

# Management of madrasah heads in developing effective madrasah at Madrasah Tsanawiyah PP Muallimin Muhammadiyah Religion Sawah Dangka

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## Abstract

The purpose of this research is to know the management of learning and school management through activities; planning, organizing, implementing and supervising the activities carried out by the head of MTs PP Mu'allimin Muhammadiyah Sawah Dangka in the development of effective madrasah. The type of research used is descriptive qualitative. Research informants as many as 9 people. The data collection tool was the researcher as the key instrument and the supporting instruments were interview guides, observation guides, field notes, and cell phones. Data collection techniques are observation, in-depth interviews and documentation studies. Data analysis techniques in this study used the model carried out by Matthew B. Miles and A. Michael Huberman. Data validity testing techniques used data and method triangulation. The results showed that the head of MTs PP Mu'allimin Sawah Dangka, Agam Regency, was able to carry out management functions starting from planning, organizing, implementing and supervising effective madrasah indicators.

**Kata kunci:** Management, The principal, Effective madrasah

## Pendahuluan

Madrasah as an education system has a core component in the form of input, process and output, which is a unified whole and is interrelated, bound, influencing, requiring, and determining. In the context of the interrelationships of educational inputs, processes and outputs, the aspect of effectiveness is one of the performance clusters of the education system that must receive primary attention in madrasah (Bacon, McDaid, Williams, & Corr, 2019). Therefore, becoming an effective madrasah is a prerequisite for improving the quality of education in the country. The management of madrasah heads is an important and strategic factor in the framework of improving the quality and progress of the madrasah they lead (Wibowo, 2013). Effective madrasah will be achieved if the madrasah head is able to plan, organize, mobilize, supervise all available resources in the madrasah. These resources consist of human resources, leadership, policies, operational costs, facilities and infrastructure, reward systems, punishments, and organizational culture (Engkoswara and Komariah, 2010). Besides that, what is no less important is the ability of the madrasa head to show an exemplary attitude to the entire madrasa community. This ability is then referred to as the management of the madrasa head. According to Komariah and Triatna (2010) an effective madrasah is a school that demonstrates high standards of academic achievement and has a goal-oriented culture, marked by the formulation of a vision that is established and promoted jointly between school-administration members and students. Effective schools show compatibility between the results achieved and the expected results (Jordan, Resnick, Rodrigues, Hansen, & Dyson, 2017; Morales-Martinez, Trejo-Quintana, Charles-Cavazos, Mezquita-Hoyos, & Sanchez-Monroy, 2021; Shepherd, 2018). Meanwhile, according to Uhar Suharsaputra (2010) when viewed from the perspective of effective madrasah management dimensions include: Learning

services for students, student management and services, madrasah facilities and infrastructure, programs and financing, community participation and madrasah culture.

The success of an activity or job depends on its management. The job will be successful if the management is good and orderly, where the management itself is a device by carrying out a certain process in the related function. The function of management, can be explained as follows (Terry, 1990):

1. *Planning*

Planning basically determines the activities to be carried out in the future. This activity is intended to organize various resources so that the results achieved are as expected. Planning is the process of determining the goals or objectives to be achieved and determining the paths and resources to achieve these goals as effectively and efficiently as possible Kaufman (1988). In every plan, there are always three activities which, although they can be distinguished, cannot be separated. The intended activities include: formulating the goals to be achieved, selecting programs to achieve those goals and identifying and mobilizing sources whose numbers are always limited (Fattah, 1996). Planning is the act of formulating what, how, who, and when an activity will be carried out (Joyce, 2015; Kang, 2021). This category of behavior includes making decisions regarding objectives, priorities, strategy, formal structure, allocation, resources, assignment of responsibilities and organization of activities. (Lutfi Mahera Saputri, Saiful Anwar, Happy Susanto, 2022; Suryanto, Degeng, Djatmika, & Kuswandi, 2021).

2. *Organizing*

Handoko (1993) states that organizing is a process for designing formal structures, grouping and organizing and dividing tasks or work among members of the organization, so that organizational goals can be achieved efficiently. Furthermore, it is explained that the process of organizing can be shown in three step procedure as follows: detailing all work that must be carried out to achieve organizational goals; division of the total workload into activities that logically can be carried out by one person. The division of labor should not be too heavy so that it cannot be completed, or too light so that there is idle time, inefficiency and unnecessary costs are incurred; procurement and development of a mechanism to coordinate the work of members of the organization into an integrated and harmonious unit.

3. *Actuating*

Terry (1990) states that actuating is an attempt to move group members in such a way that they want and try to achieve organizational goals. An issue that always comes up in discussions about the actuating function is related to the importance of this function in all management activities, because it is directly related to humans and all kinds of interests and needs. (Hattie & Donoghue, 2016; Luo, Paris, Hogan, & Luo, 2011; Milicevic, Ven Thupten Lekshe, & O'Loughlin, 2016).

4. *Controlling*

Supervision is an activity that strives for work to be carried out in accordance with the plans or objectives set. In other words, supervision is conducting assessments as well as corrections so that what has been planned can be carried out correctly (Fattah, 1996). Supervision is often also called control. Controlling is one of the management functions in the form of making assessments, if necessary, making corrections so that what is done by subordinates can be directed to the right path with the aims and objectives that have been originally outlined. (Abdulla & Cramond, 2018; Dawson, Carless, & Lee, 2020; Tam, 2020). Supervision is one of the functions of management to ensure that the implementation of work goes according to the standards set in the plan (Agus Sabardi, 2001).

Effective supervision must involve all levels of managers from top to bottom, and work groups. The concept of effective supervision refers to integrated quality control or Total Quality Control (TQC). Fergenbaum (1991) states that Total Quality Control is an effective system for integrating the quality development, quality maintenance and quality improvement efforts of the variance groups in an organization so as to enable marketing, engineering, production, and service at the most economical levels wicks allow for full customer satisfaction. Etymologically according to the Big Indonesian Dictionary, the Principal is a person or teacher who leads a school. Thus the principal is the party appointed to lead an educational institution (Ministry of Education and Culture of the Republic of Indonesia, 1995). Whereas in terms of terminology, Wahjosumidjo, (2002) put forward the notion of the principal as a professional teacher who is given the task of leading a school where teaching and learning processes are held or a place where there is interaction between those who give lessons and students who receive lessons. While Asmendri (2006) reveals that the principal is a teacher (functional position) who is appointed to occupy a structural position (principal) in the school.

Based on some of the definitions above, it can be concluded that the principal is a teacher who has the ability to lead all the resources in the school, so that they can be optimally utilized to achieve common goals. Principal leadership is very broad for one individual. A solution can be provided with the involvement and assistance of others, to meet unlimited tasks and demands, the resources pooled by the Principal are a practical alternative (Blatchford & Russell, 2018; Cano, Pichardo, Berbén, & Fernández-Cabezas, 2020). A shared or team approach can increase leadership efficiency and effectiveness. Madrasah management is the process of utilizing all madrasah resources which are carried out through rational and systematic actions (including planning, organizing, directing action, and controlling to achieve school goals effectively and efficiently. Theories regarding the characteristics or characteristics of effective madrasah have been put forward quite a lot by the expert but in writing this thesis the writer uses the opinion of Uhar Suharsaputra (2010) because the writer feels that this theory has a fairly strong relationship with the dimensions of an effective madrasa seen from a management perspective which includes: learning services for students, management and student services, facilities and school/madrasah infrastructure, programs and financing, community participation, madrasah culture. It is these six indicators that the author will use in describing the management functions carried out by madrasah heads in developing effective madrasah at MTs PP Mu'allimin Muhammadiyah Sawah Dangka.

An example of a madrasa that has experienced rapid development and has shown indicators of an effective madrasa in Agam district recently is MTs PP Mu'allimin Muhammadiyah Sawah Dangka which is located on the Pekan Kamis-Bukittinggi highway, Jorong III Kampuang, Nagari Gadu, Tilatang Kamang District. About 7 Km from the tourist town of Bukittinggi. The researcher made this MTs a research object because it has proven to be of great interest and there are several indicators showing the managerial ability of the madrasah head in realizing an effective madrasah, one of which is a significant increase in the number of students as well. This Islamic boarding school also has adequate facilities and infrastructure in accordance with the law on the national education system no. 20 of 2003 chapter XII article 45 and Government Regulation Number 24 of 2007.

The management function carried out by the head of the madrasah in organizing education at PP Mu'allimin Muhammadiyah Sawah Dangka has brought progress and improved quality of madrasah as evidenced by the various achievements that have been made by the students of this madrasah. The following is a record of the achievements of the students of the Mu'allimin Muhammadiyah Sawah Dangka Islamic Boarding School, including: Ranked 3rd in the UAM-BN score and the highest in Agam Regency and ranked in the top 10 at the West Sumatra Province level, 1st place in the Arabic Language Olympiad at the East West Sumatra level, 1st place winner in Arabic interpretation at the West Sumatra level, 2nd place winner in the TOAFEL Olympiad at the Islamic boarding school level in West Sumatra, 3rd place winner for calligraphy at the Islamic boarding school level in West Sumatra, 1st place winner in a poetry reading competition in Agam district, 2nd place in the football cup tournament II East Agam, finalist blue batik social studies competition, and a number of proud achievements in the tahfiz competition. The achievement of these achievements is one of the proofs that PP Mu'allimin Muhammadiyah Sawah Dangka has positive values in the administration of education so that it has opportunities in the development of effective madrasah. To make it easier for the writer to analyze the results of the research, this research is focused on the management of madrasah heads in the development of effective madrasah at the Madrasah Tsanawiyah PP Mu'allimin Muhammadiyah Sawah Dangka Agam. This research aims to describe about:

1. Planning carried out by the Head of MTs PP Mu'allimin Muhammadiyah Sawah Dangka in an effort to realize an effective madrasah.
2. The organization structured by the Head of MTs PP Mu'allimin Muhammadiyah Sawah Dangka in an effort to create an effective school.
3. Implementation of activities by the head of MTs PP Mu'allimin Muhammadiyah Sawah Dangka which have been planned to create an effective madrasah.
4. The supervisory system carried out by the head of MTs PP Mu'allimin Muhammadiyah Sawah Dangka in an effort to lead to an effective madrasah.

This research is a type of descriptive qualitative research involving 9 research informants. The data collection tools are researchers as key instruments and supporting instruments are interviewing guides, observation guidelines, field notes, and cell phones. Data collection techniques are observation,

in-depth interviews and documentation studies. The data analysis technique in this study used the model conducted by Matthew B. Miles and A. Michael Huberman "The analysis consists of three streams of activities that occur simultaneously, namely data reduction, data presentation, drawing conclusions or verification". Data validity testing techniques use data and method triangulation.

## **Results**

*Planning carried out by the Head of MTs PP Mu'allimin Muhammadiyah Sawah Dangka in an effort to realize an effective madrasah.*

### **1. Planning learning services for students**

Planning for the head of the madrasah in learning services for students begins with the teacher recruitment process. The process of recruiting teachers at MTs PP Mu'allimin Muhammadiyah Sawah Dangka is always carried out every May every year, whether it's recruiting new teachers or re-selecting old teachers in the context of performance evaluation. Good learning services at MTs PP Mu'allimin Muhammadiyah Sawah Dangka can also be seen from the teaching planning for teachers who are required by the deputy head of curriculum to prepare teaching planning documents at the beginning of each school year.

### **2. Management planning and student services**

The first step in student management activities carried out by the top manager of MTs PP Mu'allimin Muhammadiyah Sawah Dangka is to analyze the needs of students every year and this is adjusted to the availability of facilities;

#### *Planning for madrasah infrastructure*

In planning the facilities and infrastructure the head of the madrasah PP Mu'allimin Muhammadiyah Sawah Dangka involves all components of the madrasah so that the planning can cover all interests and pay attention to all sectors. The planning is coordinated directly by the deputy head of infrastructure with the following stages; first the waka for infrastructure monitors what is needed, namely once every 3 months at least then records what is needed after the results of the recording report directly to the head of the madrasah then the head of the madrasah reports again to the leadership of the Islamic boarding school then the leadership of the Islamic boarding school calls a meeting in general and discusses whether it must be fulfilled current infrastructure requirements or not.

#### *Program Planning and Funding*

Every madrasah certainly has an annual plan which is an elaboration of strategic planning which contains madrasah operational programs. Likewise with the madrasah tsanawiyah PP Mu'allimin Muhammadiyah Sawah Dangka, Agam Regency. The head of the madrasah, educators and education staff, and with the approval of the pesantren leadership, determines program targets for the short, medium and long term. The program objectives are intended to realize the madrasah vision and mission

#### *Form of community relations planning with the madrasah*

Community involvement in madrasah program planning is not directly visible, but the community contributes to the planning and programming of the pondok mosque. Where this pondok mosque is open to the general public so that all program planning and management is handed over to the surrounding community.

#### *Madrasah Culture*

Madrasah culture is an order of values, habits, agreements that are reflected in daily behavior, both individually and in groups. Madrasah culture will affect the achievement of the madrasah mission if it creates a positive and pleasant psychological response for most or all components of the madrasah. As for the culture of the MTs PP Mu'allimin Muhammadiyah Sawah Dangka madrasah, specifically, *timiz* and *tilmidzat* in this madrasah very much cultivates *gadh-dhul bashar* or lowering the gaze. among them

*The organization structured by the Head of MTs PP Mu'allimin Muhammadiyah Sawah Dangka in an effort to create an effective madrasah.*

### **1. Teacher organization**

Teachers at the Mu'allimin Muhammadiyah Sawah Dangka Islamic boarding school are generally linear between what the teacher teaches and their educational background, although there are still some people who are not linear but the number is very small, such as history teachers who are qualified as

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economics graduates and BK teachers. Those with PLS undergraduate qualifications are old teachers who still teach at this Islamic boarding school and are also involved in pioneering the development of this Islamic boarding school, while teachers who do not have a teaching certificate or PPG certificate are teachers who were accepted because they graduated abroad but they have not attended PPG.

### **2. Organizing students**

Grouping students at the Mu`Allimin Muhammadiyah Sawah Dangka Islamic boarding school is carried out in class VIII based on the achievements of students in the previous class. Meanwhile in class VII there is no grouping or grouping based on their grades at the previous school but they are grouped in class randomly.

### **3. Organizing the Teaching and Learning Process.**

The organization of the teaching and learning process at MTs PP Mua'limin Sawah Dangka, Agam Regency, always synergizes madrasah education with boarding education. Where this madrasa organizes formal learning and teaching processes in a classical manner based on the curriculum of the Ministry of Religion and Islamic Boarding Schools, character and personality development, as well as extra-curricular activities with the cottage system. Whereas the Madrasah Curriculum consists of using a curriculum that consists of a combination of the Ministry of Religion curriculum and the Muhammadiyah curriculum and Islamic Boarding Schools. While the PBM implementation hours start from 07.30 to 14.45. then proceed with hostel activities

### **4. Organizing madrasa relations with the community**

At the Mu`Allimin Muhammadiyah Islamic boarding school Sawah Dangka, the role of the madrasah committee was replaced by the head of public relations who regulates the regulation of madrasa relations with local residents and santi guardians. On the other hand, the community is also involved in a temporary development committee.

### **5. Organizing the Madrasah Culture**

To realize an Islamic madrasa culture such as cultivating congregational prayers, it is formed through the example of the teacher first. Meanwhile, the culture of Gadhul Bashar among male and female students is formed through separate learning environments, examples from the hostel supervisors, seniors and their teachers.

*Implementation of activities by the head of MTs PP Mu`allimin Muhammadiyah Sawah Dangka which had been planned to create an effective madrasah.*

#### **1. Implementation of Learning Services for Students**

This dimension includes all activities aimed at creating a quality learning experience. The quality of the learning experience is of course obtained from the professional performance of the teacher. Teacher professionalism can increase, of course, if the head of the madrasah actively carries out teacher and staff development activities. The head of MTs PP Mua'limin Sawah Dangka, Agam Regency, is active in conducting routine coaching, such as meetings between subject teachers. The madrasah head also encouraged teachers at this madrasah to take part in MGMP, training that supports teacher professional development then SKL surgery, curtilas workshops and so on. The head of MTs PP Mu`allimin Muhammadiyah Sawah Dangka and the curriculum staff have made the picket teachers effective in helping order the implementation of teaching and learning activities.

#### **2. Implementation of Student Management and Services**

As users, students should get satisfaction. This satisfaction concerns the quality of services related to their learning activities, the quality of services in carrying out their personal development tasks, and the fulfillment of their human needs. Student services begin with an analysis of student needs as a planning stage and then followed up with the implementation of student recruitment and *selection, MATSAMA activities and the synergy of student development in madrasah and in dormitories.*

#### **3. Procurement of madrasah infrastructure**

The procurement of madrasah infrastructure involves every related element and the procurement process always goes through budgets every year which are held at the end of the year before the start of the

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school year. Meanwhile, for the purchase, it is discussed in advance what to buy, what is really needed, that is prioritized.

### **4. Implementation of madrasah programs and funding**

The madrasa head in implementing the madrasa program and financing manages the madrasa budget by: The madrasa head spends funds according to plan, funds are not spent on programs that are not approved, the results of the needs analysis are logically classified into staff groups, curriculum materials, goods, services, maintenance of buildings, etc., if there is a change in the budget in the current year the head of the madrasa reports to the head of the Islamic boarding school

### **5. Implementation of madrasa relations with the community**

The relationship between the madrasah and the community is established through good relations between the ustad and ustadzah who live in a dormitory environment where the ustad and ustadzah have indeed joined the community, and one of the rules of the dangka rice field community is that every community living in the shallow rice field must admit to being a mamak, then in every social activities such as ta'ziah, mutual cooperation and so on the ustad and ustadzah are also involved. then because the cottage has productive economic businesses, the groceries are also taken from the surrounding community. Besides that, the community's involvement with the madrasah program was not directly visible, but the community contributed to the Islamic boarding school program

### **6. Implementation of madrasa culture**

At MTs PP Mu'allimin Muhammadiyah Sawah Dangka, Islamic culture is truly grounded so that Islamic values become the rules of the game or become a shared philosophy in various activities at the madrasa. This Islamic culture can be seen from the Islamic way of dressing, praying in congregation, dhikr together, reading the Koran, spreading ukhuwah through Islamic communication habits (smiles, greetings, and greetings), getting used to good manners, carrying out various activities that can reflect a religious atmosphere. In addition, madrasa residents are considered to have carried out formal and informal communication according to their proportions and continue to cultivate gadhul bashar

*The supervision system carried out by the head of MTs PP Mu'allimin Muhammadiyah Sawah Dangka in an effort to lead to an effective madrasah.*

#### **1. Supervision of learning services for students.**

The head of MTs PP Mu'allimin Sawah Dangka, Agam Regency, controls the teaching quality of teachers through supervising the head of the madrasah and his staff. Then the curriculum representative also has his own control book to check the attendance of teachers in local schools by going around the madrasa every hour and carrying the control book.

#### **2. Supervision of madrasa infrastructure**

The deputy head of facilities and infrastructure at MTs PP Mu'allimin Sawah Dangka, Agam Regency, evaluates infrastructure facilities at least once every six months in the sense that they are still appropriate or not suitable for use. In the sense of the word waka means to continue to make an inventory and re-inventory of existing facilities.

#### **3. Supervision of programs and financing**

The Head of MTs PP Mu'allimin Sawah Dangka, Agam Regency, has carried out an evaluation of madrasa financing which is carried out every quarter or per semester. Funds used will be accounted for to the source of funds

#### **4. Community social control over madrasah**

In supporting order, security and student discipline, the role of the community is always visible in creating a conducive atmosphere for the implementation of the learning process, as well as providing social control so that students do not commit acts of violation.

## **Conclusion**

After conducting theoretical studies and data analysis based on findings in the field regarding the management of madrasah heads in realizing effective madrasah at MTs PP Mu'allimin Muhammadiyah

Sawah Dangka, it can be concluded as follows: Planning for madrasa heads in realizing effective madrasah begins with learning services for students with the first step is the process of recruiting teachers and then planning to teach teachers and this can also be seen from the analysis of students' needs every year and this is adjusted to the availability of facilities. Followed by planning for madrasa infrastructure which involves all components of the madrasa as well as program planning which is balanced with the availability of funding. Meanwhile, community involvement in madrasah program planning was not directly visible, but the community contributed to the preparation of the Pondok Mosque planning and program. As for the culture of the MTs PP Mu'allimin Muhammadiyah Sawah Dangka madrasah, specifically, *timiz* and *tilmidzat* in this madrasah very much cultivates *gadh-dhul bashar* or *subdues views* as a character characteristic of learning that is developed effectively. The organization structured by the head of the madrasa at MTs PP Mu'allimin Sawah Dangka, Agam Regency includes: organizing teachers, organizing students, organizing curriculum and teaching and learning processes (PBM), organizing school relations with the community, and madrasa culture. All of this is carried out so that the implementation goes well, is beneficial and does not burden all parties. The implementation of good relations between madrasah and the community also determines the realization of effective madrasah. Equipped with the implementation of madrasah culture that grounds Islamic culture so that Islamic values become the rules of the game or become a shared philosophy in various activities. Supervision of learning services for students, financing, facilities and infrastructure creates a conducive atmosphere for the implementation of the learning process, as well as providing social control so that students do not commit acts of violation.

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