

Implementation of School-Based Management

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ABSTRACT

School-based management is an effort to increase educational creativity. The purpose of this study was to determine the process of planning, implementation, community participation, and supporting factors in the implementation of school-based management. This research use descriptive qualitative approach. Data collection methods are observation, interviews, and documentation. The subjects of this study were the principals and teachers of MTs Islamiyah Sukoharjo. The results showed that the planning process in implementing school-based management involves decisions, vision, mission and goals that are achieved by assessing the strengths, obstacles, opportunities and challenges faced by MTs Islamiyah Sukoharjo. Implementation of school-based management at MTs Islamiyah Sukoharjo by involving the School Committee, RKAM has been made, School Committee participation, and curriculum adjustments. Community participation or school committees have obligations and functions to improve the quality of education in educational units. The school committee supports, provides, motivates, and monitors teacher performance and establishes partnerships with other parties in seeking funding and extracurricular activities. Factors that support and hinder the implementation of school-based management at MTs Islamiyah Sukoharjo. School residents, parents of the students, and school committees support the progress of the school. This is evidenced by the school committee who always participates in supporting school programs, and school residents and school committees are always involved in the preparation and implementation of school programs.

Keywords: Implementation, School-Based Management

INTRODUCTION

Basic education today is experiencing very complex problems, so it seems that education is less successful. This happens because the demands of society are increasing and the dynamics continue. However, low human resources cannot be separated from the quality of education itself, because education is one way to improve the quality of human resources. Good quality education will emerge if the achievement of goals receives support from various parties, both internal education parties such as school autonomy and community participation external parties. In this case, the existence of good and quality schools is the main supporter of the quality of education mentioned above, so that its existence becomes something important and a strategy in an effort to create quality education. The issue of the quality of education is not something that is instantaneous, easy to achieve and can just happen, but it is a complex process and requires deep thought from all competent parties. The problem of the quality of education at this time is more focused on the quality problem of the graduates produced by the education unit itself, which we must admit. Efforts to improve the quality of education must always be carried out continuously. However, in reality these efforts are still not optimal

Schools as a system must be developed into a complete and independent system in order to achieve predetermined goals. In this case the school is not a mechanical system, where the parts in it do not affect each other directly, meaning that if there is a part of the system that has a problem, then that particular part can be replaced so that it can function properly. Improving the quality of student learning is a collective effort and shared responsibility of all components in the school. Along with education reform, the government provides policies to improve the quality of education at all levels and levels of education by implementing School-Based Management. School as a system is composed of components of context, input, process, output, and outcome. Context affects the input, affects the process, the process affects the output, and the output affects the outcome. The five components are interrelated and mutually reinforcing.

Basically, all personnel or education personnel have understood about School-Based Management, especially in vocational high schools which have directly or indirectly implemented the principles of school-based management. The problems in this study are: 1) how is the planning process in implementing management? school-based at MTs Islamiyah Sukoharjo?, 2) How is the implementation of school-based management at MTs Islamiyah Sukoharjo? 3) How is community participation in implementing school-based management at MTs Islamiyah Sukoharjo? And? 4) What factors support the implementation of school-based management at MTs Islamiyah Sukoharjo? The objectives of this study were to find out: 1) the planning process of madrasah principals in school-based management at MTs Islamiyah Sukoharjo, 2) implementation of school-based management at MTs Islamiyah Sukoharjo, 3) community participation in the implementation of school-based management at MTs Islamiyah Sukoharjo, and 4) factors that support the implementation of school-based management at MTs Islamiyah Sukoharjo.

The concept of school-based management is defined by various educational experts. Mulyasa said school-based management is an educational concept that provides broad autonomy at the school level (community involvement) within the framework of community participation. Autonomy is given so that schools are free to manage resources and funding sources by allocating them according to priority needs, and being more responsive to local needs. School-based management can be defined as a management model that gives schools greater autonomy, gives schools greater flexibility or flexibility to manage school resources, and encourages schools to increase the participation of school residents and the community to achieve school quality goals within the national education framework. Thus, it can be concluded that the essence of school-based quality improvement management is school autonomy, flexibility, increased participation and cooperation to achieve quality education. Mukhtar (2006:32) explains that: In school-based management, schools are expected to recognize their strengths and weaknesses, their potentials, opportunities and threats they will face, as a basis for determining the educational policies they will take. Based on this analysis, the school then formulates

the key to success and formulates the vision, mission, goals, and formulates strategies and sets development programs for a certain period of time which may be different in other schools.

School-based management is developed with the awareness that schools have different conditions and situations and needs. Thus school-based management has a clear function in order to improve school quality which includes planning and evaluating school programs, curriculum management, teaching and learning process management, personnel management, equipment and supplies management, financial management, student services, school and community relations, and school climate management. The school is a system consisting of interrelated elements and therefore the results of educational activities in schools are the collective result of all school elements. With this way of thinking, all elements of the school must understand the concept of school-based management (what, why, and how). In conducting socialization of school-based management, what is important for madrasah principals is to "read" and "shape" a school-based management culture in schools.

The essence of school-based management is to increase school autonomy, flexibility and increase participation in school administration, both participation from school residents and the surrounding community through school committee representatives. This means that if school-based management is to be successful, schools must have more partners, both inside and outside the school. Partnerships within schools include, among others, principals and teachers, teachers and teachers, teachers and students, students and students, and so on. The school's partnership with the surrounding community includes, among others: the head of the madrasah with the school committee, the teacher and the parents of the students, the head of the madrasa with the head of the district/city education office, and so on. Mulyasa (2006:34) explains that: partnerships are important to do because it is fully realized that the results of school education are the collective result of related elements. A partnership that can produce a cohesive, intelligent, and dynamic teamwork is the trump card for the success of school-based management.

Therefore, efforts to improve partnerships need to be pursued through: (1) making guidelines on partnership procedures, providing partnership facilities and communication channels, (2) conducting advocacy, publication, and transparency to stakeholders, and (3) involving stakeholders. interests in accordance with the principles of relevance, jurisdiction, and competence as well as the compatibility of the objectives to be achieved. The shift from centralized (centralized) management to school-based management requires a review of school rules, the role of school elements, habits of action, and the relationship between school elements. School rules need to be reformulated to suit the demands of school-based management, namely autonomy, flexibility, and participation.

Likewise, the role of each school element needs to be reviewed in accordance with the demands of school-based management, namely school democratization. This means that roles that were originally more authoritarian need to be changed to become egalitarian. The terms of an egalitarian role include the principal and teacher as facilitator, mediator, supporter, advisor, empowered, mentor, tutor, mentor, and other terms that are equivalent to the language of democracy. Likewise, the behaviour habits of depending on the boss and waiting need to be changed to being brave to take the initiative and initiative. The habit of favouring authority is changed into a habit of serving, the habit of serving the school system is changed into a habit of serving students.

School-based management will work well if schools apply the principles of governance which include: participation, transparency, responsibility, accountability, foresight, law enforcement, justice, democracy, predictability, sensitivity, professionalism, effectiveness, efficiency, and guarantee certainty. law. The implementation of good governance must be pursued by schools in various ways such as: making school rules/guidelines on procedures for implementing good governance principles, providing facilities to facilitate the implementation of good governance principles, conducting advocacy, publications, relations with stakeholders, and so on. which are adapted to the context of the needs, characteristics and abilities of each school. Continuous improvement should be the habit of every school member.

Therefore, a standard quality system needs to be used as a reference for improvement. The quality system in question must include the organizational structure, responsibilities, procedures, processes and resources for implementing quality management. Schools must also have a culture of quality. Hadiyanto (2004:72) applies "schools that implement school-based management must be aware that a quality culture must be embedded in the hearts of school residents, so that every behavior is always based on professionalism". Schools are responsive and anticipatory to the needs and aspirations that arise for quality improvement.

Therefore, the school always reads the environment and responds quickly and appropriately. In fact, schools are not only able to adapt to changing demands, but are also able to anticipate things that might happen. Picking up the ball, is the right equivalent of the term anticipatory. Schools must also have the will to change. Change or innovation must be something that is fun for all school members. On the other hand, the status quo is the enemy of the school. Of course, what is meant by change (innovation) is improvement, both physically and psychologically. This means that every time a change is made, the results are expected to be better than before or there is an increase in quality, especially the quality of students.

School is a system consisting of several elements and the results of school activities are the collective result of all school elements. Therefore, all school elements must understand the basic concepts of school-based management (what is school-based management, why is it necessary to implement school-based management, and how to implement school-based management). For this reason, for schools that will implement school-based management, the first step is to socialize the concept of school-based management to all elements of the school community and related stakeholders, through various mechanisms, such as seminars, workshops, discussions, work meetings, and others. Implementing school-based management is self-evaluation. By doing a self-evaluation, the school will give birth to a real picture of the real state of the school, this is often referred to as the school profile. Moving on from this profile, schools identify real challenges.

The real challenge is the mismatch between the current situation and the expected situation. Therefore, the size of the discrepancy between the current state (reality) and the expected state (ideally) tells the size of the challenge. The things that are evaluated include the weaknesses and strengths of challenges, such as; school achievements that have been achieved so far, available educational resources in schools, as well as support from parents and the surrounding community for the implementation of education in schools. From the above understanding it can be concluded that the vision is what is to be achieved (objectives/targets) by an institution or organization.

From the above understanding it can be concluded that the vision is what an institution or organization wants to achieve (goals/targets) and this vision is the basis for the formation of the organization. While the mission is an explanation of what must be done and how to achieve the vision. To achieve the school's goals as stated in the vision, the school formulates a mission, namely what the school will take in providing educational services to the community. Mission is what kind of educational services will be provided to students to achieve the expected vision.

Based on the vision and mission of the school that has been set, the target for the quality of education to be achieved by the school is formulated within a certain period of time. In implementing the education quality improvement program plan that has been mutually agreed between schools, parents and the community, schools need to take proactive steps to realize the targets set. Madrasah principals and teachers should utilize the available educational resources as much as possible, both human resources and other resources, and use past experiences that are considered effective, and use theories that are proven to be able to improve the quality of learning. To determine the level of success of the program, schools need to evaluate the implementation of the program, both in the short and long term. Short-term evaluation is carried out at the end of each semester to determine success in stages. If in the first semester there are factors that do not support, the school must be able to improve the implementation of the quality improvement program in the following semester.

Long-term evaluation is carried out at the end of each year, to find out how far the quality improvement program has achieved the quality targets that have been previously set. With this evaluation, the strengths and weaknesses of the program will be identified, and these should be improved in the following years. School-Based Management has characteristics that need to be understood by schools that will implement it. In other words, if schools are to be successful in implementing SBM, the following characteristics of school-based management need to be possessed. Talking about the characteristics of school-based management cannot be separated from the characteristics of an effective school. If school-based management is the container/framework, then effective schooling is the content.

Therefore, the following characteristics of school-based management include inclusively the elements of an effective school, which are categorized into inputs, processes, and outputs. In describing the characteristics of school-based management, a systems approach that is input-process-output is used to guide it. This is based on the understanding that schools are systems so that the description of the characteristics of school-based management (which is also the characteristics of effective schools) is based on inputs, processes, and outputs.

Furthermore, the following description starts from the output and ends with the input, considering that the output has the highest level of importance, while the process has a level of importance that is one level lower than the output, and the input has a level of importance two levels lower than the output. Basically, the Government Regulation of the Republic of Indonesia Number 38 of 2007 concerning the Division of Order of Government between the Government, Provincial Governments, and Regency/City Regional Governments must be used as a reference in the implementation of education. Thus, the decentralization of educational affairs must be within the corridor of the applicable laws and regulations. It should be noted that decentralization does not mean that all affairs are delegated to schools. This means that not all affairs are fully decentralized to schools, some affairs are still the authority and responsibility of the Government, provincial governments, district/city governments, and some other affairs are left to schools.

The following are educational matters which are partly the authority and responsibility of schools, namely: (a) teaching and learning process, (b) planning and evaluation of school programs, (c) curriculum management, (d) manpower management, (e) equipment management and equipment, (f) financial management, (g) student services, (h) school-community relations, (i) school culture management.

METHOD

The research method used is descriptive method with a qualitative approach, this is based on the formulations that appear in this study which according to the researcher is to carry out various exploratory activities in order to understand and explain the problems that are the focus of this research problem. Then the collection of various data and information will be carried out through observation, interviews, and documentation studies of the required data sources. According to Moleong (2006:43) what is meant by a qualitative approach is as a basic research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. This study took the location of MTs Islamiyah Sukoharjo which is located at Jalan Masjid Taqwa Sukoharjo.

This research is a study on the implementation of School-Based Management at MTs Islamiyah Sukoharjo, the subjects of this research are the principal, teachers and school committees. This location was chosen as a research location with the consideration that MTs Islamiyah Sukoharjo has implemented the concept of school-based management. In this study, researchers collected data through various instruments, including observation, interviews, documentation and literature study.

In practice, the four data collection techniques complement and complement each other. According to Muhadjir (2000:171) there are three techniques to test the reliability of the findings or research data in question, namely: 1) extending the time of stay with them, 2) more diligent observation, and 3)

triangulation. Data collection techniques used in this study were observation, interviews and documentary studies. The data that has been collected is then analyzed to answer the research problem. To be able to answer research problems, of course the raw data that has been collected needs to be organized in a certain way according to the demands of the presentation. The data analysis technique used in this research is qualitative data analysis. In the process of qualitative analysis, according to Nasution, (2003:42) the analysis is carried out in three simultaneous activities; reduce data, display data, and draw conclusions/verification. While the data analysis uses an interactive model analysis, meaning that this analysis is carried out in an interactive form from the three components.

RESULTS

The madrasa principal's planning process in school-based management. MTs Islamiyah Sukoharjo has implemented school-based management well, in accordance with the existence of the school and the capabilities of the available education staff. MTs Islamiyah Sukoharjo has implemented School-Based Management since 2005 effectively, especially in the field of discipline, both discipline for teachers and discipline for students.

The head of the madrasa explained that discipline for teachers includes: 1) attending school 15 minutes before admission, 2) making semester programs and annual programs, 3) compiling learning programs, 3) compiling minimum completeness criteria (KKM) at the beginning of the year, 5) compiling a syllabus, 6) making a learning implementation plan (RPP), 7) entering and leaving class according to the lesson schedule, 8) evaluating each time the learning process is complete, 9) carrying out an analysis of the evaluation results after each completion of daily tests, 10) compiling an improvement program and enrichment, 11) implementing improvement and remedial programs, 12) creating question banks based on core competencies (KI) and basic competencies (KD) as well as indicators for the subjects they teach, 13) making question grids for each semester exam, 14) making student personality and craft notebooks 15) report to the picket person every time they leave school hours, and 16) if the teacher is unable to attend the teaching schedule, submit the lesson plans to picket teacher. The data obtained shows that discipline for students includes: 1) students are required to attend every day at 7.45 every school day, 2) students are required to follow all subjects and sign the absence of subject teachers, 3) students who are late without a valid reason are subject to sanctions, 4) students who do not attend due to illness or are unable to attend, must have a letter from their parents, 5) students who do not attend without a letter from their parents will be subject to sanctions, 6) students caught using drugs will be expelled immediately. From school, and 7) every student is required to sign attendance and absences from school. MTs Islamiyah Sukoharjo has implemented school-based management well, this is proven to have the vision, miss, goals and objectives of the school. The head of the madrasah also explained that in formulating a school-based management program, all school members (teachers and school committees) were included. The process of preparing school-based management programs is carried out through meetings attended by all school members to formulate programs that will be implemented in the context of school progress in the fields of student affairs, curriculum, teaching, facilities and infrastructure and others.

The use of school finances used is always discussed with the school community. The use of school funds is always announced at every teacher council meeting, school committee meeting and student guardian meeting. Have established a good working relationship with all parties. This is evident from the smooth construction of school facilities and infrastructure whose funds come from the government and other stakeholders. This is one of the characteristics that cooperation with stakeholders is good.

The principal's leadership in implementing school-based management is very democratic. It is proven that every activity that is to be carried out is always discussed with the school community, so that all planned programs can run well and smoothly because they have a school working group consisting of madrasa heads, teachers, employees, foundations and school committees. Meanwhile, the teacher working group is a district level MGMP forum. Madrasah principals have implemented school-based management principles, including: 1) participation, 2) law enforcement, 3) transparency, 4)

responsiveness, 5) consensus oriented, 6) fairness, 7) effectiveness and efficiency, 8) accountability, 9) strategic vision and 10) interrelatedness. The head of MTs Islamiyah Sukoharjo explained that the process of implementing school-based management had been carried out well.

In this case, the head of the madrasa has made the planning, implementation and supervision of teacher and student discipline run according to the provisions. If the teacher does not make a lesson program, the principal is prohibited from teaching in the classroom. On the other hand, students who violate school regulations will be given strict sanctions. The head of the madrasa also explained that if there were teachers who were often absent, they would be given a warning. If they violate the rules that have been set by the school, such as being late, often not attending, and others, they will be given educational sanctions.

Every school activity, both intracurricular and extracurricular, the head of the madrasa always supervises its smooth running. Teachers at MTs Islamiyah Sukoharjo have been familiar with school-based management since 2005. The implementation of school-based quality improvement management began in 2006 in stages. Madrasah principals and teachers have attended education and training (Diklat) on school-based management in Bandar Lampung in 2006. From the results of the training, madrasah principals are able to implement School-Based Management in the schools they lead in accordance with existing conditions and situations. The teacher education qualification is generally a bachelor's degree, so it strongly supports the implementation of school-based management at MTs Islamiyah Sukoharjo. Generally, teachers already have complete learning administration equipment. This is because the teacher is not allowed to enter the class if the learning administration is not complete. This shows that the school has implemented school-based management well, because all school residents and the surrounding community have played an active role in implementing school-based management in schools.

The community around the school welcomes the school-based management program that is being implemented. It is evident that the local community believes in the quality and quality of education at the school, so they enroll their children in the school. The support from the surrounding community is very good for the planning, including the following: 1) the formulation of the objectives to be achieved; 2) selection of programs to achieve goals; and 3) Identification and mobilization of limited resources. Implementation emphasizes managerial activities more directed at activities that are: empowering all potentials, coaching, developing, improving on targets which include mandatory programs, special programs, facility empowerment programs, financing programs that refer to the basic concept of being effective and efficient by placing individuals as the main actor.

Activity monitoring measures the level of personal work effectiveness and the efficiency level of using certain methods and tools in an effort to achieve goals. Thus, supervision is a basic process that is essentially needed no matter how complex and broad an organization is. The basic process consists of three stages: setting implementation standards; measurement of work performance compared to standards; and determine the gap (deviation) between the implementation of school-based management programs. MTs Islamiyah Sukoharjo has implemented management, learning and community participation well. So that all school-based management programs can run well and smoothly in order to improve the quality of education. Support from the community, school committees and parents of students for planning which is the process of determining where we are going, setting paths and determining the resources needed to achieve goals in the most appropriate and most efficient way. The school committee and the parents of the students also provided assistance both morally and materially to complete the planning.

Implementation is a series of activities based on a work plan by prioritizing individual activities as a work unit to achieve goals. An important element when the plan is realized, namely the existence of integration between each component that supports each other according to time, targets and individual commitments. Supervision is the final activity in the management cycle. Weaknesses and advantages obtained from the results of supervision will be used as input in the preparation of future plans for the

School-Based Management program. In this case, the support from the community, school committees, and parents of the students for the planning, implementation, and supervision of school-based management at MTs Islamiyah Sukoharjo has gone well. So that all school-based management programs can run well and smoothly in order to improve the quality of education. The implementation and supervision of the school-based management program has been running as desired. It is proven that the relationship between the madrasah principal and the community, school committees, and parents of the students is very harmonious, and they even help the principal of MTs Islamiyah Sukoharjo in preparing programs, implementing programs, and supervising school-based management programs. So that all school-based management programs can run well and smoothly in order to improve the quality of education. Supporting the implementation of school-based management programs at MTs Islamiyah Sukoharjo are internal (internal) factors such as the leadership of the madrasa head, the quality and quantity of reliable teachers and the available infrastructure.

Meanwhile, external supporting factors also affect the implementation of school-based management in schools such as support from school committees, foundations, parents of the students and the community. The support from the surrounding environment is very large, so they participate in maintaining and protecting the school environment. It is proven that all MBS programs can run well. Because without the support of the surrounding community, the School-Based Management program is difficult to implement as expected. The available facilities and infrastructure already support school-based management programs. It is proven that the facilities and infrastructure of MTs Islamiyah Sukoharjo strongly support the implementation of school-based management programs. The quality and quantity of teachers at MTs Islamiyah Sukoharjo is adequate with a minimum capacity of one to two teachers per subject.

This capacity is very supportive of the school-based management program. Actually, professional teachers are still very much needed from PNS teachers, so far there are 4 PNS teachers who are seconded in this school. The quality and quantity of the school members of MTs Islamiyah Sukoharjo is adequate and they are very supportive of the school's progress, it is proven that: 1) they always help the school program; 2) they are always included in the preparation of school programs and; 3) in every school meeting they are always present ; In addition to the many supporting factors. However, it cannot be ignored that the inhibiting factors in the implementation of school-based management at MTs Islamiyah Sukoharjo, especially school residents and school guards are still inadequate. This is the cause of the lack of smooth implementation of school-based management programs as they should be, because there are still many school members and school guards with honorary status. In addition, there are still many communities, committees and school residents who do not understand the meaning and purpose of implementing school-based management programs.

CONCLUSION

The planning process in implementing school-based management includes the determination, vision, mission, goals and objectives to be achieved by conducting an assessment of the strengths, obstacles, opportunities and challenges faced by MTs Islamiyah Sukoharjo. Next, make alternative school developments and then define the school development process. Implementation of school-based management at MTs Islamiyah Sukoharjo composes RKAM, Education Unit Level Curriculum, involving school committees. But the recruitment of personnel has not been involved in the school, but it is still the education office. The head of the madrasah holds the division of teacher duties evenly and always guides the teacher in compiling the syllabus and lesson plans according to the standard process.

Activating teachers in MGMP activities especially to improve their ability in learning and other administration. MGMP activities are carried out to improve the ability of teachers to master learning materials, using appropriate and relevant methods and teaching aids, so that teachers in carrying out learning are liked by their students, teachers have implemented active, creative, effective, innovative and fun learning (PAIKEM). The school committee has the duty and function to improve the quality of education in the education unit. The school committee supports, provides input, motivates and

monitors teacher performance as well as establishes cooperative relationships with other parties in seeking funding and extracurricular activities. Factors supporting and inhibiting the implementation of school-based management at MTs Islamiyah Sukoharjo. School residents, parents of students and school committees support the progress of the school. This is proven by the school committee always providing input and helping school programs, school residents and school committees always participate in the preparation of school programs and their implementation.

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