

# Program Planning in Vocational Schools Private Kartika I-1 Padang

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**Abstract**—This research aims to describe how the implementing of education management standards in terms of school program planning in vocational high school Kartika I-1 Padang. The kind of research is qualitative descriptive research. The sample selection technique is purposive sampling and snowball sampling technique. The data sources for this study are deputy principals, teachers, administrative staff, and school committees. data are collected by interviewing, observation, and documenting method as a method to collect data. The result of this study indicated that 1) the implementation of formulation standard and determination of school vision has not fulfilled maximally that seen from the making of formulation and school vision. 2) the implementation of formulation standard and arrangement of it mission also not fulfilled maximally, 3) implementation of formulation standard and determination of school objective has not fulfilled the criteria that seen from the absence board of educator meeting in making goals formulation and it has not been socialization conducted by school. 4) the implementation of formulation standard and arrangement of school work program also not fulfilled maximally.

**Keywords**— *school program planning*

## I. INTRODUCTION

As an effort to the quality assurance of education, the government through the Ministry of Education Department has issued a policy set forth in national education standards which is the minimum criteria that must be met by educational institutions in organizing education. In Government Policy at 13/2015, the National Education Standards are the minimum criteria regarding the education system in the entire territory of the Republic of Indonesia. This National Education Standard aims to ensure the quality of national education in the context of developing the intellectual life of the nation and forming the character and civilization of a dignified nation.

Based on Government Policy No. 19 of 2005 concerning National Education Standards as follows: content standards, process standards, competency standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards, education standards, thus, each unit of education is good SD / MI, SMP / MTs, SMA / MA, SMK / MAK can only meet the requirements if they meet all of the standard categories. Related to the standard components that exist in each category

of national education standards. One of the national education standards that must be implemented by educational institutions/institutions in accordance with the mandate stated in Government Policy No. 19 of 2005 concerning National Education Standards is the management of education standards.

Education management standards are national education standards relating to the planning, implementation and supervision of educational activities at the level of education units, districts / cities, provinces, or national in order to achieve the efficiency and effectiveness of education delivery. Educational management standards provide limits in the form of minimum standards that must be met by primary and secondary education units so as to provide clear direction for the implementation and development in the management of education that applies nationally. Based on Regulation No. 19 of 2007 concerning Education Management Standards by the Primary and Secondary Unit the components of the education management standard include (1) program planning, (2) program implementation, (3) supervision and evaluation, (4) school leadership, (5) management information systems, (6). special assessment [1].

From Regulation No. 19 of 2007 it can be seen that the scope of education management standards that must be met by an educational institution is quite wide in order to meet the minimum criteria for good quality educational institutions [1]. The involvement of teachers, school principals, community members on school committees in decision making will generate a higher sense of ownership towards schools, and towards the development of school programs. Thus it can encourage them to utilize existing resources as efficiently as possible to achieve optimal results in the management of education.

In developing school programs it is necessary to have a school program planning so that the program created can help achieve the expected goals. School program planning is one of the aspects regulated in education management standards. So, in making program planning the school must adjust it to the program planning standards as stipulated in Regulation No. 19 of 2007 [1]. Program planning standards include: the formulation and determination of vision, mission, goals and work plans for schools / madrasahs. If the activities of the formulation and determination of the vision, mission, goals, and school work plans are adjusted and guided by the standards

set by the government, it is hoped that effective and efficient school program planning can be realized.

But in reality, the field is different from the way it should be. In school program planning there are still schools that do not meet the standards for school program planning. Where, in planning school programs in the formulation and determination of vision, mission, goals and school work plans ideally formulated based on a meeting of the educator board, internal & external customers and others, but in reality the council meeting has not been implemented and the role of the school community is still not optimal in the formulation. Another thing can also be seen from, the lack of socialization of vision, mission, goals, school work plans carried out by the school principal to all school residents and interested parties.

Based on the above phenomenon, the authors are interested in conducting research on "School Program Planning in Vocational Schools Kartika I-1 Padang".

Implementation of education effectively and efficiently will help realize the quality of quality education. The delivery of education certainly requires good management which must be carried out by educational institutions/units. Education management based on Minister of Education Regulation No. 19 of 2007 consisted of program planning, program implementation, supervision and evaluation, school leadership, management information systems and special assessments [1].

The guideline in the form of Minister of Education Regulation No. 19 of 2007 concerning Education Management Standards provides guidance to education units to be able to carry out management properly [1]. Government Regulation No. 13 of 2015 confirms that; "Management standards are criteria regarding the planning, implementation and supervision of educational activities at the level of education units, districts / cities, provinces, or national in order to achieve the efficiency and effectiveness of education administration"

It can be concluded that what is meant by education management standards is the criteria regarding education program planning, implementation of work plans, as well as monitoring and evaluation of educational activities at all levels of the Republic of Indonesia's education unit to achieve the efficiency and effectiveness of education delivery.

Aspects/The scope of education management standards is contained in the Minister of National Education Regulation No. 19 of 2007 concerning Education Management Standards by the Primary and Secondary Education Units, as follows; (1) Program Planning, (2) Implementation of Work Plans, (3) Supervision and evaluation, (4) School / leadership, (5) Management information systems, (6) Special assessments [1].

Based on some of these opinions it can be concluded that planning is a process for formulating, preparing and designing activities that will be carried out in the future aimed at achieving predetermined goals. Planning not only provides a unified organizational direction and goals, but also answers six basic questions in each of its activities namely:

- 1) What needs to be done?
- 2) When is the time to do it?
- 3) Where is it done?

- 4) Who is responsible?
- 5) How much time, energy, and resources does it take to reach that goal? [2].

The program is defined as a unit or unit of activity that is the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization that involves a group of people [3]. Another opinion was expressed by Engkoswara and Aan that the understanding of the program is a policy instrument that contains one or more activities carried out by the school to achieve its goals [4].

Educational program planning involves the preparation of specific plans accompanied by steps to be carried out by an educational institution or institution [5]. Based on Regulation No. 19 of 2007 concerning Education Management Standards by the Elementary and Secondary Education Unit defines Program Planning marked by the presence of activities in the form of; 1) formulation of vision, 2) mission, 3) objectives, and 4) school/work plans [1].

The school's vision is a reference that is used as a common goal of the school community and all interested parties in the future. Vision is a general formulation of the cooled situation at the end of the planning period which is compiled from various social phenomena, community demands, and expectations of policy makers [5]. According to Sagala vision is a process that describes a series of planning and goal setting activities in organizational activities such as education units [6].

While Engkoswara and Aan define vision as a statement that contains a challenging future picture of the desired circumstances and to ensure the survival and development of the organization [4].

The statement shows the direction in which the purpose of education is taken and what kind of desired condition. In addition, the notion of vision was also put forward by Muhaimin, et al (2011: 154) namely the vision of the school is a distant goal that must be achieved by the school / madrasa in a certain period of time [7]. With the stipulation of the aforementioned objectives, all components of the institution will be directed towards these objectives. Furthermore Baedowi, et al define vision as a dream to be achieved by someone or an institution [8]. When someone reads the vision of an institution, then what comes to mind is the desired results of the institution by using all its resources.

Based on the opinions of the experts above, it can be concluded that what is meant by vision is a view and a picture of the future to be achieved or achieved within a certain period of time.

The formulation and determination of the vision in Regulation No. 19 of 2007 explains that the compilation of the vision should meet the following criteria [1]:

- 1) Made as a goal with the school / madrasa residents and all interested parties.
- 2) Able to provide inspiration, motivation, and strength to school / madrasa residents and all interested parties.
- 3) Formulated based on input from various school/community members and stakeholders, in line

with the vision of the institution above and the vision of national education.

- 4) It was decided by a board meeting of educators chaired by the school/headmaster by taking into account input from the school /committee.
- 5) Be socialized to school/madrasa residents and all interested parties.
- 6) Periodically reviewed and reformulated in accordance with developments and challenges in the community.

A clear vision will make it easier for school members to determine ways to achieve it. In addition to the vision criteria that have been mentioned in Regulation No. 19 of 2007, there are several criteria that have a good vision, namely as follows:

- 1) Easy to remember.
- 2) Short, a maximum of eight words.
- 3) Attract the attention of school residents and school stakeholders.
- 4) Providing inspirational challenges to achieve achievements in the future.
- 5) Serves as a meeting point with stakeholders.
- 6) State the clear essence of what should be for schools.
- 7) Allows flexibility and flexibility in implementation.
- 8) Related to the vision of the local higher education office [9].

The vision of an educational institution / institution is certainly inseparable from the vision of national education, which is the vision of national education as stated in the Explanation of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System [10]:

Vision and Mission of National Education. The vision of national education is the realization of the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified human beings so that they are able and proactively respond to the challenges of the ever-changing times.

School mission is a description that contains several directions in realizing the vision of the school in accordance with the objectives of national education. The mission is the elaboration of the objectives to be achieved within a certain period of time, and is used as the main program of the school. Mission is an action or effort to realize the vision.

The mission is a general formulation of actions (efforts) that will be implemented to realize the vision [5]. According to Sagala, mission is an aspiration that will be a fundamental element in an organization's view for reasons that are clear and consistent with organizational values [6]. Meanwhile, according to Engkoswara and Aan Komariah stated the mission as a general formulation of actions (efforts) that will be implemented to realize the vision [4]. Furthermore, the definition of mission stated by Baedowi that the mission is a statement that answers the question 'what' to do and 'why' do

that. School missions are more concrete and more action oriented [8].

Based on the opinions of some of the experts above, the writer can conclude that what is meant by mission is a statement that contains what must be carried out as a form of real and important effort to realize the vision of the organization, company or institution.

A clear mission will greatly help achieve effective, quality, accountable results and be able to provide community satisfaction. The mission of the school / madrasa is developed from the main activities of the institution with regard to the vision that has been set. The mission must be important things that must be done by the school / madrasa in an effort to achieve the vision. In making missions, it is important to pay attention to matters relating to:

- 1) The mission must be able to describe the various beliefs and values adopted by the school / madrasa.
- 2) The mission statement must be future oriented and be able to describe the school/in the future by building on what already exists.
- 3) The mission statement must focus on achieving the vision.
- 4) The mission statement is not something general, but specifically applies to certain schools/madrasas.
- 5) The mission statement is a concise and concise statement of no more than two sentences [7].

Apart from the requirements above, the formulation and determination of the mission must meet the criteria set forth in Regulation No. 19 of 2007 which states that school missions must meet the following criteria

- 1) Give direction in realizing the vision of the school/madrasa in accordance with national education goals.
- 2) Is a goal that will be achieved within a certain time.
- 3) Become the basis of the principal school program.
- 4) Emphasizing the quality of student services and the quality of graduates expected by schools / madrasas.
- 5) Contains general and specific statements relating to school / programs.
- 6) Provide flexibility and space for the development of the activities of the school / units involved.
- 7) Formulated based on input from all interested parties including the school / committee and decided upon by a board of educators meeting chaired by the principal.
- 8) Be socialized to the school / madrasa residents and all interested parties.
- 9) Periodically reviewed and reformulated in accordance with developments and challenges in the community [1].

The vision of an educational institution/institution is certainly inseparable from the vision of national education,

which is the vision of national education as stated in the Explanation of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System [10].

The purpose of the school illustrates clear direction for the school. In the opinion of Sagala states that the purpose of education at all levels and types of education units must contain knowledge and knowledge to be achieved, aspirational nature that is developing initiatives or implementing democratic attitudes, upholding norms and values and a view of life that is applies in the community [6]. While Buchori states that the objectives to be achieved from a good education are not limited to preparing students for positions (profession and position) in society and for the success of life, but more so that ; 1) can live (to make a living), 2) to be able to develop a meaningful life (to lead a meaningful life), 3) to participate in glorifying life (to ennoble life) [11].

According to Usman school goals are something that schools want to achieve in the next four or five years [9]. The goal is the translation of the school mission. The objectives made are still general in nature and must be elaborated into targets. The purpose of the school must not be separated from Law Number 20 of 2003 concerning the National Education System, Article 3 which states that:

The aim of national education is to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have good character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [10].

Based on some of the opinions above, the writer can conclude that the purpose of the school/madrasa is the hopes and desires to be achieved by a school/madrasa/educational institution within a certain period of time, but it can not be separated from the national education goals.

The formulation of objectives according to Regulation No. 19 of 2007 must meet the following criteria:

- 1) Describe the level of quality that needs to be achieved in the medium term (four years).
- 2) Referring to the vision, mission, and goals of national education and relevant to the needs of the community.
- 3) Refers to the graduate competency standards set by the school / madrasa and the Government.
- 4) Accommodating input from school stakeholders including school committees and decided by a board of educators meeting chaired by the principal.
- 5) Be socialized to the school community and all internal and external customers [1].

From the standard formulation of the objectives mentioned above in point (b) it explains that in formulating and setting school goals the educational institution refers to the vision, mission, and objectives of national education and is relevant to the needs of the community. In an explanation of the regulation of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that the vision, the mission of national education are:

The vision of national education is the realization of the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified human beings so that they are able and proactively respond to the challenges of the ever changing times [10].

With this vision of education, national education has the following missions: 1) striving for expansion and equitable distribution of opportunities for quality education for all Indonesians; 2) help and facilitate the development of the potential of the nation as a whole from an early age to the end of life in order to realize the learning community; 3) increasing the readiness of input and the quality of the educational process to optimize the formation of moral personality; 4) enhance the professionalism and accountability of educational institutions as centers of culture of science, skills, experience, attitudes, and values based on national and global standards; and 5) empowering community participation in the administration of education based on the principle of autonomy in the context of the Republic of Indonesia.

Whereas the goals of national education as stated in articles from the regulation of the Republic of Indonesia 20/2003 is to develop the potential of students to become human beings who believe in and fear god almighty, have good character, be healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible [10].

School as an institution / agency has one or more goals. In order to achieve these objectives, it is necessary to formulate a strategic plan and how to achieve these objectives. How to achieve this is done through various plans and program activities as outlined in the School Work Plan is a comprehensive plan to optimize the use of all available and possible resources to achieve the desired goals in the future [7].

School work plans are one component of school program planning. School work plans describe the objectives to be achieved within a certain period of time as a basis for school management in supporting the improvement of graduate quality. (Appendix Regulation No. 19 of 2007 part A 4) [1].

Based on some of the above understanding it can be concluded that the school work plan is a school document that describes the objectives to be achieved within a certain period relating to the quality of graduates to be achieved and improvement of components that support the improvement of graduate quality based on the vision, the mission and goals of the school.

Work plan must be oriented forward and clearly how to bridge between the current conditions and the expectations to be achieved in the future. work plan must also pay attention to opportunities and threats from the external environment, pay attention to internal strengths and weaknesses, and then look for and find strategies and programs to take advantage of the opportunities and strengths they have, overcome challenges and weaknesses that exist to achieve the desired vision.

1. School make:

- a) Medium-term work plan that describes the objectives to be achieved within a period of four years relating to the quality of graduates to be achieved and

improvement of components that support the improvement of graduate quality.

- b) The annual work plan stated in the school activity plan and budget is implemented based on the medium-term plan.
2. School / medium term annual work plan:
- a) Approved by the education council meeting after taking into consideration the considerations of the school/committee and validated by the district/city Education Office. In private schools/madrasas this work plan is validated by the school/organizers.
  - b) It is stated in documents that are easy to read by relevant parties.
  - c) The four-year and annual work plans are adjusted with the approval of the education council meeting and the considerations of the school/committee.
  - d) The annual work plan is used as the basis for school management as indicated by independence, partnership, participation, openness and accountability.

School work plans must be compiled comprehensively and describe the school's efforts to achieve National Education Standards in accordance with school potential and local environmental support. Therefore, the school work program is based on the results of context analysis which includes:

- 1) Analysis of 8 national standard of education (content standards, graduate competency standards, process standards, assessment standards, management standards, teacher and education staff standards, facilities and infrastructure standards and financing standards) as a reference in the preparation of SBC.
- 2) Refer Analysis of existing conditions in the education unity which includes: students, educators and education personnel, facilities and infrastructure, costs, and programs.

Analysis of opportunities and challenges that exist in the community and the surrounding environment such as school committees, education councils, education offices, professional associations, the world of industry and the world of work, natural resources and socio-cultural.

With a clear RKS / M, all stakeholders such as parents, teachers, school/madrasa staff, school committees, residents around the school and school principals will know what is needed by the school, what needs to be done to improve the condition of the school, the purpose and objectives of the activities to be carried out over the next few years. According Muhaimin, et al. suggested that the benefits of the RKS / M for schools are as follows: 1) work guidelines (terms of reference) in school/development, 2) facilities for monitoring and evaluating the implementation of school / development, 3) reference material for identifying and proposing educational resources needed [7].

The formulation of school work plans according to Regulation No. 19 of 2007 must meet the following criteria [1].

## II. METHODS

This research is a descriptive study, the method used in this study is a qualitative research method. The data source in this study was divided into key informants, the principal of Padang Kartika I-1 Vocational School and supporting informants, who were residents of Padang Kartika I-1 Vocational School. Sample choised with purposive and snowball sampling techniques. The research instrument is the researcher himself who is supported by the use of observation guidelines, interview guidelines, and documentation. Data collection techniques using interview techniques, observation techniques, and study documentation. Data analysis techniques using Miles and Huberman analysis, namely data reduction, data presentation, and conclusions/verification. The data validity technique uses triangulation namely source triangulation, technique triangulation, and time triangulation.

## III. RESULT AND DISCUSSION

The results of this study will describe the Implementation of Education Management Standards in terms of School Program Planning at SMK Kartika I-1 Padang which includes the standard for formulating and determining the vision, mission, goals and school work plans.

### A. *Fulfillment of Standards for The Formulation and Determination of School Vision*

The vision of SMK Kartika I-1 Padang was formulated and established by the school principal and representatives of the curriculum. The vision of the school is formulated and established without going through a board meeting of educators. This, is due to the cost and time factors. The school vision socialization was carried out by the school through the display of posters containing the vision of the school on the wall in front of the school building. Since its establishment until now the school vision has never been reformulated again, because it has not been achieved.

In the formulation and determination of the school's vision, it has not been carried out through a meeting called the board of educators meeting chaired by the school principal. However, it is only formulated by the school principal and the curriculum representative so that the school has not accommodated input from school residents as a material for consideration in the formulation and determination of the school's vision.

This is caused by several factors including the inadequate cost. But this should be an important concern for the school, because the higher the involvement of the school component in preparing the school's vision, the higher the commitment to be able to make it happen. As in the opinion of Baedowi states that "the development of the vision and mission of the next school is related to the extent of the involvement of the school community in interpreting, translating, or even compiling. The vision and mission must be based on collective action so that there is a commitment of the school community to make it happen. Furthermore, the school must socialize the school's vision by putting up posters containing the vision of the school on the front wall of the school building. Baedowi explained that "living a school vision in daily life requires the common perception of all school members to translate it [8]. Alignment

of this perception needs to be done consciously and continuously, this can be done through work meetings and monthly meetings and other school activities.

Ideally the school vision that has been formulated and established is regularly reviewed and reformulated in accordance with developments and challenges in the community. However, since its establishment until now the school has not reformulated the vision of the school, because the vision of the existing school has not been achieved and it is felt that there is no need for a reformulation. So that until now the vision of the school is still the same from its inception. This is because the vision of the school has not been achieved.

#### *B. Compliance with the Standard Formulation and Determination of the School Mission*

The mission of SMK Kartika I-1 Padang was formulated and established by the school principal and representatives of the curriculum. School missions are formulated and established without going through educator council meetings. This, is due to the cost and time factors. The school mission socialization was carried out by the school through the display of posters containing the school mission on the wall in front of the school building. Since its establishment until now the school mission has never been reformulated, because it has not been achieved. School missions emphasize student services and provide space for school units.

The school mission to be formulated should be able to provide direction in realizing the vision of the school. This is also reflected in the school mission formulated by the Kartika I.1 Private Vocational School in Padang. Where, to realize the vision of the school that is "Achieve Graduates who are noble and competent in their fields" the school formulates actions or efforts to achieve that vision into the school mission. The school mission is used as a benchmark for compiling the main school programs, as in one of the school missions, namely "creating high-disciplined, honest young people, having a basic responsibility and sensitive to science and technology" the school arranges student coaching programs such as conducting coaching through giving sanctions and guidance through extracurricular activities. However, the obstacle of schools is that if it requires a lot of costs it will be a little difficult to make it happen.

The school's mission was formulated by the school principal and the Curriculum Representative without a board meeting of educators involving all school members. The policy is also caused by several factors, one of which is the cost factor. During its establishment until now the school mission has never been reformulated, because it is felt that it has not yet needed to be changed and has not been reached by the school. So that the school does not conduct a review and reformulation of the school mission. As with vision, this is because the mission of the school has not been achieved.

#### *C. Fulfillment of the Standard for Formulating and Setting School Goals*

The objectives of the Padang Kartika I-1 Vocational School are formulated and determined by the principal and representatives of the curriculum. School goals are formulated

and established without going through educator council meetings. This, is due to the cost and time factors. The display of posters containing school goals has not been done by the school as a form of socialization of school goals. School objectives refer to school graduate competency standards and graduate competency standards set by the government. However, the purpose of the school has not been translated into medium-term and annual goals.

The purpose of the Kartika I.1 Private Vocational School in Padang was not formulated in a board meeting of educators. Schools do not involve all members of the school, this is also due to several factors, one of which is the cost factor. Based on the results of observations or field observations by the author, socialization has not been found for school purposes. So that the physical condition of the school's goals has not been stated as well as the vision and mission of the school that is displayed in the school building, so it is easily seen by the school community.

#### *D. Compliance with the Standard for Formulation and Determination of School Work Plan.*

The Work Plan of the Padang Kartika I-1 Vocational School is formulated by the curriculum representative and determined by the school principal. School work plans are formulated and established without going through educator council meetings. This, is due to the cost and time factors. The medium-term work plan has not been implemented in accordance with the plans made by the school, so the Medium Term Work Plan is only a formality for schools. The annual work plan does not yet contain clear provisions concerning: students, curriculum and learning, educators and education personnel, facilities and infrastructure, finance and funding, school culture and environment, community participation and partnerships, other work plans that lead to quality improvement and development.

Vocational School of Private Kartika I.1 in Padang surrendered the responsibility of preparing the School Work Plan to the Vice principal of the field Curriculum and did not involve the school community in the formulation meeting. Another thing that the authors found was that the medium-term work plan created by the Vice principal of the field Curriculum was only as a formality but was not carried out according to the plan, so the Vice principal of the field Curriculum did not need to prepare a medium-term work plan.

This should be an important concern for the school to compile the school work plan together and implement it optimally so that it can help the school development and several other benefits. As explained by Muhaimin, et al. that the benefits of the school work plan for schools are as follows: a) work guidelines (terms of reference) in school development, b) facilities for monitoring and evaluating the implementation of school development/madrasa, c) reference material to identify and propose needed educational resources [7].

#### IV. CONCLUSION

Based on the results of research and discussion that has been stated, it can be concluded that:

1) Formulation and determination of the school's vision has not been maximally fulfilled. Where in the formulation and determination of the school's vision the school has not formulated it in the meeting of the educator council so that it has not received input from various school members and did not pay attention to input from the school committee. The vision of the school has never been reviewed and reformulated periodically in accordance with developments and challenges in the community.

2) Formulation and determination of the school mission has not been fulfilled maximally. Where, there is no meeting of the board of educators and other relevant parties to reformulate it periodically in accordance with developments and challenges in the community.

3) Formulation and determination of school goals do not fully meet the criteria. Where, the purpose of the school that has been made is not clearly specified in the medium term and annual goals.

4) Formulation and determination of school work plans have not fully met the criteria set out in Regulation No. 19 of 2007 regarding education management standards. School work plans are made by the Vice-Principal in the Curriculum field and are not formulated in the education council meeting.

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