

## **School Management on The Perspective From Leadership Of School Principal, Infrastructure, Human Resources, And Curriculum**

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### **ABSTRACT**

The research aims to gain information with regard to school management on the perspective from the leadership of school principal, infrastructure, human resources, and curriculum from some schools either state-owned school or private school in DKI Jakarta. The result shows that the private school is more likely to use *laissez-faire* style, while state-owned school prefer to use authoritarian style. This result is in terms of school management from the perspective from the leadership of school principal. In addition to this, based on infrastructure, quality and quantity, junior high schools infrastructure (completeness and quality) are better than senior high school in public schools. Furthermore, in human resources, either junior high school in private and public school have better human resources and competent in their field. This means they hold a master degree. Then, in the curriculum, generally, the junior high school either private or public school are using the curriculum of 2013 for the class of VII and curriculum of 2006 for class VIII and IX. It needs more deep research regarding school management to gain more results from elementary school to senior high school.

**Keywords: school management, infrastructure, human resources**

### **INTRODUCTION**

Education is one of the most important components in building a developed country. By education, human resources owned by a country can be more developed and reach the required quality.

Education in a country includes various components, such as educators, learners, educational institutions, and so forth. Educational institutions act as facilitators or facilities providers for educators and learners in carrying out the educational process.

One of the educational institutions in Indonesia is the school. School as an educational institution has a vital role in creating competent learners and have good quality.

With good management, schools as educational institutions in Indonesia is expected to emerge a good generation in the future.

However, in reality, there are still many schools in Indonesia that still do not have good management. This can be seen in several ways, such as many schools are left behind, in terms of facilities. Also, There are schools that have a lack of educators and incompetent, schools that have not been able to optimize the resources it has, and so forth.

Due to a lot of weakness in school, there should be efforts and roles of government and related institutions to update and improve school management in Indonesia.

Indeed, management was originally known in economics and business, which focused on profit and commercial. However, as the development, then management penetrated the world of education, it seems that management is needed in organizational activities. Without management, school organisation will not run properly, effectively and efficiently<sup>1</sup>. Without proper school management, it is unlikely that there will be future generations that have good quality.

School or madrasah as an integral part of society needs support and community participation. As a social role, the school is an open system in which the organisation takes advantage of the environment and also change it to external production. For example, schools take labour, students and money from the situation and subject to the transformation process of education to produce and educate students from each level.<sup>2</sup>

Regarding school management, there are some parts of the primary focus, such as the leadership of the principal, infrastructure, human resources, and curriculum. These four things become very vital regarding school management. Especially regarding improving school management to realise the national development in the field of education.

Principal leadership must be in line with the competencies and standards to create proper school management, as well as infrastructure. Infrastructure needs to support the ongoing process of teaching and learning activities, and it must have a good quality based on the needs of educators and learners in schools. In addition to this, human resources play a vital role.

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<sup>1</sup> Didin Hafifuddin dan Hendri Tanjung, *Manajemen Syari'ah dalam Praktek*, (Jakarta: Gema Insani, 2005), h. 4.

<sup>2</sup> Veithzal Rivai dan Sylvana Murni, *Education Management, Analisis Teori dan Praktek*, (Jakarta: Grafindo Persada, 2009), h. 198.

Human resources have a significant role in school management because this will support the creation of proper school management. Also, the curriculum is essential in school management. Without an excellent curriculum, there will be no proper school management. Proper school management will create a good curriculum as well and fit the needs of learners. To realise the national development in the field of education, it is required improvement and refinement of the implementation of civic education tailored to the development of science and technology, the development of society, global challenges, and development needs. To realise the goals of national education, then create an excellent curriculum, which can be developed and altered to follow a new generation.<sup>3</sup> School management can also be seen from the perspective of principal leadership, facilities, infrastructure, human resources, and curriculum of State Junior High School in DKI Jakarta. This also needs to be studied more to get a new insight.

Therefore the research question is how school management is viewed from the perspective of principal leadership, infrastructure, human resources, and curriculum of State and Private Junior High School in DKI Jakarta.

## **RESULTS**

### **School management at state junior high school**

#### **1. School management from the perspective of principal leadership**

Based on interviews, observations and analysis, the Principal of the State Junior High School, the majority of Principals' leadership is more of a common type, where active, dynamic, and targeted principals seek to exploit everyone for the sake of organisational progress and development. The suggestions, opinions and criticisms of each member are adequately channelled and attempted to use them for the growth and improvement of the organisation as a manifestation of shared responsibility.

But it does not entirely fit into the common type or uses the whole democratic kind of school management, but it is also combined with the authoritarian/autocratic nature.

#### **2. School Management Viewed from Infrastructure Facility Perspective**

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<sup>3</sup> *Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 Ayat 3*, (Bandung: Citra Umbara, 2007).

Based on the results of interviews and observations from several junior high schools that became the object of research obtained results, that in State Junior High School, in terms of facilities and infrastructure is adequate but when compared with that owned by Private High School is still said to be lost in quality and quantity, in addition from the side of the treatment was, still not right, there are still many facilities and infrastructure that condition is not good.

### **3. School Management Viewed from the Perspective of Human Resources**

Regarding the similarities between State Junior High School and Private Junior High School regarding school management as viewed from the perspective of Human Resources are both have the majority of Human Resources qualified and competent in their field.

When viewed from the way they do their Human Resource development, such as skill development or ability, professionalism, religiosity, and others, they will be educators, administrative staff, learners, to the worker's general workers, Junior High School The country has a limited and incomplete way.

### **4. School Management Viewed from the Curriculum Perspective**

State Junior High Schools still follow the policies imposed by the Government of the Republic of Indonesia in the field of education, especially in this curriculum.

As it is, for seventh grade State Junior High School has implemented the 2013 curriculum, but for the eighth and ninth grades still, apply the curriculum KTSP.

## **School Management in Private Junior High School**

### **1. School Management Viewed from Principal Leadership Perspective**

Some of the requirements that must be owned by a principal as contained in Chapter II is almost entirely or mostly owned by every Principal who became a resource in this study. Whether it is the Principal of the State Junior High School, as well as the Principal of Private Junior High School.

Headmaster of Private Junior High School is slightly different from the Principal of State Junior High School. At the Headmaster of Private Junior High School in conducting

school management more into the type of *laissez-faire*. Not only is a *laissez-faire* type, but there is also a combination of authoritarian/autocratic nature.

## **2. School Management Viewed from Infrastructure Facility Perspective**

Based on our observations, private junior high schools have more three aspects of good school facilities, with better quantity and quality compared to State Junior High Schools.

Likewise, with the infrastructure owned Private Junior High School, the quantity and quality are better than the State Junior High School. This shows that school management is viewed from the perspective of infrastructure, private junior high schools and professionals in the administration, care and development

## **3. School Management Viewed from the Perspective of Human Resources**

Concerning the similarities between State Junior High School and Private Junior High School regarding school management viewed from the perspective of Human Resources are both have the majority of Human Resources qualified and competent in their field.

When viewed from the way they do their Human Resource development, such as skill development or ability, professionalism, religiosity, etc., be it to educators, administrative staff, learners, to the worker's general workers, Junior High School The private sector is more diverse and more complete.

## **4. School Management Seen from a Curriculum Perspective**

Private High School is still following the policies imposed by the government of the Republic of Indonesia in the field of education, especially in this curriculum. The curriculum is used using the 2006 curriculum and the 2013 curriculum.

As it is, for seventh grade private junior high schools have implemented the 2013 curriculum, but for the eighth and ninth grade classes still, apply the 2006 curriculum. But there are also private Junior High Schools, all of the seventh, eighth, and ninth grades all implemented curriculum 2013. Private Junior High School has little development in curricula, such as the addition of several foreign language subjects and others.

## **DISCUSSION**

## **1. School Management Viewed from Principal Leadership Perspective**

School management is an effort to develop all the potential that schools have with authority and policies relying on the school itself in an attempt to improve the quality of education. From the perspective of Principal Leadership, almost all of the Principals who become resource persons in this study have most of the requirements required by the Principal as a leader and are obliged to do proper school management.

The requirements of the Principal in the effort to perform proper school management are among others as follows:

- 1) Have a good intelligence or intelligence.
- 2) Self-confidence and membership.
- 3) Companionable and sociable.
- 4) Creative, full of initiative and have the desire to progress and grow for the better.
- 5) The organisers are influential and authoritative.
- 6) Have expertise or skill in the field.
- 7) Likes to help, guide and punish consequently and wisely.
- 8) Have a balance/stability of emotional and patient.
- 9) Have a high spirit of devotion and loyalty.
- 10) Dare to take decisions and be responsible.
- 11) Honest, humble, trustworthy and straightforward.
- 12) Wise and fair.
- 13) Discipline.
- 14) Knowledgeable and broad-minded.
- 15) Physically and mentally healthy.

Of the fifteen conditions, almost all of them are owned by each Principal who became the resource person in this study. Whether it is the Principal of the State Junior High School, as well as the Principal of Private Junior High School.

But it is different with the type of principal in managing the existing school in Junior High School between the State and Private. Based on current theory, there are four types of the first type. Among them are the authoritarian/autocratic type, laissez-faire type, democratic type, and democratic pseudo type.

Based on interviews, observations and analysis, the Principal of the State Junior High School, the majority is more of a democratic type, where active, dynamic, and targeted

headmasters seek to exploit everyone for the sake of organizational progress and development. The suggestions, opinions and criticisms of each member are properly channelled and attempted to use them for the growth and progress of the organization as a manifestation of shared responsibility.

But it does not entirely fit into the democratic type or uses the total democratic type of school management, but it is also combined with the authoritarian / autocratic type. The characteristics of the autocratic Headmaster are as follows:<sup>4</sup>

- a) Assume the organization as a private owner.
- b) Identify personal goals with organizational goals.
- c) Assume subordinates as a mere eye tool.
- d) Do not accept criticism, suggestions, and opinions.
- e) Too dependent on his formal power.
- f) In the act of mobilizing it often uses approaches containing both coercive and punitive elements (punitive).

As a result of his leadership, teachers become obedient and incapable of taking the initiative and are afraid to make decisions, teachers and students are forced to work hard with the fear of punishment, and the school will become static.

But it is not done in all circles or layers that exist in the school environment. But more to some circles or layers, such as the administrative staff who work poorly, learners are not disciplined and often violate the rules, as well as educators who are less than the maximum in performing their duties.

While at the Principal of Private High School, slightly different from the Principal of Junior High School Affairs. At the Headmaster of Private Junior High School in conducting school management more into the type of *laissez faire*.

*Laissez faire* if translated can be interpreted as "let's walk "or" not to be ignored ", so it contains the attitude of " *bodo* ". This form of leadership is the opposite of an authoritarian leadership form. This leadership basically does not carry out activities in any way. The principal is domiciled and never gives control and correction to the work of its members. The division of duties and cooperation is left to the members of the group without

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<sup>4</sup> M. Moh. Rifai, *Administrasi Pendidikan*, (Bandung: Jemmars, 1986), h. 38.

the instructions or suggestions from the principal. So that power and responsibility become confused and not directed.<sup>5</sup>

This is because the private junior high school, which is more dominant or who has more power in school management is the Chairman of the Foundation or Owner of the Foundation. The principal is only more of a symbol or as a means of an extension of their hands alone, so that the authority and power in managing the school can be said to be limited when compared to the Principal of Junior High School Negeri.

However, it is not only a laissez faire type, but there is also a combination of authoritarian / autocratic. The characteristics of the autocratic Headmaster are as follows:<sup>6</sup>

- a) To regard organizations as private owners.
- b) Identify personal goals with organizational goals.
- c) Assume subordinates as a mere eye tool.
- d) Do not accept criticism, suggestions, and opinions.
- e) Too dependent on his formal power.
- f) In the act of mobilizing it often uses approaches containing both coercive and punitive elements (punitive).

As a result of his leadership, teachers become obedient and incapable of taking the initiative and are afraid to take decisions, teachers and students are forced to work hard with a fear of punishment, and the school will become static. This is due to pressure from the Chairman of the Foundation or Owner of the Foundation. Because the highest power holders are in the Foundation Chairman or Owner of the Foundation, the Principal must also submit and follow his orders. So that impact on the type of authoritarian / autocratic applied by the Principal Private High School in conducting school management.

## **2. School Management Viewed from Infrastructure Facility Perspective**

Education facilities and infrastructure are all tools that support the educational process or teaching either directly or indirectly in school, in order to achieve the educational goals effectively and efficiently. Educational infrastructure facilities serve as supportive of teaching and learning activities in schools. Without infrastructure in the learning process, learning objectives will not be achieved.

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<sup>5</sup> *Ibid.*, h. 41.

<sup>6</sup> M. Moh. Rifai, *Administrasi Pendidikan*, (Bandung: Jemmars, 1986), h. 38.



There is little difference in school management in the perspective of facilities and infrastructure between State Junior High School and Private Junior High School. Based on the results of interviews and observations from several junior high schools that became the object of research obtained results, that in State Junior High School, in terms of facilities and infrastructure is adequate but when compared with that owned by Private High School is still said to be lost in quality and quantity, in addition from the side of the treatment was, still not good, there are still many facilities and infrastructure that condition is not good.

This is due to poor maintenance management. This is different from Private Quarter Private Middle School, in addition to quantity and quality is more adequate, the treatment they do is better than the State Junior High School.

Judging from its relationship with Teaching and Learning Process, Education Facility is divided into 3 kinds when viewed from its relation with teaching and learning process, that is: learning tool, props, and teaching medium.<sup>7</sup>

- a) A lesson tool is a tool that is used directly in the learning process, such as books, props, stationery, and practice tools.
- b) props are educational and teaching aids, can be actions or objects that easily give understanding to students in a row from the abstract to, with the concrete.
- c) Media teaching is a means of education that is used as an intermediary in teaching and learning process, to enhance further the effectiveness and efficiency in achieving goals.

Of the three, based on our observations, Private Junior High School has more of these three aspects with better quantity and quality compared to State Junior High School.

The educational infrastructure in schools can be classified into two kinds, namely:<sup>8</sup>

- a) Educational infrastructure that is directly used for teaching and learning process, such as theory room, library room, skill room, and laboratory space.
- b) School infrastructure whose existence is not used for teaching and learning process, but directly support the learning process, such as office space, school cafeteria, land and roads to schools, restrooms, school health office space, teachers' , and vehicle parking.

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<sup>7</sup> *Ibid.*

<sup>8</sup> *Ibid.*, h. 4.

Likewise with the infrastructure owned Private Junior High School, the quantity and quality are better than the State Junior High School. This shows that school management is viewed from the perspective of infrastructure, private junior high schools and professionals in management, care and development compared to State Junior High Schools in conducting school management from the perspective of infrastructure.

### **3. School Management Viewed from the Perspective of Human Resources**

High-quality Human Resources are Human Resources that can create not only comparative value, but also innovative-generative-competitive value using the highest energy such as intelligence, creativity, and imagination. According to Thomson as quoted by Ndraha, there are two things that are sourced in human beings that are needed: 1) a capability for decision and action, related to skill, capacity, and ability; 2) a disposition to cooperate with other (fellow workers and management) in interdependent and interrelated tasks. This has to do with motivation or willingness to contribute work.

Based on the results of interviews, observations, and analysis of the State Junior High School and Private Junior High School that became the object of research. There are few similarities and differences in school management seen from the perspective of Human Resources.

In terms of the similarities between State Junior High School and Private Junior High School in terms of school management viewed from the perspective of Human Resources are both have the majority of Human Resources qualified and competent in their field.

But there is little difference between State Junior High School and Private Junior High School in terms of school management viewed from the perspective of Human Resources. When viewed from the way they do their own Human Resource development, such as skill development or ability, professionalism, religiosity, etc., be it to educators, administrative staff, learners, to the workers general workers, Junior High School The private sector is more diverse and more complete than the State Junior High School.

This obviously will have a direct impact on the level of skill development or ability, professionalism, religiosity, etc., be it against educators, administrative staff, learners, down to the public worker who owned the school.

#### **4. School Management Viewed from the Curriculum Perspective**

The curriculum is a very important tool in ensuring the success of the education process, meaning that without a good curriculum and appropriate it will be difficult to achieve the goals and objectives of education that aspired. Etymologically according to Wiles and Bondi the term curriculum was first discovered in Scotland in the early 1820s, and the term was first used in the United States a century later. The term curriculum comes from the Latin word "currere" in the form of a verb (to run) which means run. In the Webster dictionary the word curriculum is derived from the Greek "curicula" which has several meanings from the curriculum including: (1) The place of race, the distance that the trained runner must take; (2) A way for a cart or race; (3) The race starts from the start and ends with the finish. From several meanings etymologically above, the latter curriculum is identical with the learning process, so on that basis the term curriculum is applied in education.

The curriculum is the experience of learners both at school and outside school under the guidance of the school, the curriculum is not only limited to the subjects, but includes everything that can affect the development of learners, and can determine the direction or anticipate something that will happen, in other words the curriculum must show what the learners should learn, which contains various teaching materials and learning experiences programmed, planned and systematically designed on the basis of applicable norms that serve as guidelines in the learning process for educational staff and learners to achieve educational goals.

School management seen from a curriculum perspective applied between State Junior High School with Private Junior High School is not much different. Between State Junior High School and Private Junior High School, both are still following the policies imposed by the government of the Republic of Indonesia in the field of education, especially in this curriculum.

As it is, for seventh grade Junior High Schools and Private Junior High Schools have implemented the 2013 curriculum, but for the eighth and ninth grade classes still apply the 2006 curriculum. But there are also private Junior High Schools that are entire, from seventh grade, eight, and Nine, all have implemented the 2013 curriculum. In addition, there are few differences in private junior high school, there is little development in the field of curricula, such as the addition of several foreign language subjects and others.

## CONCLUSION

Based on the description of research entitled "School Management Viewed from Principal Leadership Perspective, Infrastructure Facility, Human Resources, and Curriculum at SMP Negeri DKI Jakarta", the following conclusions can be drawn:

1. School management is viewed from the perspective of Principal leadership, in Public and Private Secondary Schools, most or the majority meet the requirements that the Principal should have in order to do good school management. However, there are differences in the type of leadership, in State Junior High School, the type of leadership is more to the type of combination between democratic and authoritarian / autocratic in conducting school management, while Private Junior High School has a combination of laissez faire with authoritarian / autocratic leadership school.
2. School management is seen from the perspective of infrastructure facilities, in terms of quality and quantity, facilities and infrastructure of Private Junior High School are better than the State Junior High School. In terms of quality and quantity, facilities and infrastructure are better than the State Junior High School. The management, maintenance and development of facilities and infrastructure in school management in private junior high schools are done well and more professionally.
3. Manajamen schools seen from the perspective of Human Resources, between State Junior High School with Private Junior High School have similarities, most and generally have qualified and competent Human Resources in their field. But there is little difference when viewed from the way they do their own Human Resource Development, such as skill development or ability, professionalism, religiosity, etc., be it to educators, administrative staff, learners, down to the workers general workers , Private Junior High School is more diverse and more complete than the State Junior High School.
4. School management seen from the perspective of the curriculum, generally between State Junior High School with Private First School is not much different, still following the policies of the Government of the Republic of Indonesia in the field of education, especially the curriculum. As it is, for seventh grade Junior High Schools and Private Junior High Schools have implemented the 2013 curriculum, but for the eighth and ninth grade classes still apply the 2006 curriculum. But there are also

Private Private Schools that are entire, from seventh, eighth, and seventh grade nine, all have implemented the 2013 curriculum. In addition, few differences in private junior high school have little development in the field of curricula, such as the addition of several subjects of foreign languages and others.

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