

MANAGEMENT OF EXTRACURRICULAR ACTIVITIES AT AL-HASYIMIYAH ISLAMIC BOARDING SCHOOL TEBING TINGGI

Candra Wijaya¹, Edi Sahputra², Mirza Syadat Rambe³

¹State Islamic University of North Sumatra, Medan, Indonesia

²State Islamic University of North Sumatra, Medan, Indonesia

³State Islamic University of North Sumatra, Medan, Indonesia

Corresponding author :

candrawijaya@uinsu.ac.id, edisahputra@uinsu.ac.id, mirza90syadat@gmail.com

ABSTRACT

This study aims to obtain a detailed description of (1) Planning extracurricular activities in character building of students (2) Organizing extracurricular activities in character building of students (3) Directing extracurricular activities in character building of students and (4) Controlling extracurricular activities in shaping the character of students at PPM Al-Hasyimiyah Tebing Tinggi. This study uses a qualitative approach, the type of phenomenological research, and the descriptive analysis method. Data collection techniques are carried out by; participatory observation, in-depth interviews, and document analysis. The data analysis process is carried out starting from; data reduction, data presentation, and conclusion. Test the validity of the data by triangulation and member checks. The results of this study are (1) Planning for extracurricular activities in the formation of students' character is carried out in the form of preparing extracurricular activity programs which are then used as a reference in its implementation. The program development process is preceded by an analysis of the required resources, collaboratively enforced, and socialized at the beginning of the school year. (2) Organizing extracurricular activities in forming the character of students as a whole is integrated with the madrasa organization. The organizing process consists of; determination of resources, the division of tasks according to their field of expertise, determined by the Decree of the Head of Madrasah, making agreements to shape the character of students through routine activities, for example, spontaneous action, and conditioning. (3) The direction of extracurricular activities in the formation of the character of students is carried out to ensure that the implementation of activities is directed at the goals that have been set in the planning. The briefing process includes; implementation of activities according to the plan, the pattern of activities includes (introduction, core, closing), teachers/coaches prioritize exemplary, effective leadership, problem-solving together, commitment to tasks, functions, and roles, (4) Control of extracurricular activities in the formation of student character implemented through; monitoring, assessment, and reporting. The control process includes; monitoring the implementation of activities, evaluating activities through process assessments and results assessments, the majority of students obtain satisfactory results, but still need to optimize the existing elements in planning, organizing, directing and controlling, and efforts to improve the readiness of the supporting components are needed.

Keywords: *Management, Extracurricular, Character*

INTRODUCTION

Education, which is believed to be one of the efforts to improve the quality of human life, essentially aims to humanize humans, mature, and change behavior and improve quality for the better. In reality, education is not a simple endeavor, but rather a system in which it contains diverse and interrelated elements as well as dynamic and challenging activities. Education is not static, but will always worship along with the changes and developments of the times. That is why education always requires efforts to

improve and improve in line with the high needs and demands of people's lives. And when we talk about the improvement and improvement of education, the school as the center and the place for education is one of the important elements that must receive more serious and serious attention. In this reform era, where public awareness about the importance of education has increased, it has given rise to public demands for quality education. Tilaar put forward a new paradigm for the quality of education, namely: first that "quality education and training are education needed by the community at large, and therefore the participation of families and communities in the implementation, investment, and evaluation of education must be increased." Of course, schools as institutions where people hope, are required to make changes and improvements for teachers to achieve quality education as expected by the community. Changes and improvements in education can be achieved if schools can implement effective education (schooling) management Depdikbud (2008 : 23).

In this case, the school as an educational institution (institution) which is a place where the educational process is carried out, has a complex and dynamic system. In its activities, a school is a place that is not just a gathering place for teachers and students but is in a complex and interrelated system arrangement. Therefore, the school is seen as an organization that requires management. More than that, the core activities of school organizations are human resources (HR) which are expected to produce quality graduates, under the demands of the community's needs, and in turn school graduates are expected to be able to contribute to the development of the nation. Furthermore, the school is also seen as an organization designed to be able to contribute to efforts to improve the quality of life for the people of a nation.

Management according to the Big Indonesian Dictionary means the process of using resources effectively to achieve goals. In the Oxford dictionary, the word management is defined as deceit, an instrument of deceit. Management comes from the verb to manage which means to lead (try and so on), to control (households, institutions, government) to achieve the goals of a person or group to use it appropriately. Meanwhile, management according to the term is the process of coordinating work activities so that they can be completed efficiently and effectively with and through other people. Management is also a leadership activity at any level to achieve goals, either through the activities of others or jointly. For adequate results, every leader must know what the intended leadership activities are. Leadership activities in this case are often referred to as management functions. From these definitions, management contains elements that include the ability to influence people (leaders/leaders), do work, and organizational goals. Cooperation between superiors and subordinates, and limited resources. These limited resources require managers to take creative and innovative actions that require

art and skills. These actions manage resources as optimally as possible so that organizational goals are easily realized. The ability to manage these resources will be the duties and obligations of a manager (Handoko, 2003 : 167).

There are three main reasons why management is needed in a group of people. First to achieve personal goals and organizational goals. Because basically, the people involved in an organization have their own goals that are united in one unit in the vision of the organization. Second, to maintain a balance between conflicting goals. Management is needed to maintain a balance between the conflicting goals, objectives, and activities of the stakeholders in the organization. Third, to achieve a degree of efficiency and effectiveness. An organization's work can be measured in many different ways. One of them is efficiency and effectiveness. Efficiency is the ability to complete a job correctly or do the right thing (doing the right things). Effectiveness is the ability to choose goals with the right equipment or tools to achieve the goals that have been outlined. In other words, do the job right (doing things right) (Ramayulis, 2008 : 45-46).

Robin dan Coulter (2007 : 90) Management exists at all levels, fields, and all types of human cooperative activities. When the basic concepts of management are applied in government, there must be a policy, a center of direction, a structural organization, a method of carrying out work, a means of integration, and complete coordination as well as sufficient ability to always adapt to a dynamic environment. Based on the thought above, management will also apply to be applied informal educational institutions (schools). Management activities informal educational institutions may include administrative management, staffing, infrastructure, finance, public relations, and others. From some of the descriptions above, it can be concluded that education management is cooperation between one another to achieve educational goals and manage them well and place people according to their expertise. In simple terms, education management is a management process in carrying out educational tasks effectively. Educational management is an arrangement of educational fields that are carried out through effective planning, organizing, communicating, motivating, budgeting, controlling, monitoring, evaluating, and reporting. Systematically to achieve the goals of quality education.

Sudirjo (2007 : 189) Islamic education management as stated by Ramayulis is the process of utilizing all available resources (Muslims, educational institutions, or others) both hardware and software. This utilization is carried out through collaboration with other people in an effective, efficient, and productive manner to achieve happiness and prosperity both in this world and the hereafter. Islamic education management contains various general principles that are flexible so that they can be in line with good progress and development. It is these principles that distinguish education management in general

from Islamic education management. Ramayulis argues that there are eight principles of Islamic education management, including: sincere, honest, and trustworthy. fair, dynamic, practical, and possible responsibility .

The concept of formal education in schools is divided into extracurricular and extracurricular activities, extracurricular activities are activities carried out by students outside of class hours. According to the Indonesian Dictionary, extracurricular activities are "activities that are outside those specified in the curriculum." According to Sudirjo, what is meant by extracurricular activities are "activities outside normal study hours which aim to make students more aware of what is learned in extra-curricular activities." Meanwhile, the Directorate of Vocational Education as quoted by Suryosubroto provides an understanding that extracurricular activities are "activities carried out outside of face-to-face lessons, carried out at school and outside a school to further enrich and broaden the horizons, knowledge, and abilities that have been studied in various subjects in the curriculum." Extracurricular activities are part of an educational management program in the field of student management. The organization of extracurricular activities in the world of schooling is aimed at exploring and motivating students in certain fields. Therefore, extracurricular activities must be adjusted to the hobbies and conditions of students so that through these activities, students can clarify their identity. Even that activity must be aimed at raising the enthusiasm, dynamics, and optimism of students so that they love their school and realize their position in society. This can be diverted from the incident is the discovery of the psychological needs of students the need for appreciation, play, and excitement. Not many know that the increase in a child's achievement in learning achievement is not only determined by how often and hard a student learns but there are other factors, one of which is taking extracurricular activities. This is not widely known by students and the community, in general, the existing extracurricular is a means of the population because it contains all the ways that can create all creativity, especially in the religious aspect which later (the creative power) can support children's thinking power but there is the assumption from some parties (parents) that only extracurricular activities are just ordinary activities or are considered as triggers for a child's lack of seriousness in learning because of the child's busyness in participating in extracurricular activities Suryosubroto (2009, 165).

Susika (2006 : 87) Humans as the most perfect creatures of Allah SWT are always faced with the development of the times as an effect of progress that is increasingly changing towards modern, due to the development of science and technology. Humans are creatures who need education, education is a basic medium in creating humans who can adjust to life and also in maintaining their lives as well as changing their lives for the better. Management education itself seen from the amount consists of management at the

micro-level and micro meso. With education management at the micro-level (educational institutions/schools), there are various fields of education management. The fields of education management at the micro-level, student management, school personnel management, financial management, equipment, school buildings and equipment, and school relationship management with the community. One area of education management at the school level that has sufficient participation is student management. Suyono (2002 : 43) Management of student development which concerns the management and services in matters relating to students in a school, starting from planning for student admissions, fostering students while in school until students finish their education, is an inseparable part of education management in schools which will also have an effect. on the quality of education. Therefore, the management of student development must be carried out as well as possible, because after all students are elements of education that are the main indicators of the success of an educational process. The success or failure of the educational process in a school / educational institution can be seen from the students themselves. This is because students are one of the most important factors that must provide indicators of success and school effectiveness in carrying out the education process. Therefore, if a school is to be said to be successful or successful, the management of student development is one of the factors that must be taken seriously and must be managed through effective management of student development.

In general, student coaching can be classified into two types of coaching, namely coaching academic students, and coaching non-academic students. Academic student development is student coaching that is directly related to the lessons taught at the school concerned, including extracurricular activities and co-curricular activities. Non-academic student coaching is student coaching that is not directly related to the lesson. In other terms, non-academic student coaching is also called extracurricular activities. Extracurricular activities are intended to broaden students' knowledge, increase skills in recognizing relationships between various subjects, channel talents, interests, support the achievement of extracurricular goals and complement the whole human development effort. Through extracurricular activities, students have ample space to empower and develop their potential, interests, and talents. Therefore, it is necessary to think about how to manage extracurricular activities into an activity that can be followed by all students to improve the quality of students' personalities. In this case, of course, the existing extracurricular activities need to be managed with effective extracurricular management.

Based on the description above, researchers are interested in researching to find out more about the Management of Extracurricular Activities at Al-Hasyimiyah Islamic

Boarding School Tebing Tinggi, because in this cottage the development of student talents through extracurricular activities is very concerned.

RESEARCH METHODOLOGY

This research will be carried out using a descriptive qualitative case study research method, namely finding facts with the right interpretation by explaining that descriptive research studies problems in society, as well as procedures that apply in society and certain situations including the relationship between activities, attitudes, views and ongoing processes and the influence of a phenomenon. In qualitative research, to obtain data holistically and integratively, the data collection techniques commonly used are: 1) in-depth interviews (in-depth interviewing), 2) participant observation (participant observation), and 3) documentary studies (study of the document). The main instrument in this study was the researcher himself using recording aids, cameras, interview guides, and so on related to the collection of the required data. In qualitative research, data analysis is generally divided into three levels: analysis at the initial level, analysis during field data collection, and analysis after data collection are complete. The essence of data analysis in qualitative research is to reduce data because in qualitative research the data collected must be in-depth and sufficient according to the focus and objectives of the study.

RESULT AND DISCUSSION

Based on the concept of management, the concept of extracurricular activities, the concept of character education, to obtain a detailed description according to the objectives of this study, the application of management functions to extracurricular activities in the formation of the character of students includes; (1) planning extracurricular activities in forming the character of students, (2) organizing extracurricular activities in forming the character of students, (3) directing extracurricular activities in forming the character of students, and (4) controlling extracurricular activities in forming the character of students.

A good management activity certainly begins with careful planning, so that in the implementation it can achieve the goals that have been set effectively and efficiently. Extracurricular activity planning is the selection or determination of goals, and the determination of policy strategies, programs, procedures, methods, budget systems and standards required regarding curricular activities carried out by students outside of learning hours for extracurricular activities and co-curricular activities, under the guidance and supervision of education units. In line with the research problem; how to

plan extracurricular activities in shaping the character of students at PPM al-Hasyimiyah Tebing Tinggi, is known after being explored by taking into account several planning elements consisting of; (a) a predetermined number of activities, (b) the existence of a process, (c) the results to be achieved, and (d) regarding the future within a certain time. Based on the research findings, it is known that the extracurricular activity program at PPM Al-Hasimiyah Tebing Tinggi is one part of the components listed in the Madrasah Annual Work Program. This is in line with the provisions in Government Regulation Number 19 of 2005 concerning National Education Standards, Article 53 paragraph (2) point a and Article 79 paragraph (2) point b which states that " Extracurricular Activities are included in the Annual Work Plan of the education unit". Furthermore, in document I of the Al-Hasimiyah Tebing Tinggi PPM Curriculum it is also known that there are 10 forms of extracurricular activities listed in it. The determination of extracurricular activities in this curriculum is because extracurricular activities are curriculum content which is a component of self-development as stipulated in the KTSP Preparation Guidelines from BNSP, which states that; "Self-development activities are facilitated and/or guided by counselors, teachers, or education personnel which can be carried out in the form of extracurricular activities. Currently, the term self-development in the 2013 Curriculum is more widely used as extracurricular activities. Placing extracurricular activities in an integrated manner with other educational unit programs based on the applicable provisions as mentioned in the description above proves that the planning of extracurricular activities meets the rules of good planning so that in addition to fulfilling formal legality, it also reflects the planning process with good management standards. It is known that the planning process is preceded by an analysis of the resources needed for the implementation of extracurricular activities for each form of extracurricular activity developed. The implementation of the analysis is intended to determine the level of readiness of the factors so that it is known both the supporting factors and the less supportive factors. This is an important step in the planning process to determine the right strategy so that the objectives can be achieved effectively and efficiently. This is also stated by Romadon Taufik in his writing entitled management of extracurricular activities based on student character development with the results of the research that student character development is based on extracurricular activities that have been carried out based on effective management principles which include the process of planning, organizing, implementing, monitoring and evaluating.

Organizing extracurricular activities is the process of determining, grouping, and arranging various activities needed to achieve goals, placing people in each of these activities, providing tools that are in hand, determining the authority that is relatively delegated to each individual who will carry out coaching. curricular activities carried out

by students outside of learning hours, intra-curricular activities, and co-curricular activities, under the guidance and supervision of the education unit under the planning. In line with the research problem, how to organize extracurricular activities in shaping the character of students at PPM Al-Hasyimiyah Tebing Tinggi, it is known after being explored by paying attention to several organizational elements consisting of; (a) determination of the resources and activities needed to achieve organizational goals, (b) the process of designing and developing an organization that will bring these things towards goals, assigning certain responsibilities, and (c) delegating the necessary authority to individuals to carry out the duties carried out by the madrasa leadership. Organizing extracurricular activities in shaping the character of students at PPM Al-Hasyimiyah Tebing Tinggi is known that in general it is integrated into the madrasa organization as a whole. In the organizational pattern, the working mechanism of each extracurricular activity is regulated by madrasa policies, including; (a) The Deputy Head of Curriculum is given the task of coordinating the preparation of extracurricular activities programs, (b) the Deputy Head of Student Affairs is given the task of coordinating the implementation of extracurricular activities, (c) the Deputy Head of Facilities is given the task of coordinating the use of facilities in the implementation of extracurricular activities. The arrangement of the division of tasks takes into account the suitability of the scope of responsibility in each task and supports the smooth implementation of the activities carried out. Determination of the required resources and assignment of responsibility for extracurricular activities at PPM Al-Hasimiyah Tebing Tinggi is known to be done by determining; (1) Facilities, namely; facilities, tools, and equipment needed by each form of extracurricular activities, (2) the person in charge of activities, namely; to teachers or education personnel who are given the task as coaches, and (3) Financing, namely operational funds for activities or other funds needed for each form of extracurricular activities to be carried out. Resources in 10 forms of extracurricular activities at PPM Al-Hasimiyah Tebing Tinggi are broad as stated in table 4.24 in the research findings, which consist of; (1) Scouting Education; (a) Infrastructure facilities, including; Gudup Studio, Tents, Flags, Camping Tools, and Equipment. (b) Person in Charge of Activities, namely; M. Zainul, and Mey Rossa, (c) Financing includes; Coaching costs with a volume of 72 per year with unit prices according to the provisions in the Madrasah, Costs for Procurement of tools/equipment, and Costs for Competition Activities according to needs with a priority scale and following the financial condition of the Madrasah. (2) Read and Write Al-Qur'an (BTQ), namely; (a) Infrastructure includes; Classrooms/mushalla, Al-Qur'an Books, Tajweed Books, Iqra, Qiraati, and learning media. (b) Person in Charge of Activities, namely; Jasrul Puteh, and Eni. (c) Financing includes; Cost of coaching volume 48 per year with unit prices according to

the provisions in the madrasa, Cost of Procurement of tools/equipment as needed with a priority scale, and following the financial condition of the madrasa. (3) Muhadharah (Rohis), namely; (a) Infrastructure includes; Classroom/Mushalla, the Book of the Qur'an, Hadith, Religious Books, and learning media. (b) Person in Charge of Activities; Minarti, S.Pd. and Afri, S.Pd. (c) Financing includes; Cost of coaching volume 48 per year with unit price according to the provisions in the madrasa, Cost of Procurement of equipment/equipment for activities according to needs with a priority scale, and under the financial condition of the madrasa. (4) Computer Interest, namely; (a) Infrastructure includes; Labs. Computers, tools (printers, CDs, flap discs, LCD projectors, internet). (b) Person in Charge of Activities; Mu'anafi H, S. Kom, Tim. (c) Financing includes; Development costs, volume 54 per year with unit prices determined by the madrasah, costs for procurement and maintenance of equipment according to needs on a priority scale and following the financial condition of the madrasa. (5) cubits of work, namely; (a) Infrastructure includes; Skills room, practice materials, tools; sewing machine, scissors, meter, etc. (b) Person in Charge of Activities; Emilia and Krisnawati. (c) Financing includes; Development costs, volume 48 per year with unit prices according to the provisions of the madrasa, Cost of Procurement of Tools and Practice Materials according to needs with a priority scale, and following the financial condition of the madrasa. (6) Drum band, namely; (a) Infrastructure includes; Theory room/page, complete drum band set, formation flag, and costumes (b) Responsible for Activities, namely; Yopi Permana, S.Pd., and Doni Yufo (c) Financing includes; Development costs, volume: 2 months/48 per year with unit prices according to the provisions of the madrasa, procurement costs, maintenance of tools and equipment according to needs with a priority scale and following the financial condition of the madrasa. (7) Full, namely; (a) Infrastructure; Futsal field, Ball, Futsal sportswear, Team costume, Training equipment. (b) Person in Charge of Activities; Munzayin, and Suroto (c) Financing includes; Cost of coaching volume 48 per year with unit prices following the provisions of the madrasa, equipment procurement costs, and team equipment costs according to needs with a priority scale and following the financial condition of the madrasa. (8) Volleyball 1 bales, namely; (a) Infrastructure includes; extracurricular, (2) Responsible for Activities, namely; to teachers or education personnel who are given the task as coaches, and (3) Financing, namely operational funds for activities or other funds needed for each form of extracurricular activities to be carried out. Determination of the implementation of 10 forms of extracurricular activities in shaping the character of students at PPM Al-Hasimiyah Tebing Tinggi for the 2019/2020 academic year after it can be estimated that the volume of resources needed is declared ready to carry out any extracurricular activities. Although it is known that the level of readiness of the factors of each form of

extracurricular activities does not fully have the maximum readiness. The organizing process in madrasas is known to involve related parties, especially the Waka Madrasah, teachers, and coaches who previously served as supervisors for extracurricular activities and were judged to have competence in their fields. And as the findings in the study found that the Waka Madrasah, the teachers/supervisors of extracurricular activities were considered to be the parties who best understood each of the characteristics of extracurricular activities and their problems.

The direction of extracurricular activities is an effort to make the planning of curricular activities carried out by students outside of learning hours for extracurricular activities and co-curricular activities, under the guidance and supervision of the education unit a reality, through various directions and motivations so that each member of the organization can carry out activities optimally according to their roles, duties, and responsibilities. In line with the research problem, how is the direction of extracurricular activities in shaping the character of students at PPM Al-Hasimiyah Tebing Tinggi, it is known after being explored by paying attention to the elements of direction, namely; motivation, leadership, power, decision making, communication, coordination, negotiation, conflict management, organizational change, interpersonal skills, building trust, performance appraisal, and job satisfaction in extracurricular activities in shaping the character of students in the madrasa environment. The description of the elements of direction above in this study is what is meant by (a) motivation is the provision of a driving force that creates one's work enthusiasm so that they want to work together, work effectively and be integrated with all their efforts to achieve satisfaction, (b) leadership is as the process of influencing and directing employees in doing the work assigned to them, (c) power is the ability to influence others to achieve something in the desired way, (d) decision making is the determination of a series of activities to achieve the desired results, (e) a) communication is the process of sending and receiving information or messages between two or more people in an effective manner, so that the intended message can be understood, (f) coordination is a synchronous and regular effort to provide the right amount and time, and direct the implementation to produce an action that diverse and harmonious on predetermined goals, (g) negotiation is a way to establish a decision that can be agreed upon and accepted by both parties and agree on what and how the actions will be taken in the future, (h) conflict management is the practice of recognizing and dealing with disputes rationally, (i) organizational change is the process of adjusting organizational design to the environmental conditions faced, (j) interpersonal skills are a person's ability to interact effectively with other people and with colleagues, (k) building trust is confidence in integrity, ability, or character of someone or something, (l) performance appraisal is belief in the integrity, ability, or character of

someone or something, (m) job satisfaction is a pleasant emotional state in which employees view their work.

Control is the process of monitoring and evaluating activities to ensure that they are completed as planned and the process of correcting any significant deviations. The basis of control can be seen from the supervisory function. Control of extracurricular activities is to determine what is achieved in curricular activities carried out by students outside of learning hours for intra-curricular activities and co-curricular activities, under the guidance and supervision of the education unit by evaluating the performance of teachers/coaches and if necessary implementing process steps of monitoring, assessment, and reporting on the achievement of the goals that have been set for corrective actions for further improvement. Furthermore, in line with research problems, how to control extracurricular activities in shaping the character of students at PPM Al-Hasimiyah Tebing Tinggi, is known after being explored by paying attention to elements in control including; (a) monitoring, (b) assessment, and (c) reporting. From these control elements, in this study what is meant by (a) Monitoring is a routine process of collecting data and measuring progress on program objectives, (b) Assessment is a systematic process that includes gathering information (numbers or verbal descriptions), analysis, and interpretation for making decisions. and (c) reporting is a form of delivering information that is supported by complete data following the facts so that the information provided is reliable and easy to understand.

Conclusion

Based on the findings and results of the discussion, this research can be concluded as follows:

1. Planning for extracurricular activities in forming the character of students is carried out in the form of preparing extracurricular activity programs which are then used as a reference in their implementation. The program development process is preceded by an analysis of the required resources, collaboratively enforced, and socialized at the beginning of the school year.
2. Organizing extracurricular activities in forming the character of students as a whole is integrated into the madrasa organization. The organizing process consists of; determination of resources, division of tasks according to their area of expertise, determined by decree of the head of the madrasa, making agreements to shape the character of students through routine activities, exemplary, spontaneous actions, and conditioning

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3. The direction of extracurricular activities in the formation of the character of students is carried out to ensure that the implementation of activities is directed at the goals set in the planning. The briefing process includes; the implementation of activities according to the plan, the pattern of activities includes (introduction, core, closing), teachers/coaches prioritize exemplary, effective leadership, overcome problems together, commitment to tasks, functions, and roles.
4. Control of extracurricular activities in the formation of students' character is carried out through; monitoring, assessment, and reporting. The control process includes; monitoring the implementation of activities, evaluating activities through process assessments and results assessments, the majority of students obtain satisfactory results, but still need to optimize the existing elements in planning, organizing, directing and controlling, and efforts to improve the readiness of the supporting components are needed

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