

Early Childhood Education Management at the Kindergarten School

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Abstract: Early childhood education was an effort to manage students, teachers and the environment in a school system to achieve the goals effectively and efficiently. This research aims are to find out and get information about the application of educational management at the Red rose Kindergarten School in Bekasi city and the inhibiting factors in the learning processes. This type of research applied a descriptive method with qualitative approach. The subjects of this research were principal, class teachers, students and parents. Technique of collecting data from Interview, observation of educational management activities and documentation (pictures, data statistic such as graphs of growth and development students). This research was conducted for one year. Data analysis stages are reduction, selection and display in the form of presentations, and conclusions (Miles and Huberman 1992). the data validity was based on checking technique using trusted degree, namely participation, perseverance and triangulation. The result of this research is that the education using the 2013 curriculum system is based on student development. The stages of planning and learning process are in accordance with applicable regulations. The functions of internal and external supervisions are conducted by the principal and Supervisory officers from province. The inhibiting factors found in the research are that the teachers do not have enough competence. Parents are less attentive to their children's activities at school. There were no pantry and school health units. Resources and media learning were inadequate. The financing management education has a significant effect on school quality. However, the true fact is not according to the regulations. It affects the principal not implementing the educational financing management. According to the statistics, student's growth indicates a decline in 9 consecutive year period. It may have an impact on implementation of school quality improvement.

1 INTRODUCTION

Kindergarten school was one form of early childhood education unit on formal education pathways that organizes educational programs for children aged from three to six years. (Suyadi: 2014) This argues juridically that the term early childhood in Indonesia is intended for children from birth to the age of 6 years old having a golden period. Bredekamp and Copple (1997) suggest that early childhood education includes a variety of programs that serve children from birth to eight years of age designed to improve children's intellectual, social emotional and physical language. Those children can begin the early childhood education at home or in the family. The development of children in the first years was very important and

will determine their quality in the future. Therefore, the efforts of early childhood development should be done through learning and through play (learning through games). The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education system in article 1 paragraph 14 confirms that early childhood education is an effort to guide children from birth to the age of six years through the provision of educational stimulations to support growth and physical and spiritual development so that children have readiness in entering further education. Education is designed according to the level of child development (Aisyiyah, 2007: 1). The children's activities were playing. With playing, learning activities will be a fun activity for children. Through playing, children

will have the opportunity to explore, to find, to express, to feel and to create.

The Process of development and learning in children's early childhood at school requires such a management system that learning objectives at school can be carried out effectively and efficiently. According to Hersey and Blanchard, management system was the process of working together between individuals and groups and other resources for achieving organizational goals. According to (FariUlfah, 2014: 26) the early childhood education management is an effort to manage, regulate and direct the process of educational interaction between students, teachers and the environment in a planned and systematized way to achieve the goals of the early childhood education institutions effectively and efficiently.

Learning processes at Red Rose Kindergarten School in Bekasi City required a professional management in which management function of POAC (planning, organizing, actuating and controlling) can be carried out effectively and efficiently referring to the goals of the institution. In this research, the authors make observations on management education at the Red Rose Kindergarten School. It aims to find out how much influence the management of the early childhood education has on the improvement of the education quality and the inhibiting factors in learning process at the Red Rose Kindergarten School in Bekasi City.

2 RESEARCH METHOD

This research aims to find out and to get information about the application of educational management at the Red Rose Kindergarten School in Bekasi City and the inhibiting factors in the learning process. The Research site is at Red Rose Kindergarten School Jl. Makam, RT3/11, No.78, Kranji, West Bekasi 17135. The Research time is from March 5th, 2018 to March 10th, 2019. The research subject is children aged four to six years old who still need more attention from parents and external educators. Anton M. Moeliono (1993: 862) described the research subject as the person which was being observed as the research target. Whereas Moleong (2010: 132) described the subject of the study as an informant which means people in the research setting are used to provide information about the situation and back ground conditions of the study.

In this study, researchers determined the subject of research based on the parties' considerations that could provide information and data needed in this research. Data sources were principal, class teachers, students, and parents. This type of research applied a descriptive method with qualitative approach. According to Nusa Putra (2012), the researcher described everything that was full in sense and detailed and in-depth. Qualitative descriptive research was one of the types of research included in the type of qualitative research. Descriptive qualitative research was research that intend to understand phenomena about what was experienced by research subjects holistically, and in a descriptive way in the form of words and language, at a special natural context and by utilizing various scientific methods (Bungin, 2008: 68-69).

According to Merriam, quoted by John W. Creswell, there are six assumptions in a qualitative approach that need to be considered by researchers, (Patilma, 2007: 57), namely: 1) Qualitative researchers emphasized attention to processes, not on results or products 2). Qualitative researchers are interested in meaning, how people make life, experience and structure of life that make sense 3). Qualitative researchers are the main instruments for data collection and analysis. Data approach through human instruments, not through inventory, questionnaires or other tools. 4) Qualitative research involved fieldwork. Researchers physically relate to peoples, background, location or intuition to observe or record behavior in their natural setting. 5) Qualitative researcher was descriptive in the sense that researcher is interested in the process of meaning and understanding obtained through words or images. 6) The process of qualitative research was inductive.

Researchers build abstracts, concepts, propositions, and theories. The researchers use qualitative research method because they want to focus the research on general principles that underline the existing unit of symptoms and aims to understand social situations, events, roles, interactions and groups. The qualitative approaches observations and interviews which was very suitable because it could produce descriptive data regarding the application of data management. Data Sources, according to Lofland (1984), the data sources in qualitative research are words, and the rest of the action was additional data such as documents and others. Related to that, in this section the data typed are divided into words and actions, typed and written, photos and statistics (in Moleong, 2007: 157). The data needed in this study are

(Arikunto, 2006: 129): a) Primary data, namely data obtain from the source are directly observed and recorded directly, such as interviews, observation, and documentation. In this study the primary data obtained is the result of interviews with class teachers and principals, student guardians and observations of students. b) Secondary data: data obtained from those that have already existed and have a relationship to the problem under study covering the existing literature and related to the problem to be studied. In the early childhood education, it is in order to improve the quality of learning. The first stage was observation at Red Rose Kindergarten School in Bekasi City to get information about the history of the Red Rose Kindergarten School in Bekasi City and to get information on curriculum reports (syllabus, learning implementation plan, annual program, semester program, weekly activity plan and daily activity plan, organizational structure, teachers, students, participant reports secondary data (statistical data such as graph of growth and development of students) and infrastructures.

The techniques for collecting data are from observations, interviews, and documentations. This research can use the method of eye sight, hearing, and touch which are done in the open or closed room (laboratory). To be able to see the results of this observations, researcher can use audio-visual recordings that have been done before. The researcher needs to make direct notes during the observation so that she does not forget the events or phenomena encountered in the field. It will give accurate observations (Dariyo, 2007: 53). A) The Observation used in this research is to collect data which refer to: 1) educational management of the early childhood education in order to improve the quality of learning at the Red Rose Kindergarten School .2). Verifying data and information that has been obtained from the principal, class teachers, students and parents at the Red Rose Kindergarten School in Bekasi City.

The checklist is a list that contains the names of the subjects and the inhibiting factors to be examined. It is guaranteed that the investigator records every event that has been determined to be examined. (Rahayu, 2004: 17-18). Data to be explored in this study are: 1) the management of the early childhood education in the Kindergarten, data from principals, teachers and Education Personnel. 2) Learning process conducted by the class teacher. B) Interview techniques used in this research to directly explore deep psychological information from respondents. This means that researchers sit

face-to-face with the respondent without being represented by others. Researcher has tried to ask things related to the research topic and analyzes the results of the conversation qualitatively.

(Dariyo, 2007: 56-57) 1) Interview technique was used as a support with the intention of obtaining data that cannot be collected using questionnaires and documentation. The researcher will sit face to face directly with the respondent or the subject under study. (Sukardi: 2011: 79-81) There are 4 types of qualitative interviews, namely (Rahayu & Ardani, 2004: 73): 1) Unstructured interviews. Interviewers ask questions, but these questions were completely erratic in direction, except "led" by the lines of conversation that have been put in place by the interviewer. 2) Structured interviews / guided interviews. The interviewer asked each person interviewed with a list of questions that had been prepared beforehand, with a response limiting category 3) Focused / semi-structured interviews / guided free interviews. Interviewers used interview guides, made in the form of a list of questions, but not permanent / binding sentences. 4) Personal interviews and group interviews. In terms of the number of people interviewed, those involved in one interview, can be divided into personal interviews (personal interviews) and group interviews. Based on the description above, the researcher used semi-structured interviews because the questions are flexible, depending on the target's conditions. C) Documentation is document review of assisting researchers in collecting data or information by reading letters, announcements meeting and pictures. This data search was technique is very useful because it can be done without disturbing the object or atmosphere of the study. Researchers by studying these documents can recognize the culture and values embraced by the object under study. The use of this method was related to what is called content analysis.

How to analyze the contents of a document is by examining documents systematically in document forms objectively (Sarwono and Jonatan, 2006: 226). In this research, the researcher borrowed notes and archives (as secondary data) from the Red Rose Kindergarten School in Bekasi City. Data analysis techniques, in this research are carried out according to the procedure or steps as follows 1. Data reduction, at this stage the researcher will examine all the collected data so that the main things in the research objects will be found. The data collected can be the results of interviews, observation and documentation, using standard information categories by separating them into

several segmentations. Therefore, the authors can find other subcategories to show the various possibilities contained in the results of interviews, observation and documentation ".(Emzir, 2008:211).2.Data display was stage of summarizing the data that has been set out in a systematic arrangement to find out the management system used. The author summarizes the data, so that complete identification of the results of the study was found, or temporarily given a possible hypothesis in this study. (Emzir, 2008: 211).Quoted,the three stages of data analysis are namely: 1). Data analysis before the field, taken from informants interviewed: namely the principal, done before the researchers tried to get the focus of research. The secondary data that will be used include the history, the state of teachers, students, facilities and infrastructures, and documents or other relevant sources 2). Data analysis in the field. The researcher analyzed the data at the time of data collection, which was at the time of interviewing.

After analyzing the answers of the interviewees and the researcher feels unsatisfied, the researcher continued the question again until the reliable data was obtained. The researcher collected as much data as possible until the data obtained was relevant to the object under study 3). Data analysis after completion in the field, the researcher collects data obtained at school, both data through observation, interviews, and documentation and then analyzed to determine the compatibility between the data obtained. The present data is the process of presenting a complex set of information in a complex unity of forms into a unified form that was simple, selective, and easy to understand the meaning.

The data obtained by the researcher during the research are then presented, summarized and compiled in full so that the meaning was clear. After analyzing the data, the researcher should conduct an examination, namely checking the validity of his findings, so that the results of his research can be accounted for. The technique of checking the validity of the data were based on four criteria used, namely degree, credibility, transferability, dependence (dependability), 4. confirmability. In checking the validity of this data, the researcher uses credibility, along with the steps consisting of: 1. Technique of extending participation, the researcher lived in the field of researchers until the saturation of data collection was reached. In this case the researcher follows the teaching and learning process 2) The persistence of observation is to search consistency or interpretations in various ways in

relation to the process of analysis that was constant or tentative. Building a business depends on various influences. Looking for what can be calculated and what can't be calculated.

That was, finding traits and elements in a situation that was very relevant to the research and focus on these things in detail.3) Triangulation with the source that was comparing and checking back information obtained through time and tools that are different in qualitative research. by comparing data from observations with data from interviews and comparing the results of interviews with the contents of a related document. (Emzir: 2008: 175). Triangulation, A technique for checking the validity of data by comparing data obtained from a source to another source at different times, to randomize or compare research data that has been collected. This data description will depend very much on the desired question and in the form of narration to be able to complete the overall picture of what happened. (Lexi J Moleong, 2006: 327-331). In this case the researcher reconciled the information obtained from the informant, researchers' observations and documents at The Red Rose Kindergarten School in Bekasi city in order to obtain the valid data. (Miles & Huberman (1992: 16) 3) The conclusion was verified during the study. Verification may be as short as a rethink that crosses the mind of the analyzer (researcher) as long as he writes, a review of field notes, or may be very thorough and exhaustive with a review and exchange of ideas among colleagues to develop intersubjective agreements or also extensive efforts to place copies of finding in another set of data. In short, the meanings that emerged from other data must be tested for their validity, strength, and compatibility, which was their validity. Final conclusions did not only occur at the time of the data collection process, but need to be verified so that it can truly be accounted.

3 DISCUSSION OF RESEARCH FINDINGS

The result of this research has shown that the management system of Rose Red Kindergarten School in Bekasi City is in accordance with the vision and mission of the institution by applying the management functions. This includes planning, organizing, actuating, controlling. Supervising and guiding, were a) In the planning function the principal as manager conducts recruitments of

educators and education staff who have the knowledge, skills and attitudes in accordance with their duties and functions. The Principal determined the resources / teaching staff at the Red Rose Kindergarten School. There were 4 teachers, in which each class was consisted of 2 teachers (1 class teacher and 1 assistant teacher). The teacher as a manager in the classroom structures planning, prepares plans and learning activities, starting from the annual, semester, monthly, weekly to daily programs. b) Stages organizing is carried out with vertical coordination where the principal gives assignments to subordinates in accordance with their responsibilities and fields, with open communication, c) Stages Implementation, leaders in carrying out their duties emphasized perseverance in work, teamwork, honesty, and high loyalty. Also, in the Implementation Stage of learning, the curriculum used 2013 curriculum program is based on development scientific approach. The aim is how the children were able to help themselves in all aspects of life (lifes skill) and instill habits about learning how to learn. Meanwhile, the learning is based on the development of children including 1. Classroom management, 2. Activity procedures, 3. Assessment.

According to (Milan Rianto (2007: 1) Class management is very important because class management is a factor that could create and maintain the atmosphere and condition of the class so that it is always effective and efficient. All activities of teachers and students in the class must be created and maintained in optimal conditions of the learning process. The effective and efficient learning can be proven by the existence of balanced processes of input, output, and outcome. They even can be seen in the graph of the growth and development of students which continues to increase, so that school efforts in the management of early childhood education in order to improve the quality of education can be achieved and was in accordance with the expectations and goals of the school organization. According to Fomberg in (Martininis yamin et al. 2012) playing or not playing was not a question. The important question was how to prepare something exemplary through the imaginary world of early childhood, teachers, and staffs.

Stages learning in a class room was in 150 minutes. The procedure is divided into three activities, namely the initial activity of 30 minutes, the core of 30 minutes, rest 30 minutes, and the end of 30 minutes. Learning activities are carried out which was inside and outside the class depending on

the themes that have been determined with existing facilities and infrastructure such as study rooms each measured 8 x 9 meter. The learning media or educational teaching aids are available. Of 38 students, group A is aged 4 to 5 years and the rest was group B, aged 5 to 6 years. The stages of Student assessment are as follows: assessment was carried out by the teacher to see whether the students have developed growth and are able to get more potential or not. Stages supervision function was carried out by the principal with supervision activity, with the aim that the learning processes is effective and efficient. Direct supervision was carried out by the principal. Regular meeting discussions were to make the performance improvement efforts, with educators and educational staffs, the competency which was developed as the implementation of the next stage of work. The external function supervision is conducted by the provincial education officer.

The inhibiting factors of learning in the Red Rose Kindergarten School in Bekasi City were a) students do not communicate well with others and teachers. Therefore, they do not accept the learning material maximally b) In learning, teachers used center method. As the result, the students do not get flexible learning processes c) Teachers need more trainings in connection with increasing their competency and professionalism d) Parents were less cooperative in their children's activities. They rarely consult to school about their children development at home. e) There were no facilities, such as pantry and school health unit. f) Resources and media learning used by teachers were inadequate. The number was not comparable to the number of students. Besides, the media used are still old fashioned with a form not attracted the children's attention). Student growth from 2007 to the present experienced a setback, such as the quality of student's achievement, teacher's quality, and quality infrastructure at school. As the result, it would negatively impact to diminish trust and interest in parents' trust and interest to send their children to school in the following next year. It can be seen on the graph of student development from year to year which was decreasing.

4 CONCLUSION, RECOMMENDATION AND IMPLICATION

The management as the top decision maker in the organization of Red Rose Kindergarten School in Bekasi City has worked together to achieve the goals. The implementation of management such as planning, organizing, implementing, supervising and guiding are almost done well.

It should be cooperated in a team, both internal and external relationships, related to the activities at the Red Rose Kindergarten School. As part of the effort to carry out educational management functions, it is necessary to improve the quality in order to produce quality learning in a better educational environment. Specifically, in business:

a) The success of early childhood learning can be divided into short-term, middle-term, and long-term programs, with the following criteria. A. Short Term, a) At least 85% of the contents and principles of learning can be understood, accepted, and applied by both students and teachers in the classroom. b) At least 85% of students felt they were facilitated, happy and had the willingness to learn well c) Children participated in the learning processes d) The material was communicated according to their needs and they see that it will be very useful for their future lives.

Ongoing learning can foster continual interests in learning. B) In middle term, there will be feedback sessions between the teachers and the children b) children will become creative people and are able to deal with various problems they face. c) children do not receive negative influence from the community in their environment in any ways. C) Long-term program, a) There will be an increase in the quality of education, which the Red Rose Kindergarten School could achieve with the independence and the initiative of school principals and with the use of good management and learning resources. b) Increase the efficiency and effectiveness of management and the use of learning resources, by sharing clear, transparent and democratic answers. The increased attention and participation of residents and the surrounding community are achieved through joint decision making. d) There was an increase in the responsibility of the early childhood education institution to the government, parents, and the community in general regarding the quality of services, both intra and extracurricular. The growth of independence was adaptive and proactive and has the character and spirit of high entrepreneurship

(resilient, innovative, and risk-taking). e) The realization of an interactive, motivational, enjoyable, challenging learning process and provides students with free space. f) The creation of a safe, comfortable and orderly school climate so that the learning processes could be calm and enjoyable. There was an on going evaluation and improvement process. The learning management organization needs to be organized and managed in such a way that learning could be implemented optimally. There were at least four things that need to be considered and related to the organization and learning management, namely the implementation of learning, procurement and guidance of experts, the utilization of the environment as a source of learning, and development and structuring of policies.

The The implementation of function learning should be carried out based on children's needs and characteristics, as well as basic competencies in general. Catron and Allen (1999; 59) The role of early childhood teachers was more as a mentor or facilitator, and was not merely a knowledge provider. Science cannot be transferred from the teacher to the children without the child's own activeness. In the Learning process, pressure must be placed on the teacher's thinking. Therefore, it was important for the teachers to be able to understand children's thinking and development and appreciate children's experience, understand how children overcome a problem, provide material in accordance with the level of cognitive development of children to be more successful and help children think and shape knowledge using a variety of learning models which allow children to actively construct their knowledge.

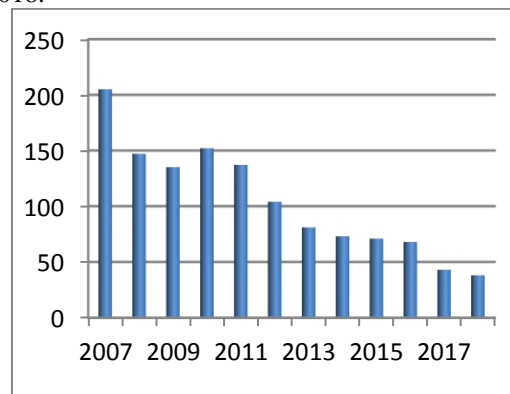
In reference to their learning styles, we need to consider the following things a) Integrate learning with games b) Identify competencies according to their needs and characteristics of early childhood. c) develop indicators of each competency to be relevant to the development and needs of early childhood. d) Organize an organizational structure and working mechanism and establish cooperation between teachers and other education personnel in learning and games. e) recruit educational staff who have the knowledge, skills and attitudes in accordance with their duties and functions. f) completing adequate learning and play facilities and infrastructure, such as libraries, the environment as a source of learning, playground equipment and administrative equipment and adequate learning space. g) Assess learning program regularly and continuously to see the effectiveness and

achievement of competencies developed. Besides that, the assessment was also important to see whether the learning development has been able to develop the potential of students or not. b). Procurement and development of experts. In the success of learning, it is necessary to procure and guide experts, attitudes, personal, competencies and skills related to learning. This was very important because it was related to the job description that will be carried out by each education staff. Therefore, it was desirable that each person has an understanding and competence that support the implementation of learning in developing the potential of early childhood optimally. c). Environmental Utilization as a source of learning for success. Environment needs to be utilized as an optimal source of learning. For the benefit of the teachers, the facilitator is required to utilize the environment, cooperation with related elements that are seen to be able to support efforts to develop quality and quality of learning. both physical and social environment, as well as cooperating, the importance of School Policy.

Learning needs to be supported by the policies of the principal, and ease in implementing learning. There are several relevant policies taken by school principals in helping smooth the development of learning for early childhood, namely: a) programming curriculum changes as an integral part of the overall school program, b) budgeting operational costs for operation and non operation - learning as part of the school budget; c) improve the quality of teachers, and facilitators to be able to work professionally (increase teacher professionalism); d) provide adequate facilities and infrastructure for the benefit of learning, and children playing; f) establish good cooperation with elements related officially in relation to Increasing the input of new students in the presence of new students. Based on data input from new students from year to year, the decline is a big problem for the development and sustainability of educational organizations / institutions. 2). Problems found in the inhibiting factors in this research should be immediately followed up to achieve the success of joint tasks at the Red Rose Kindergarten School in Bekasi City, 3) Hopefully this research could provide input for managers, teachers and subsequent researchers so that it can be done even better. (Mulyasa, 2012).

The implication of this research is that school needs more holistic improvement of educational management as effort to get school quality in order to become better than ever. Data Source from Principal

at Red Rose Kindergarten School on 2017 until 2018.



Graph 1: Growth of Students at Red Rose Kindergarten School in Bekasi City

Table 1: Data Statistic Growth of Students at Red Rose Kindergarten School in Bekasi City, Year 2007 Until 2018.

YEAR	BOYS	GIRLS	TOTAL
2007	103	102	205
2008	89	58	147
2009	56	79	135
2010	78	74	152
2011	84	53	137
2012	66	38	104
2013	43	38	81
2014	37	36	73
2015	35	36	71
2016	42	26	68
2017	21	22	43
2018	25	13	38
TOTAL	679	575	1.254

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