

# Strategy For Achieve National Education Standards at Madrasah Aliyah Negeri 1 Langkat

Edy Rosadi<sup>1</sup>, Abd. Mukti<sup>2</sup>, Amiruddin Siahahan<sup>3</sup>

Universitas Islam Negeri Sumatera Utara  
Corresponding Author: *edyrosadi433@gmail.com*

## ABSTRACT

The purpose of this research is to find out: 1) Organizational ranks in identifying problems related to National Education Standards at Madrasah Aliyah Negeri 1 Langkat; 2) Organizational ranks in formulating strategic targets related to National Education Standards at Madrasah Aliyah Negeri 1 Langkat; 3) Strategic planning in achieving National Education Standards at Madrasah Aliyah Negeri 1 Langkat; and 4) Strategic implementation steps in achieving National Education Standards at Madrasah Aliyah Negeri 1 Langkat. This research uses a qualitative approach with descriptive methods. Technique Data collection uses interview techniques, observation and document study, while strengthening validity uses credibility, transferability, dependability and confirmability. The results of this research are: 1) The staff involved in identifying problems in meeting the National Education Standards (SNP) madrasa head, deputy madrasa head, SNP drafting team, teachers, and madrasa committee. The large number of elements or ranks involved in the process of identifying this problem shows that the madrasah has a work team, a strong culture of collaboration, commitment and dedication from the entire educational community, as well as support from the authorities and stakeholders related to this, thus helping the madrasah in improving quality of education in accordance with applicable National Education Standards; 2) The mechanism chosen by the ranks of Madrasah Aliyah Negeri 1 Langkat in formulating strategic targets related to fulfilling the SNP is carried out systematically and directed 3) Strategic planning at Madrasah Aliyah Negeri 1 Langkat can be effectively and efficiently directed at efforts to achieve compliance with national education standards and improve the quality of the education they offer. The strategic planning carried out begins with understanding the SNP, carrying out a madrasa SWOT analysis, forming a planning team, establishing a vision and mission, identifying strategic targets, analyzing resource needs; strategy development, formation of action plans, monitoring and evaluation, involvement of related parties, and commitment to continuous improvement; 4) The strategic implementation steps taken by Madrasah Aliyah Negeri 1 Langkat begin with building communication and counseling for all elements of the madrasah. This communication involves the entire madrasah community, including teachers, students, parents and other related parties, intended to ensure a deep understanding of the goals and benefits of achieving SNP, in addition to carrying out teacher training, implementing appropriate curricula, monitoring learning activities, developing human resources, , improving facilities and infrastructure, collaboration with external parties, regular evaluations, participation of students and parents, use of educational technology, continuous improvement, and systematic reporting to the central government or educational authorities

**Keywords: Strategy and Achievement of National Education Standards**

## A. INTRODUCTION

Education is considered a primary need for every human being. Education can support the continuity of human life to become much better (RHK Akmalia, 2020). Not only that, education is also a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential so that they have spiritual, religious strength, self-control, personality, intelligence, noble character and the skills they need. society, nation and state (UU No. 20 of 2003 concerning the National Education System, 2003). Through its role in passing on noble values, science and culture (transfer of knowledge and cultures), an agent of social change (the agent of social changes), and actualizing students' self-potential. Education must be able to elevate human dignity.

Various corrective steps have been taken in order to improve educational services towards quality education, including through various training and increasing the competence of educational staff, procuring books and learning tools, improving educational facilities and improving the quality of school management. However, various quality indicators have not shown significant and even improvement, especially in remote areas, where conditions are still of concern. This can be seen from the quality of our educational output. The low output in the provision of education is thought to be closely related to the low compliance with national education standards in each school.

This is in line with the results of research in 2008 on "Meeting Minimum Education Service Standards: Standards for Educators and Education Personnel According to SNP in MI and MTs" showing that the teaching component and education personnel of MI and MTs, consisting of teachers, heads and supervisors, have only met the SNP amounting to 72% for teachers, 74% for heads and 66% for supervisors (Muchaddam, 2013). The results of research by the Indonesian Ministry of Religion's Research and Development Agency show that only around 60% of the learning process planning at MTsN meets the SNP. Meanwhile, at the implementation stage of the learning process, it shows that MTsN has only reached around 62% which meets the SNP. Furthermore, in the aspect of assessing learning outcomes, it shows that MTsN has only achieved around 58% compliance with the SNP. Meanwhile, at the monitoring stage of the learning process carried out by MTsN, only around 52% met the SNP. In terms of the basic framework and curriculum structure implemented at MTsN, only around 56% meet the SNP. Then, in terms of the applied learning load, it reaches around 62% which meets the SNP and in terms of preparing the academic calendar it reaches around 62% which meets the SNP. The assessment principles carried out at MTsN only reached 54% which met the SNP. In terms of technical aspects and learning assessment instruments applied, 56% met

the SNP. Meanwhile, in terms of mechanisms and assessment procedures carried out, 52% met the SNP (BL and DKR Indonesia, 2012).

Research by the Ministry of Religion Research and Development also found low achievement of Graduate Competency Standards. Graduate Competency Standards (SKL) for Primary and Secondary Education Units include two variables, namely: a) SKL minimum subject group and b) SKL minimum subject group. The SKL Subject Group Indicator consists of the subject group religion and noble morals; citizenship and personality; science and technology; aesthetics; physical education. The SKL group of subjects reached 52% who met the SNP. SKL Indicators Subjects consist of subject's Islamic education; Indonesian; English; mathematics; natural sciences; Social Sciences; arts (culture, music, dance, theater); physical education and sports; Skills. The SKL of subjects reached 54% who met the SNP (BL and DKR Indonesia, 2012).

The results of the research above at least provide an illustration that even now the majority of madrasas have not been able to meet the standards mandated by the SNP. Therefore, the government, in this case the Ministry of Religion, needs to make policies that are able to help madrasas to improve the quality of education through fulfilling and achieving SNP. No less important, achieving SNP also requires the commitment and hard work of madrasah managers and all stakeholders. In this case, without ignoring other factors, namely the school principal who has a strategic role, who can motivate, guide and accompany teachers to strive to improve their status and carry out continuous quality improvements.

Mastering the scope of national education standards and technical steps in meeting national education standards (SNP) is an important part for madrasah heads to support efforts to prepare for accreditation. The school principal and staff play a very important role or can be said to be the main and key figures in the successful implementation of the program.

Madrasah Aliyah Negeri 1 Langkat which is located at Jalan Pembangunan No. 5, based on the results of initial observations carried out by researchers, in general, they also experienced problems related to the achievement of SNP, which is a madrasa that has adequate fulfillment of national education standards, this is characterized by the completeness of facilities and infrastructure. Not only that, the operation of this madrasah is also supported by teachers who are very good, this is indicated by the 68 (sixty-eight) teachers on duty with bachelor's, master's and certified educational backgrounds which are in accordance with all skill programs or majors in this madrasah. Other advantages of this madrasah are also demonstrated by the fulfillment of the accreditation " Very Good (A) " from five skill programs managed by the madrasah, having 25 (twenty-five) extracurricular activity programs making

this madrasah have various achievements, are in demand and receive support from stakeholders.

Even though the achievement of fulfilling the SNP at Madrasah Aliyah Negeri 1 Langkat has achieved the recognition of "very good (A)", there are still other aspects related to this matter that need serious attention, even though the complete facilities and infrastructure are fulfilled, there is still damage that has not received attention. to be repaired immediately, ownership and use of learning media is low, libraries are incomplete, laboratories are not standard, use of information technology as a support for education has not been implemented, alumni are not yet able to compete nationally and globally, teacher performance is still in the category of meeting the limits minimal and has not displayed innovations that support the achievement of student learning outcomes and various other issues.

Based on these advantages and weaknesses, it is interesting to carry out research to find out best practice by raising the title Strategy for achieving national education standards at Madrasah Aliyah Negeri 1 Langkat.

## **B. LITERATURE REVIEW**

### **Principal Strategy**

The principal's strategy in improving school quality is certainly triggered by challenges that increasingly arouse enthusiasm to provide optimal results by optimally empowering the resources they have so that satisfaction can be achieved, especially from customers or users of educational services themselves. Therefore, school principals as the main determinants who have roles as educators, managers, administrators, supervisors, leaders, innovators and motivators (EMASLIM) must have a multitude of competencies. The competencies that a leader must have include:

"School principal leadership in the latest theory must have 25 competencies, namely (1) preparing school programs, (2) monitoring and evaluation, (3) institutional management, (4) managerial competence, (5) management of facilities and infrastructure, (6) self-development, (7) management of school relations with the community, (8) educational insight, (9) understanding schools as systems, (10) management of educational personnel, (11) educational supervision, (12) student management, (13) empowering resources , (14) time management, (15) guidance and counseling management, (16) School Performance Accountability Report (LAKIS), (17) leadership spirit, (18) Coordination, (19) understanding school culture, (20) preparing and implementing school regulations, (21) management information systems, (22) decision making processes, (23) school accreditation, (24) financial

management, (25) having and implementing innovation creativity and an entrepreneurial spirit" (Usman, 2006) .

The success of an organization is determined by the ability of the organization's leadership to determine the right strategy in running the organization and utilize the environment by choosing the right organization of internal resources. (Assauri, 2013). This is in line with Musbikin's opinion (Musbikin, 2013) which states that good school principal leadership will be a determinant for improving the quality of education. The school principal will be the driving force, determining the direction of school policy, who will determine how the goals of the school and education in general can be realized (Sriwahyuni, 2019). Through these things, school principals must be able to empower themselves to become effective leaders. Indeed, becoming a great leader is not as easy as imagined. There are several characters that can consistently show the characteristics of an effective leader, including: a) Sense of responsibility; b) Prioritize task completion; c) Spirit; d) Strong will; e) Taking risks; f) Originality; g) Self-confidence; h) Capacity to handle pressure; i) Capacity to influence and j) Capacity to coordinate the efforts of others in achieving goals (Crawford, Megan, Lesley Kydd, 2005).

### **National Education Standards**

National Education Standards are the minimum criteria for the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. The function of National Education Standards is as a basis for planning, implementing and supervising education in order to realize quality national education. The aim of national standards is to guarantee the quality of national education in order to educate the life of the nation and shape the character and civilization of a dignified nation (Triwiyanto, 2014). So, the National Education Standards are used as guidelines for implementing education in every educational unit throughout Indonesia (Sriwahyuni, 2019).

In Government Regulation Number 57 of 2021 concerning National Education Standards, CHAPTER II article 2, it is stated that the scope of National Education Standards includes: (a) Graduate competency standards; (b) Content standards; (c) Process standards; (d) Education assessment standards; (e) Standards for educators and education personnel; (f) Facilities and infrastructure standards; (g) Management standards; and (g) Financing standards (Government Regulation of the Republic of Indonesia Number 57 concerning National Education Standards, 2021)

### **C. METHODS**

The This study uses a qualitative method. The type of qualitative method used is interactive naturalistic, namely research into natural reciprocal relationships. In conducting interactive qualitative research, researchers identify, formulate, collect data, process data, analyze data and then conclude the available data to provide an understanding of the concept being studied.

In collecting data, the informants or those used as sources of information in this research were the head of the madrasah, deputy head of the madrasah, head of administration, teachers, employees, and the madrasah committee. The selection of informants for this research was based on the consideration that the informants were directly related to the strategy for achieving national education standards at Madrasah Aliyah Negeri 1 Langkat. For this reason, researchers collected data in three ways, namely observation, document study and interviews.

The data that has been collected through observation, document study, and interviews is checked for validity using data validity standards. To determine the validity of the data (trustworthiness) inspection techniques are needed. The implementation of inspection techniques is based on a number of certain criteria, of which there are four criteria used, namely the degree of trust (credibility), transferability, dependability and confirmability (Moleong, 2000)

### **D. RESULTS AND DISCUSSION**

Findings that can be stated in relation to the strategy for achieving national education standards at Madrasah Aliyah Negeri 1 Langkat include:

first finding of this research shows that the ranks involved in identifying problems in meeting the National Education Standards (SNP) are the madrasah principal, deputy madrasah principal, the SNP drafting team, teachers, and the madrasah committee.

The large number of elements or levels involved in the process of identifying this problem shows that the madrasah has a work team, a strong culture of collaboration, commitment and dedication from the entire educational community, as well as support from the authorities and stakeholders related to this, thus helping the madrasah in improving the quality of education is in accordance with the applicable National Education Standards.

According to Robbins (2001:286), work teams will produce positive synergy through efforts carried out through coordination. Collaboration produces something better than work done individually. Meanwhile, Stoner (1996: 200) suggests that the determining factors for the effectiveness of teamwork are identified as follows: (1) interdependence on tasks, (2)

interdependence on results, (3) potential, and (4) work effectiveness. The development of cooperation, in a democratic work team, is stated: (1) each member is a Team who is aware and thinks of himself as a member of the Team, and (2) leadership is a function of a person who has creative actions to take action, further Weber (1954 :27-29) explains the types of cooperation in a Work Team as follows: (1) cooperation as a reaction, through cooperation a force arises that encourages its members to carry out activities of their own accord, (2) cooperation carried out solely for the sake of fulfill his own interests. (3) Collaboration carried out voluntarily. (4) Individual cooperation means each individual works based on motivation to obtain results that can lead to personal satisfaction. so that cooperation is a stimulus for more intensive efforts, (5) cooperation helps each other, so that in cooperation there will be a compromise, (6) Cooperation is based on skills. (7) Leadership cooperation, which fosters respect and loyalty. (8) Democratic cooperation is mutually beneficial and based on internal motivation, which can lead to creative development, sensitivity to social situations and satisfaction of all parties.

In order for a team to achieve its goals and objectives well, teamwork is needed, because basically what is meant by a team is a group of people who depend on each other in an effort to achieve a common goal. (Siagian, 1997: 158). So that in a team there is cooperation, meaning that the burden of tasks and responsibilities is shared and each member voluntarily subordinates his personal interests to the interests of the group and individual abilities are incorporated into the abilities of the team as a whole. Therefore, the characteristics of effective team collaboration in a work team are: (1) team members are open and honest with each other, (2) there is a climate of mutual trust, (3) willingness to work together, (4) decision making based on the principle of consensus, (5) communication channels are open and well maintained so that in this way aspects of coordination and synchronization in the implementation of inter-sector activity programs that handle supervisory development are effective and need to be improved, (6) all team members have a strong agreement on team goals. The situation really determines teamwork or in other words the situation and nature of the task that must be completed determines whether or not a team needs to be formed and teamwork carried out.

The findings of this research also found that strong work commitment in madrasah ranks is a driving force for problem identification activities to fulfill the SNP at Madrasah Aliyah Negeri 1 Langkat. Mowday in Sopiah (2008:156) defines work commitment as another term for organizational commitment. Organizational commitment is an important behavioral dimension that can be used to assess an employee's tendency to remain as a member of the organization. Organizational commitment is a person's relatively strong identification and

involvement with the organization. Robbins and Judge (2009:113) define Organizational Commitment as a state in which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization. (Organizational Commitment is a status in which an employee identifies with a particular organization and its goals and desires to maintain membership in the organization).

Second finding This research shows that the organization's ranks formulate strategic targets related to National Education Standards at Madrasah Aliyah Negeri 1 Langkat through collaboration. Collaboration in an educational context refers to cooperation between various parties, be they students, teachers, school staff, parents, and even external stakeholders, to achieve common educational goals.

It is believed that collaboration in formulating strategic targets related to fulfilling the SNP can increase the effectiveness of planning and implementing educational strategies, for this reason there are a series of systematic and targeted steps that can be implemented in the form of:

- 1) Analysis of the condition of the madrasah, which carries out a comprehensive analysis regarding the condition of the madrasah, including physical facilities, teacher qualifications, curriculum used, and teaching methods. Identify strengths, weaknesses, opportunities and threats (SWOT) for madrasahs
- 2) Involving Stakeholders, namely involving related parties, including the SNP drafting team, teachers, parents and school committees. Opinions and input from all stakeholders can provide a more complete view of needs and expectations regarding meeting national standards
- 3) Determining the Madrasah Vision and Mission by considering SNP and local needs. The vision and mission that have been formulated reflect a commitment to fulfilling national education standards
- 4) Preparation of strategic targets that are specific, measurable, achievable, relevant and time-bound, these targets also reflect a commitment to meeting national education standards
- 5) Determining a strategy for achieving targets, that is, design a clear strategy to achieve each strategic target. This may involve improving the curriculum, training teachers, improving facilities, or developing more effective teaching methods
- 6) Allocation of resources to support strategy implementation. This includes budgets for teacher training, textbook procurement, or facility improvements



- 7) Development of an action plan in the form of a detailed action plan, including specific steps, person in charge, and implementation schedule. This plan will guide the madrasah in implementing strategies and achieving targets
- 8) Monitoring and evaluation.

In order to ensure that the steps above are carried out, we do not minimize the contribution and role of other elements of the madrasah, the position of the head of the madrasah is the determinant of its success. Triwiyanto's research results (2013: 166) concluded that national education standards are used by schools as a basis for determining activities and program improvements to achieve educational goals. Therefore, the policies and strategies of madrasah heads in this matter are very decisive. The results of Subroto's (2011) research state that empowering educators' competencies influences educator performance and the quality of education. This means that this service will be good if it is supported by competent educators and education staff.

Third finding This research found that strategic planning in achieving National Education Standards (SNP) in madrasahs takes the form of critical steps to ensure that madrasahs can provide quality education in accordance with established standards.

Planning for organizations, including madrasahs, is very important considering that planning activities are the process of selecting and determining goals, strategies, methods, budgets and standards or benchmarks for the success of an activity. (Nawawi, 2001:35).

The need for madrasahs to carry out strategic planning in achieving National Education Standards at Madrasah Aliyah Negeri 1 Langkat begins with understanding SNP, carrying out a madrasah SWOT analysis, forming a planning team, establishing a vision and mission, identifying strategic targets, analyzing resource needs; strategy development, formation of action plans, monitoring and evaluation, involvement of related parties, and commitment to continuous improvement.

The importance of understanding National Education Standards highlights the key role of SNP in shaping and improving the quality of a country's education system. Good understanding and consistent implementation of these standards can have a positive impact on educational development and the formation of quality human resources.

fourth finding of this research found that the strategic implementation steps taken by Madrasah Aliyah Negeri 1 Langkat began with building communication and counseling for all elements of the madrasah. This communication involves the entire madrasah community, including teachers, students, parents, and other related parties, intended to ensure a deep understanding of the goals and benefits of achieving SNP, in addition to carrying out training,

implementing appropriate curricula, monitoring learning activities, developing human resources, improving facilities and infrastructure, collaboration with external parties, regular evaluations, participation of students and parents, use of educational technology, continuous improvement, and systematic reporting to the central government or educational authorities.

Effective communication is a key skill in various aspects of life, including in educational environments, organizations and interpersonal relationships. In order to carry out this effective communication, the madrasa head as a leader is expected to have competence.

Communication competency is the level of delivery skills a message by one person to another to inform and change attitudes, opinions or overall behavior whether directly verbally or indirectly (Purwanto, 2008).

According to Devito (2011) "communication competence refers to a person's ability to communicate effectively". Ability this includes things like knowledge about the role of the environment (context) in influencing the content and form of the message communication. For example, the knowledge that a topic may be feasible communicated to a particular audience in a particular environment but may not be appropriate for other listeners and environments.

Effective communication has a very close relationship with fulfilling the National Education Standards (SNP). There are several ways in which communication can play a role in supporting the achievement and fulfillment of SNP, namely:

1. Delivery of Educational Standards Information

Communication plays an important role in conveying information related to SNP to all parties involved in the world of education, including teachers, students, parents and school staff. With effective communication, all parties can understand the standards that must be met.

2. Clarification of Expectations and Responsibilities

Communication helps in clarifying expectations and responsibilities related to SNP compliance. This includes a shared understanding of the roles of teachers, school principals and other related parties in achieving educational standards.

3. Providing Directions and Guidelines

Through communication, stakeholders can be given direction and guidance regarding concrete steps that can be taken to fulfill the SNP. This may include the implementation of specific teaching methods, assessment standards, or specific policies that support those standards.

4. Understanding Changes in Education Policy

When changes occur in education policy that affect the SNP, effective communication is required to ensure that all parties involved understand the changes. This includes teachers needing to adapt their teaching methods to changing standards.

5. Providing Feedback and Evaluation

Communication plays an important role in providing feedback and evaluating SNP achievements. Through an open communication process, the parties involved can discuss progress, obstacles and strategies to improve compliance with standards.

6. Overcoming Challenges and Obstacles

Effective communication helps in identifying and overcoming challenges and obstacles that may arise in efforts to fulfill the SNP. Open discussions can help develop joint solutions to overcome obstacles.

7. Enlisting Parental Support

Good communication with parents is very important in fulfilling SNP. Through effective communication, schools can explain to parents the standards expected and how they can support their children's learning at home.

8. Student Engagement

Effective communication also plays a role in involving students in the educational process and fulfilling the SNP. This includes conveying information about educational standards, learning goals, and ways students can take an active role in achieving those goals.

9. Promotion of a Contextual Learning Culture

Communication helps in promoting a learning culture that is appropriate to the school context and national education standards. Teachers can communicate with students about the values applied in the learning process.

10. Ensure Implementation Consistency

Consistent communication helps ensure that implementation of educational strategies to achieve SNP is carried out evenly and consistently at all levels and educational units.

By understanding and applying the principles of effective communication, educational organizations can create an environment that supports the fulfillment of the SNP. Good communication creates shared understanding, active involvement, and cooperation necessary to achieve national education standards

## E. CONCLUSION

Based on the previous description, it can be concluded as follows:

1. The ranks involved in identifying problems in meeting the National Education Standards (SNP) are the madrasah principal, deputy madrasah principal, SNP drafting team, teachers, and madrasah committee. The large number of elements or levels involved in the process of identifying this problem shows that the madrasah has a work team, a strong culture of collaboration, commitment and dedication from the entire educational community, as well as support from the authorities and stakeholders related to this, thus helping the madrasah in improving the quality of education is in accordance with the applicable National Education Standards.
2. The mechanism chosen by the ranks of Madrasah Aliyah Negeri 1 Langkat in formulating strategic targets related to fulfilling the SNP is carried out systematically and directed in the form of: 1) Analysis of the condition of the madrasah, which carries out a comprehensive analysis regarding the condition of the madrasah, including physical facilities, teacher qualifications, curriculum used, and teaching methods. Identify strengths, weaknesses, opportunities and threats (SWOT) for madrasahs; 2) Involving Stakeholders, namely involving related parties, including the SNP drafting team, teachers, parents and school committees. Opinions and input from all stakeholders can provide a more complete view of needs and expectations regarding meeting national standards; 3) Determining the Madrasah Vision and Mission by considering SNP and local needs. The vision and mission that have been formulated reflect a commitment to fulfilling national education standards; 4) Preparation of strategic targets that are specific, measurable, achievable, relevant and time-bound. These targets also reflect a commitment to meeting national education standards; 5) Determining a strategy for achieving targets, that is, design a clear strategy to achieve each strategic target. This may involve improving the curriculum, training teachers, improving facilities, or developing more effective teaching methods; 6) Allocation of resources to support strategy implementation. This includes budgets for teacher training, textbook procurement, or facility improvements; 7) Development of an action plan in the form of a detailed action plan, including specific steps, person in charge, and implementation schedule. This plan will guide the madrasah in implementing strategies and achieving targets; and 8) Monitoring and Evaluation.

3. Strategic planning at Madrasah Aliyah Negeri 1 Langkat can be effectively and efficiently directed at efforts to achieve compliance with national education standards and improve the quality of the education they offer. The strategic planning carried out begins with understanding the SNP, carrying out a madrasa SWOT analysis, forming a planning team, establishing a vision and mission, identifying strategic targets, analyzing resource needs; strategy development, formation of action plans, monitoring and evaluation, involvement of related parties, and commitment to continuous improvement.
4. The strategic implementation steps taken by Madrasah Aliyah Negeri 1 Langkat began with building communication and counseling for all elements of the madrasah. This communication involves the entire madrasah community, including teachers, students, parents and other related parties, intended to ensure a deep understanding of the goals and benefits of achieving SNP, in addition to carrying out teacher training, implementing appropriate curricula, monitoring learning activities, developing human resources. , improving facilities and infrastructure, collaboration with external parties, regular evaluations, participation of students and parents, use of educational technology, continuous improvement, and systematic reporting to the central government or educational authorities.

## REFERENCES

- Crawford, Megan, Lesley Kydd, Colin Riches translated by Erick Dibyo Wibowo, 2005. Leadership and Teamwork in Educational Management. Jakarta: Grasindo.
- Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.
- Lexy J. Moleong, 2000. Qualitative Research Methodology. Bandung: Rosdaharya Youth.
- Republic of Indonesia Government Regulation Number 57 Concerning National Education Standards, 202.
- Robbins, Stephen P. 2001. Managing Today, New Jersey; Prentice Hall.
- Sondang P. Siagian. 1997. Organization, Leadership and Administrative Behavior, Jakarta: Gramedia.
- Stoner, James AF and R. Edward Freeman. 1996, Management. New Jersey: Prentice Hall International, Inc.
- Subroto, WT 2011. Analysis of the Effect of Educator Empowerment on Their Performance in Improving the Quality of Education in Surabaya City Elementary Schools. Bandung: Indonesian Education University.
- Triwiyanto, Teguh, 2013. National Education Standards as an Indicator of the Quality of School Management Services, Journal of Educational Sciences, Volume 19, Number 2.
- Usman, Husaini. 2006. Management, Theory, Practice and Educational Research. Jakarta: Bumi Literacy.