA AND 1ST PUBLIC SENIOR HIGH SCHOOL IN ACEH BARAT DAYA DISTRICT TO IMPROVE EDUCATIONAL QUALITY

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Abstract

The concept of quality management has developed significantly in both the industrial and educational sectors. In education, one of the quality management concepts is School-Based Management (SBM). The purpose of this study is to determine: (1) The implementation of programs for autonomy, partnerships, participation, transparency, and accountability; (2) Support and obstacles in the implementation of School-Based Management (SBM); and (3) Internal/external interventions in the implementation of School-Based Management (SBM) at Tunas Bangsa Exemplary Public Senior High School and 1st Public Senior High School in Aceh Barat Daya District. Data collection techniques include: observation, interviews, and documentary studies. The research subjects include school principals, educators, education personnel, and school committees. Data analysis uses a quantitative approach to draw conclusions from the percentage results of the research and a qualitative approach starting from data reduction, data presentation, and drawing conclusions. The results of the study are: (1) The implementation of the School-Based Management (SBM) program at Tunas Bangsa Exemplary Public Senior High School and 1st Public Senior High School in Aceh Barat Daya District has been carried out well, but efforts are still being made to further improve the quality of education. There are five basic principles implemented in School-Based Management: autonomy, partnerships, participation, transparency, and accountability. (2) Factors supporting the implementation of School-Based Management (SBM) at Tunas Bangsa Exemplary Public Senior High School and 1st Public Senior High School in Aceh Barat Daya District are the leadership of the principal that is capable, effective, and efficient, support from parents and the community, the performance of teachers and school staff, and government support. The inhibiting factors are the still limited understanding of school members and related parties regarding the implementation of SBM as well as communication and coordination that still need to be built. (3) There are no internal or external interventions in the implementation of SBM at Tunas Bangsa Exemplary Public Senior High School and 1st Public Senior High School in Aceh Barat Daya District. Efforts that can be made by the principal to minimize interventions include more frequent socialization of community participation in education, and deepening management knowledge by sending teachers to attend trainings.

Keywords: *Implementation of School-Based Management, Quality Education*

1. INTRODUCTION

The development of science and technology has brought about changes in almost every aspect of human life, where there is no problem that cannot be solved except through efforts to master and improve science and technology. In facing the era of the fourth industrial revolution, educational institutions are increasingly required to improve themselves so that graduates can compete in the workforce. Matheos (2021:1) states that: "Education plays a strategic role in

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preparing the quality of human resources to respond to the fourth industrial revolution." In addition, on the other hand, changes bring humans into the era of global competition, which requires the continuous development and improvement of human quality that must be done in a planned, directed, intensive, effective, and efficient manner, if they do not want to lose competitiveness in experiencing globalization. Istijarti (2019: 904) states that to prepare human resources well, the role of schools and communities is very important, namely: "School-based management gives authority and responsibility to principals, teachers, educational staff, parents, stakeholders, and the community to innovate and improvise in improving the quality of schools." This is certainly so that the human resources produced by the educational institutions are able to face the era of globalization.

Good and high-quality education can certainly produce superior human resources ready to compete in the era of globalization towards progress and the changing times. The improvement of education quality is also interconnected with each other, and requires the involvement of the government and cooperation with the community. Currently, efforts that have been made include curriculum improvements with evaluation systems, improvement of educational facilities, development and procurement of teaching materials, and various training for teachers and other educational staff. However, the facts on the ground show that these efforts have not yielded many results. One indicator is the relatively low student learning outcomes and the uneven distribution of education, which still requires special attention.

In management, planning is needed as an initial design for development towards improvement. The planning referred to is the task of a manager to think about or plan activities before they are carried out based on various methods and the logic of the plan, so that the planned program is objective and not based on subjectivity. An empirical study conducted by Arar (2020:1565) indicates that: "The ability of the school principal as a manager of educational institutions and teachers, combined with the participation of the community through their role in the school committee, has successfully shown synergy, coordination, and dynamism in the context of school-based management."

In educational management, thorough planning is the key to directing development towards improvement. The active role of various parties, such as school principals, teachers, the community through school committees, and the government, is crucial in improving the quality of education. Despite efforts to improve the quality of education, there are still several obstacles, such as ineffective bureaucratic approaches, minimal community participation, and an education approach that is too focused on output. To overcome these challenges, the School-Based Quality Improvement Management (PMPBS) approach offers a solution by encouraging cooperation between schools, communities, and the government, and strengthening the school's responsibility in developing its resources to achieve better educational goals, Arar (2020:1565).

Education development in Indonesia needs to involve all relevant parties, with a focus on improving the quality of the education process. Schools, as educational institutions, must be able to manage the quality of education based on their needs and environmental conditions. With good planning, schools can set targets and priority programs that align with their visions and missions, and conduct periodic self-assessments to improve performance. Thus, education can become more effective and efficient in producing a quality younger generation ready to compete in the era of globalization.

Based on the above description, it can be understood that improving the quality of education is crucial to compete with other countries in an increasingly complex era of globalization. High-quality human resources are essential to face the challenges and changes of the times. Education and skills play a crucial role in providing rational solutions to various problems. Two schools, SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya, were chosen as the objects of this research because they are constantly striving to improve the quality of education through the implementation of School-Based Management (MBS). SMA Tunas Bangsa Kabupaten Aceh Barat Daya is known as a school that produces



competitive human resources with a high level of competitiveness. Meanwhile, SMA Negeri 1 Aceh Barat Daya has a long history and has an accreditation grade A with a score of 91, indicating a commitment to improve the quality of education. Both schools share a vision of producing a generation ready to compete in the era of the fourth industrial revolution. They also continuously improve the professionalism of teachers and work together in managing and organizing schools. Therefore, the researcher is interested in further studying the implementation of School-Based Management (MBS) in these two schools to improve the quality of education. The general objective of this research is to obtain an overview of the implementation of School-Based Management (MBS) at SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya to improve the quality of education. Specifically, this research aims to describe and analyze the following aspects:

1. The implementation of programs related to autonomy, partnership, participation, transparency, and accountability at SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya.
2. Support and obstacles in the implementation of School-Based Management (MBS) at SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya.
3. Internal/external interventions in the implementation of School-Based Management (MBS) at SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya.

2. IMPLEMENTATION METHOD

2.1 Research Location and Time

This research was conducted at SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya, located at Jl. Pendidikan No. 92 Kuta Tinggi, Blangpidie District, Aceh Barat Daya Regency, Aceh Province. The research was carried out from January 3 to March 4, 2024. The choice of location and time for this research was based on three considerations: First, the researcher had conducted observations and was interested in studying at SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya. Second, SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya are schools in Aceh Barat Daya that are popular choices for students in the area. Third, the researcher considered the accessibility in terms of time, cost, and effort because the location was within reach.

Before the field research activities were conducted, a research activity plan was prepared, consisting of three stages: (1) the pre-field stage involved preparing everything needed for fieldwork, including selecting the research location, exploring the research site, obtaining research permits, utilizing information, and preparing research equipment; (2) the field research activity involved collecting data from research subjects such as school supervisors, principals, and teachers through observation, interviews, and documentation; and (3) data analysis and conclusion drawing involved verifying data from the research site, grouping research data, interpreting research data, and drawing conclusions based on the research conducted. This is in line with Moleong's opinion (2017:127) that: "The research activity plan consists of three stages: pre-field, fieldwork, and data analysis." With these stages, it will facilitate researchers in examining and analyzing accurate research data.

2.2 Research Subjects

In qualitative research, the research subject is an event, occurrence, human, or situation that is the object of study and provides complete information about the variables being researched. The research subject plays a strategic role because from them, the researcher obtains the data observed in the research, Suharsimi Arikonto tahun (2017:26). The main sources of data in qualitative research are words and actions, while additional data can include documents and others. The determination of research subjects is based on considerations such as school supervisors,

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principals, vice principals for curriculum, teachers, and school committees at SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya.

2.3 Data Collection Techniques

Data collection technique is a key step in research because its purpose is to obtain the required data. According to Sugiyono (2018:194), these techniques include observation, interviews, and documentation. In the research on the implementation of School-Based Management (MBS) at SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya to Improve the Quality of Education, observation is conducted in the initial stage to directly observe the object. Interviews, both in-depth and unstructured, are used to obtain holistic and detailed data. Meanwhile, documentation is done by examining relevant documents. All of these techniques are important to obtain accurate data according to the research focus.

In qualitative research, data validity is key to success in being recognized as scientific research. Therefore, data validity testing needs to be done carefully and objectively. By using these techniques, it is hoped that the data obtained can provide an accurate and in-depth overview of the implementation of MBS in the two schools, thus making a meaningful contribution to improving the quality of education.

2.4 Credibility Test

After data collection, validating the data becomes a crucial step in research to ensure that the obtained results align with the actual situation. Credibility testing, a key stage in data validity testing, aims to establish the trustworthiness of the research as a scholarly work. To enhance the credibility of the data, researchers can extend observations, enhance accuracy in the research process, employ data triangulation, analyze negative cases, pay attention to reference materials, and conduct member checks. Additionally, transferability is also essential to demonstrate the extent to which research findings can be applied to other contexts, while confirmability emphasizes that the research results are a product of a defined process and can be verified.

Data validity testing is a crucial step in qualitative research to ensure the validity and trustworthiness of research results. By conducting credibility, transferability, and confirmability tests, researchers can ensure that the data obtained is in line with the actual situation and that the research results are reliable. Thus, the process of data validity testing becomes an important reference for researchers in presenting research findings in a scholarly and accountable manner.

2.5 Data Analysis Techniques

The data analysis techniques used in the research on the implementation of School-Based Management (MBS) at Unggul Tunas Bangsa State High School and 1st State High School of Southwest Aceh Regency to Improve Education Quality include inductive and deductive methods. The inductive method is used to explain specific details and then draw general conclusions, while the deductive method explains general principles and then draws specific conclusions. Although the research focuses on qualitative data analysis, quantitative analysis is also conducted, especially to facilitate the interpretation of survey results in the field. This quantitative data analysis is used to show percentages that reflect numerical data, but does not replace qualitative analysis.

The qualitative research emphasizes descriptive analysis, which is a procedure for solving research problems by presenting the actual state of the investigated object based on factual information. The data analysis steps according to Sugiyono (2019) include data collection, data reduction, data presentation, and conclusion drawing or verification. Data collection is done through observation, interviews, and documentation with appropriate strategies, then the data is reduced by focusing on aspects that align with the research objectives. Data presentation is done in the form of tables, graphs, or narratives to facilitate understanding and hypothesis formulation. The interactive model data analysis is carried out with steps including data reduction, data presentation, and conclusion drawing or verification. Data reduction involves sorting, categorizing, and



abstracting field notes, interviews, and documentation. Data presentation is done through various forms such as tables, graphs, and narratives. Finally, conclusions are drawn based on strong evidence from the analyzed data. The conclusions drawn from qualitative research are expected to discover new findings and provide clear answers to research questions that are accountable.

3. RESULTS AND DISCUSSION

The results of this study provide a concrete overview of the implementation of School-Based Management (MBS) at SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya. From documentary studies, it is known that SMA Negeri Unggul Tunas Bangsa in Kabupaten Aceh Barat Daya is a favorite school with impressive academic and non-academic achievements. The school is known as one of the schools assisted by South Korea post-tsunami in Aceh in 2004. The school has a strong vision and mission to create students who are academically and morally qualified. Meanwhile, SMA Negeri 1 Kabupaten Aceh Barat Daya, established in 1900, has grade A accreditation with the 2013 IPS high school learning curriculum. The results of this study will also explain the implementation of programs, support, obstacles, and interventions in the implementation of MBS at these two schools.

From interviews with the principals of SMAN Unggul Tunas Bangsa, it was revealed that the school has a strong vision and mission to create a quality and cultured learning environment. They are committed to improving students' academic and non-academic achievements and optimizing the use of information technology in learning. In addition, SMA Negeri 1 Kabupaten Aceh Barat Daya also has a good reputation with grade A accreditation and the implementation of the 2013 IPS high school learning curriculum. Through this research, it is hoped that a better understanding of the implementation of MBS at these two schools can be obtained and provide useful input for improving the quality of education in Aceh Barat Daya.

3.1 Independence, Partnership, Participation, Openness, and Accountability

Education institutions, whether managed by the government or private entities, from elementary to upper levels, require effective school management. Good management is expected to contribute to the improvement of students' characters and the quality of education. As the primary leader in an educational institution, the principal plays a role as a manager who organizes all organizational resources and collaborates with other educators in implementing values that shape students' characters through good school-based management. The principal must also have skills in planning, implementing, and evaluating programs at the school.

The planning of programs for independence, partnership, participation, openness, and accountability conducted by the principals of SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya has similarities in their processes. Starting from planning, socialization, implementation, to the evaluation of all programs that have been implemented. The principal of SMA Negeri Unggul Tunas Bangsa stated that the program planning process involves all teachers, education personnel, and the school committee. Meanwhile, the treasurer of SMA Negeri Unggul Tunas Bangsa emphasized the budget transparency in implementing programs at the school to avoid deviations.

Furthermore, the principal of SMAN 1 Aceh Barat Daya stated the basic principles of School-Based Management (SBM), which include independence, partnership, participation, openness, and accountability. He highlighted the importance of the involvement of the school community and society in the implementation of education and the improvement of competencies among educational units. The explanation from the principal of SMAN 1 Aceh Barat Daya reflects his understanding of SBM that has been implemented in the school. A similar sentiment was also expressed by the vice-principal of SMAN 1 Aceh Barat Daya, emphasizing the involvement of all parties in implementing SBM, including teachers, education personnel, parents, and the school committee.

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3.2 The implementation of the Independence, Partnership, Participation, Transparency, and Accountability (IPPTA) programs.

School-Based Management (SBM) is a management approach in education that gives more autonomy to schools to manage themselves, as well as increases the involvement of the school community in decision-making to improve the quality of education. In the context of educational institutions, both public and private, good management is essential for enhancing the character and quality of students' education. School principals play a key role in implementing school management. They are responsible for organizing organizational resources, collaborating with other educators, and instilling values that shape students' character through good school-based management. This process involves planning, implementation, and evaluation of school programs.

The implementation of SBM involves principles such as autonomy, partnership, participation, openness, and accountability. This means that schools must be able to solve their problems without relying too much on government intervention, build partnerships with the community to support education, involve stakeholders in decision-making, be transparent, and be accountable for the results of implemented programs. The research results indicate that the implementation of School-Based Management (MBS) in both schools has had a positive impact, such as improving the schools' ability to function independently, being responsive to community aspirations, full participation of school members and the community, transparency in decision-making and fund utilization, as well as accountability for the achievement of school programs to the government and the community. Based on an interview with the head of SMA Negeri Unggul Tunas Bangsa, it was mentioned that: "The implementation of MBS in their school is based on five principles: autonomy, partnership, participation, transparency, and accountability." The results of field research indicate that:

1. School Autonomy : The school is able to function autonomously with a high percentage of respondents strongly agreeing (95.8% and 75.0%). This indicates that the school has a high level of autonomy in decision-making and management processes, which may lead to more efficient operations and approaches that are more suitable for meeting their specific needs.
2. Partnership : The school demonstrates a responsive attitude towards the aspirations of various parties to improve the quality of the school (100% and 62.5%). This indicates that the school actively interacts with parents, the community, and other relevant parties to improve the quality of education, creating a collaborative environment conducive to continuous improvement.
3. Participation : School members and the community fully participate in the development and condition of the school (90.50% and 75.0%). This high level of participation indicates a strong sense of ownership and involvement in school affairs, which can lead to greater support for school initiatives and more engaged communities.
4. Transparency : The school demonstrates transparency to the public in decision-making, fund utilization, and achievement of school programs (100% and 75.0%). This transparency builds trust and accountability, as stakeholders can clearly see how resources are being used and the results achieved, leading to more accountable and effective school management.
5. Accountability : The school is accountable for the achievement of programs that have been implemented to the government and the community (95.8% and 83.3%). This indicates that the school is responsible for its actions and results, which is important to ensure that educational goals are achieved and resources are used effectively.

Based on the research results described earlier, researchers can conclude that the respondents' responses regarding schools being accountable for the achievement of programs implemented to the government and the community received approval from the teachers at SMA Negeri 1 Aceh Barat Daya.



3.3 Support and Barriers in the Implementation of School-Based Management (SBM)

From the research findings and interviews, it can be concluded that the implementation of School-Based Management (MBS) in SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya has a positive impact on improving the quality of education. MBS provides schools with autonomy in decision-making and management, and encourages active participation from various stakeholders, such as teachers, parents, and the community. However, there are still challenges in the implementation of MBS, such as a lack of detailed understanding of MBS and difficulties in coordination among various stakeholders. To overcome these challenges, more intensive socialization and training on MBS are needed, as well as efforts to improve communication and cooperation among all parties involved in the implementation of MBS.

Overall, the implementation of MBS shows great potential in improving the quality of education at the school level. By strengthening understanding, communication, and cooperation among school members, parents, the community, and other relevant parties, it is hoped that the challenges in implementing MBS can be overcome. This will bring about a greater positive impact in efforts to improve the quality of education in Indonesia.

3.4 Internal/External Interventions in Implementing School-Based Management (MBS)

The research results indicate that teachers in SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya have been well empowered in curriculum development, educational and student affairs, financial management, and the provision of facilities and infrastructure. This is in line with the concept of school development based on MBS, which emphasizes empowering teachers. In the implementation of MBS in these two schools, extensive and fundamental support is crucial, including government support, human resources support, and support from students.

Efforts that can be made by the School Principal to overcome interventions from various parties include more frequent socialization of community participation in education, deeper understanding of management principles by sending teachers to training sessions. School-Based Management (MBS) provides schools with more autonomy in managing their finances without any intervention from any party. Schools are expected to truly empower human resources according to the capabilities of the school community.

3.5 Discussion

From the research and analysis presented, the implementation of School-Based Management (SBM) in Unggul Tunas Bangsa State High School and 1st State High School of Southwest Aceh District has shown positive impacts in improving the quality of education. SBM provides autonomy to schools in decision-making and management, and encourages active participation from various stakeholders, such as teachers, parents, students, and the community. Support from the government, human resources, and students is crucial for the successful implementation of SBM. However, challenges remain, such as a lack of deep understanding of SBM and difficulties in coordinating among relevant parties. To overcome these challenges, more intensive socialization and training are needed, as well as building better communication and cooperation.

The implementation of programs focusing on independence, partnership, participation, transparency, and accountability serves as a strong foundation in SBM implementation. School principals play a key role in managing all aspects of the school with professionalism, detailed program planning, and involving all relevant parties. The application of SBM principles, such as independence, partnership, participation, transparency, and accountability, has had a positive impact on improving the quality of education in both schools. Despite the obstacles in SBM implementation, such as internal/external interventions and a lack of understanding, continuous efforts by schools and support from various parties are key to success. SBM proves to be an effective solution in improving the quality of education by giving schools the authority to manage

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their finances and empowering human resources according to the capabilities of the school community. Therefore, the implementation of SBM is expected to be further enhanced to achieve better education quality in Indonesia.

4. CONCLUSION

The implementation of School-Based Management (MBS) in SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya has had a positive impact on improving the quality of education. Through programs promoting autonomy, partnerships, participation, transparency, and accountability, both schools have successfully engaged all stakeholders in decision-making and program implementation. School principals play a crucial role in planning and implementing programs, while the application of MBS principles has provided clear direction in improving the quality of education.

Despite significant efforts in implementing MBS, challenges remain, such as a lack of understanding of MBS and difficulties in coordinating among relevant parties. More intensive socialization and training, as well as building better communication and cooperation, are needed to overcome these challenges. Support from the government, human resources, and students is key to overcoming obstacles and achieving success in implementing MBS.

In conclusion, the implementation of MBS in SMA Negeri Unggul Tunas Bangsa and SMA Negeri 1 Kabupaten Aceh Barat Daya has shown that this approach is effective in improving the quality of education. By strengthening autonomy, partnerships, participation, transparency, and accountability, and addressing existing challenges, it is hoped that the implementation of MBS can be further improved to achieve better educational quality in Indonesia.

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