

THE EVALUATION OF LEADERSHIP PROGRAM IMPLEMENTATION AT AL MUSLIM SENIOR HIGH SCHOOL IN BEKASI, INDONESIA

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This research aimed to evaluate leadership program at SMA(Senior High School) Al Muslim in Bekasi. The evaluation model used was CIPP (Context, Input, Process, Product). The study found that the leadership program has been suitable to the policy of school foundation. However, regarding 2013 curriculum, the school needs to make leadership a separate subject. Based on teacher qualification, there is no special requirement to be a leadership teacher. The leadership teacher is appointed by the school foundation and considered to have competence in teaching leadership. In implementation, students need to be given chances to practice leadership skills; therefore, the teacher should use various but appropriate teaching methods. Leadership teachers should develop various scoring techniques to better find students' skill. The study also found that leadership is important for students, alumni, and parents. Alumni stated that they got benefits from the leadership program.

Keywords: evaluation, leadership, CIPP model

INTRODUCTION

Basically, education aims to form students' characteristics, as has been stated in the Regulation of the Republic of Indonesia, Article 3, Number 20, Year 2003, Chapter II, regarding the Foundation, Function, and Objective of education. The regulation states that education process aims to develop students' potentials to be humans who are faithful to God, noble, healthy, knowledgeable, creative, independent, democratic, and responsible. Therefore, all teachers do must lead to the objective.

Character education, however, must start from home, followed by school. In general, national education faces a challenge, especially equipping students to face global challenges. The phenomenon brings the consequence that school must be able to increase students' ability to be independent. Data from Central Bureau of Statistics (BPS) in 2012 - 2014 show 'open unemployment' of people aged 15 above. Open unemployment happens when a person is looking for a job suitable to his educational qualification or when a company does not employ a person due to his unsuitability of his skill (BPS, 2014).

The level of open unemployment for vocational school graduates is in the top list, followed by those graduating from senior secondary school. This may mean that they are in the transition position, in which they don't have a competency needed by companies. Besides, there are only 2.96 out of 8.26 million university graduates who are employed. In the meantime, BPS states that the quality improvement of people who work is indicated by the decrease of low educated people who work. However,

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having high education does not guarantee that a person can get a job. One of the factors causing this condition is weak character that is not accustomed to forming habit, so school graduates have a low competency and cannot compete.

In his book, *The Leader in Me* (Stephen R. Covey, 2008) cites a study by Daniel Goleman showing that in the work place, everybody must have an ability which is the combination of personal and social abilities, apart from technical and intellectual abilities. In short, business needs two main points: character and ability. With regard to Islam, Prophet Muhammad states that everyone is a leader and he will be asked to be responsible for what he has done. This can be inferred that there is leadership potential inside an individual which should be developed. When everyone is considered a leader, leadership needs to be learned so that the quality of leadership appearing is the best even though it takes long time for leadership to develop in a human.

A lot of research in leadership has been conducted. For example (Summer F. Odom, *et al.* 2012. p. 34-53) have conducted a study on the use of social media in learning leadership. The study stressed on communication process and showed that social media has created communication comfort. Joining the media, students felt easier to find and develop ideas. On the other hand, Donna Hancock et al. from University of Georgia conducted a study on extracurricular activities done by young people as a way to increase leadership skill. The study concluded that extracurricular activities made them have positive perceptions of the spirit to developing their leadership. The studies on leadership skills which have been conducted to date have shown that leadership is a skill which can be taught and trained in many aspects with many ways.

To develop leadership, SMA (Senior High School) Al Muslim, which was built in 2001, creates leadership program manifested in a school subject contained in its school curriculum. SMA Al Muslim was located in Bekasi, West Java, Indonesia. Apart from leadership, the school also includes science, integrated Islamic teaching, foreign languages, as well as information and communication technology (ICT). The leadership program is expected to produce graduates who have skills in leadership. However, though leadership is a primary program, its implementation does not always run well due to some problems such as limited teaching time and lack of teachers' competence in developing this program; as a result the chance for students to practice leadership behavior is limited. If there is no an attempt to overcome the problem, the objective of the leadership program will be difficult to achieve. Besides, to find out whether the program is successful or not, there should be evaluation which can be used to support the decision making regarding the program.

The Conception of Leadership

Stephen R. Covey (2008. p.51) defines leadership as a communication medium to other people about their potential. The definition can be inferred that leadership is

a process of giving inspiration and motivation which helps other people find and develop their leadership talent. 13

Ann R.J. Briggs and Marianne Coleman (2006.p.2) argues that “educational leadership research involves analyzing the concept of leadership itself, the types and styles of leadership and their relevance to educational settings.” Research on educational leadership therefore needs to include such points as leadership concept, style, type connected to its application in education.

Leadership Program at SMA Al Muslim

This program is an activity designed to last for unlimited time. The leadership program in this research is the policy of SMA Al Muslim in implementing leadership learning in its curriculum. The leadership subject itself aims to teach 7 leadership skills: (1) understanding self, (2) communication, (3) getting along with others, (4) learning to learn, (5) making decision, (6) managing, and (7) working with group.

METHOD

This research was conducted at SMA Al Muslim located in Tambun, Bekasi, West Java, Indonesia. It was evaluation research using CIPP (Context, Input, Process, Product) model to evaluate the implementation of leadership program at the school. This was a qualitative approach with formative evaluation design which aimed to make the program designer see the program effectiveness and its components pertaining to it. Formative evaluation was done to identify to what extent the running program had achieved.

CIPP model was developed by Daniel L. Stufflebeam in (Mulyatiningsih, 2011.p.121) aiming to help evaluator evaluate program, project, institution. Furthermore, CIPP model is often used to evaluate international-, national-, and local-scaled education programs as well as a program developed by an individual, like learning program. CIPP model is conducted systematically with steps being adjusted to context, input, process, and product, as illustrated in the table below (Wirawan, 2011. p. 91):

TABLE 1: FOCUS OF CIPP

<i>Context Evaluation</i>	<i>Input Evaluation</i>	<i>Process Evaluation</i>	<i>Output Evaluation</i>
	Leadership teacher	Learning process	Program benefits
1. Policy	1. The competency of leadership teacher	1. Learning planning	1. The achievement of students and alumni
2. Needs Analysis		2. Learning implementation	2. The benefits of the program according to alumni
3. Vision, Mission and school objectives	2. The subject administration	3. Process and learning outcome evaluation	3. Activities of students after learning leadership

In this research, in-depth primary data collection was conducted both directly and indirectly using technological devices such as telephone and social media.

RESULTS AND DISCUSSION

SMA Al Muslim adopted full day school with integrated curriculum of faith, science, physical, and leadership education. The learning process takes place not only in the classroom but also in the school surrounding reaching 4.2 hectares. From 2008 to 2013, SMA Al Muslim cooperated with The Institute for Superior School Development Insan Cendekia (LAPSIG-ICMI) to make SMA Al Muslim become one of national superior schools.

RESULTS

Context Analysis

Information obtained in this research was from documents and interview on program background, including the needs of stakeholder for leadership program. Analysis of the aspects could be considered adequate since they had fulfilled evaluation success indicators though its implementation still needed improvement.

The policy of the institution regarding leadership program was not documented well. The institution designed the leadership program through a leadership group. The group gave workshop and training to teachers in order that they could integrate leadership into their respective school subject. Besides, the leadership group developed materials needed for leadership learning.

The school policy with regard to leadership program was represented in the school vision, mission, and objective. Based on the result of document analysis, there was relationship between policies of school and school foundation. Apart from being implemented into learning, leadership program was also planned to be implemented in other activities as represented in its vision, mission, objective, and strategic implementation. To make sure that stakeholders know and understand the school vision and mission, the school management always reminded them at the beginning of new school year and at the end of semester when distributing student achievement reports. However, the research found that not all parents knew the school vision, mission as well as when the vision and mission were formulated even though the leadership curriculum was contained in the Structure and Content of SMA Al Muslim Curriculum.

In the curriculum structure, it was clear that SMA Al Muslim gave additional hours to subjects such as Islamic education as well as core subjects such as math, physics, chemistry, biology, geography, economics, and sociology. The structure and content of 2006 curriculum for grade XII had leadership subject and local-based content subject for 3 hours, while in 2013 curriculum for grade X and XI,

leadership was integrated into subjects called crafting and entrepreneurship for 2 hours in a week.

The leadership program itself got a positive response from people. In this research, parents as stakeholders stated that leadership program was important and had to be in existence to increase students' characters.

Input Analysis

In this research, input was related to teachers teaching leadership and learning administration. During the school year 2014/2015 there were 2 teachers teaching leadership. In hiring the teachers, there was no special requirement. The only prerequisite was that the teachers got permission from the school foundation and they were willing to learn leadership. One way of understanding leadership materials was taking part in leadership training.

In scoring teacher competency, the school foundation conducted yearly teacher performance evaluation consisting of pedagogic competence, teacher development, and personality & social competence. Pedagogic competence covered teaching, classroom, and administration competence. The three competences were scored by 3 people: 2 people from school foundation and 1 school principal. Based on the document analysis, the 2 leadership teachers obtained good performance, and learning administration was already complete.

Process Analysis

Process evaluation aimed to find how far the program progressed based on planning. Process component in this research included the learning process at school, consisting of learning plan, learning implementation, and learning evaluation. Leadership learning plan at SMA Al Muslim was conducted by leadership teacher under the control of school principal and leadership group. In implementing leadership program, program planning started with making learning administration. The document analysis shows that leadership teacher had made and kept learning administration well.

The implementation of leadership learning at the school was conducted in two ways: separate and integrated. Separate means leadership stood alone as a subject and was taught by leadership teacher, while integrated means it was infused into other school subjects and taught by other teachers. Based on the interview, students informed that almost all leadership teachers taught theory and practice, for example, speaking in front of people, group discussion, or motivating junior class. Even though the way the teachers taught was not varied, students felt happy to get leadership learning. The weakness of leadership learning, according to students, was learning method: too much lecturing and less leadership theory.

The scoring done was through portfolio, performance, presentation, and attitude. With regard to scoring, students informed that they were scored through

discussion, active participation, presentation performance, daily assessment, and task scoring.

Product Analysis

Product component in this research focused on students, alumni, and the results of leadership learning experienced and seen by teachers of other subjects. The focus of students was their academic and non-academic achievement. The focus of alumni stressed on their opinion about the benefit of leadership program they got from leadership subject. Finally, this research interviewed teachers to get information on the results of character education conducted through leadership program.

The study found that students showed improvement in academic and non-academic aspect. Regarding alumni, the study found that they were accepted at high-rank public universities, even universities abroad. The benefit of leadership program, according to alumni, was that many activities in campus, home and work place needed leadership. Many respondents had practiced leadership including 7 leadership skills with different level of achievement. Another product component can be seen in the students' activities after learning leadership in non-leadership subjects. However, according to non-leadership teachers, there were still many students who had not practiced 7 leadership skills in their daily learning activities (Litbang Leadership Yayasan Al Muslim, 1986).

DISCUSSION

Based on the results above, the leadership program at SMA Al Muslim can be interpreted as follows:

Contexts Aspect

Al Muslim Foundation has made leadership a superior program, and it can be seen in the operational planning. This plan automatically makes all school policies support leadership as a superior subject at the institution. This can be seen from the school vision and mission.

In general, vision and mission are designed to create a real and specific work pattern, so that individual and organization have clear and similar objective. Thereby, vision and mission help organization reach the determined objective. To achieve it, vision and mission should be known by all people being involved in achieving the objective.

In fact, not all parents knew the school vision and mission, including the intention of school to make students achieve success through leadership program. Ideally, all parties should know and be responsible for the success of the program since leadership program contains skills for success at school and beyond school. Thereby, parents as stakeholder should be a partner in implementing the program by creating condition in which children can practice the 7 skills of leadership at

home. For the success of leadership program in the future, the school should be able to formulate such a way that makes all parents know the school vision and mission especially related to leadership program. All parties need to commit together to make the objective of leadership program successful.

The school should reformulate leadership as a separate subject since this subject has an uneasy target. At least, 7 skills of leadership must be given thoroughly in the form of theory and practice (Litbang Leadership Yayasan Al Muslim, 1986). Many students and alumni also expected that school give a special room for them to do leadership projects outside study hours as an opportunity to practice the skills they already obtain in the classroom.

The leadership skill is important for students in order that they have skill to face competition in this globalized world. This has been experienced by alumni who have learned the skill and got its benefits. Therefore, students, parents, and alumni are parties who support the leadership program, and this program should be improved in all aspects to keep its existence.

Regarding the relevance of this program to the needs of people, the study found that parent as stakeholders agreed that leadership program was given through leadership subject because they thought that students still needed leadership knowledge and practice.

According to Moehlman as cited in (Djam'an Satori and Suryadi, 2009), to improve the quality of children education, school has a role as interpretation with a task to interpret the condition and needs of society through survey and research. With this interpretation role, school should periodically ask society if they still need leadership program for their children, or school can ask for input to improve the program so as to answer the needs of society.

If this is done routinely, the implications of the program can be as follows: (1) the program is relevant to the needs of society, (2) school output will always be strong in an attempt to increase life of society, (3) society will have sense of belonging to the educational program, (4) school is a cultural center as well as integrated education defense in society.

Input Aspect

Input aspect focuses on leadership teacher and learning administration. Regarding the first aspect, every year leadership teacher at SMA Al Muslim can be different, depending on the need. There is no special requirement to be a leadership teacher. It means that every teacher can be a leadership teacher as long as he/she has got permission from the school foundation and is willing to learn leadership. Another requirement is that the prospective teacher should take part in leadership training conducted by the school foundation. In the training, he/she learns leadership knowledge, especially 7 leadership skills, similar to the ones taught to students.

From the information above, it can be inferred that the recruitment of leadership teacher does not have clear criteria. The recruitment is not based on the teacher's ability in understanding 7 skills of leadership. However, the evaluation conducted by school foundation and principal has shown that leadership teachers have got good competence to teach leadership subject.

The second aspect of input component is learning administration, including assessment. The study found that leadership subject at SMA Al Muslim already has SKL (*Standar Kompetensi Lulusan* or Graduate Competency Standard), syllabus, lesson plan, and scoring system. Syllabus is developed from SKL, while lesson plan and scoring system refer to the syllabus. Besides, leadership team from the school has also developed LKS (Student Work Book) which guides students to practice leadership skills.

The school foundation also has elementary school (SD) called SD Cendekia Leadership School. The school teaches leadership and makes detail planning in character education. The plan starts from academic calendar, then making indicators in the form of unit plan given to every teacher. After that every teacher makes weekly plan and class letter that will be given to parents during parent meeting. Extracurricular activities follow academic calendar which has been decided by a person in-charge for every event. The difference between SMA Al Muslim and SD Cendekia Leadership School is unit and weekly plan made by all school subject teachers. Besides, class letter given to parent during parent meeting makes parents know the school program.

Process Aspect

Process aspect focuses on learning aspect consisting of learning plan, learning implementation, and learning evaluation. Learning plan at SMA Al Muslim is conducted by the leadership teacher under the control of principal and leadership group. In the beginning of every semester, the principal checks learning administration. The result is then written in the teacher report.

In general, teaching method used for leadership is lecturing, video showing, and practicing. Leadership practice is led to learning by doing or experiential learning guided by LKS. LKS is a cycle in which there is a theory or assumption, then students practice it or do action related to it. The theory is explained as a part of introduction before students do a project. At the end, students do reflection on what has been practiced. In this stage, students will explore various ideas and opinion before making decision.

In his book titled *How the Brain Learns*, education consultant David Sousa presents *The Learning Pyramid*, a result of research to find student's retention development in getting information from various methods. It states that lecturing, video showing, and demonstrating are passive teaching methods. The opposite methods are group discussion, practice, and re-teaching. The retention level of

memory in this pyramid shows that: 1 *Lecture* (5%), (2) *Reading* (10%), (3) *Audiovisual* (20%), (4) *Demonstration* (30%), (5) *Discussion Group* (50%), (6) *Practice by Doing* (75%), and (7) *Teach Others/Immediate Use of Learning* (90%).

Therefore, to change students' character, a leadership teacher needs to adopt more active teaching methods such as discussion, practice, repetition in the form of presentation, or teach other people. The more active the teaching method is, the higher the level of student retention will be. So, it is expected that the character which appears after learning is inherent good character. In active learning, students involve in an experience facilitated by teacher, so their thought and emotion also involve. This can encourage exciting but challenging learning atmosphere, thus promoting students to create ideas. In practice, there is no excellent learning model for all situation. Teachers must be able to choose the right method when teaching. According to Ngalimun, the quality of learning model chosen by teacher should be seen from 2 aspects: process and product. Process aspect refers to the ability of learning in creating joy (joyful learning) and encouraging active learning as well as creative thinking. Product aspect deals with the question if learning can achieve the objective having been decided.

Summer F. Odom, Barry L. Boyd, and Jennifer Williams from the Department of Agricultural Leadership, Education, and Communications Texas A&M University, conducted a study and wrote an article titled *Impact of Personal Growth Projects on Leadership Identity Development* (p.49-63); they stated that leadership learning should include experiences helping students increase their leadership. The research used Personal Growth Project (PGP). All aspects of leadership development such as self-awareness, self-building and interpersonal skill became the scoring components. 85.5% of the participants stated that they were more aware of their personality. For example, they felt they had more ability to face a problem and were more patient to face the problem. Almost 52% of the participants stated to have more self-confidence. For example, they were willing to try new things and to go beyond their comfort zone. Many students informed that they felt encouraged to be active in organization and would try other leadership roles.

This research shows the importance of giving experience in the form of practice and project to students. However, project system combined with leadership has a weakness in which students do not get a complete leadership theory. They will not know the essence of leadership because it is not discussed in detail. Therefore, leadership teacher needs to teach leadership theory even though based on the interview students did not like lecturing method since it was boring. To reduce boredom, the theory can be given in the form of discussion and re-teaching, which are suitable to *The Leaning Pyramid*. Regarding assessment, leadership teachers have scored students related to 7 leadership skills. The scoring includes practice, portfolio, performance, presentation, and attitude. Cognition and attitude are scored directly based on students' practical ability.

To avoid students' dissatisfaction, leadership teachers need to have better scoring system. Scoring is an important component in education. According to (Harun Rasyid and Mansur, 2009. p. 6-7) "improving the quality of education can be done through improving the quality of learning and scoring system." Thereby, good and right scoring system will give good motivation to students. On the other hand, bad scoring system will cause dissatisfaction to students and decrease their motivation to learn.

Stiggins as cited in (Harun Rasyid and Mansur, 2009. p.85) states that scoring learning should continuously use different method to get evidence that students' knowledge and skill meet the standard. The notion asks teachers to do scoring in different ways in order that student's understanding can be seen.

Product Aspect

Product aspect focuses on the evaluation of student achievement, the benefit of program according to alumni, and students' activity after learning leadership. Up to now, students of SMA Al Muslim have got a lot of academic and non-academic achievement. Non-academic achievement is obtained through sport and extracurricular activities. This is similar to a study conducted by (Hancock and Jones, 2012. p. 84-101) on student participation in sport, school, and extracurricular. The study titled *Adolescent Involvement in Extracurricular Activities: Influences on Leadership Skills* found that students who got positive support from adult had positive perception of their leadership skill. The study also found that students in higher class had better perception of leadership skill than students in lower class.

To know the benefit of the program, alumni were asked their opinion on leadership subject whether it gave benefit to their present life. Non-leadership teachers were also asked because they interacted with students for a long period of time. The study found that most alumni practiced 7 leadership skills even though every individual was different in implementing the skills. Finding of this study is in agreement with *Measuring the Outcomes of Leadership Development Programs* a study conducted by (Alice M. Black and Garee W. Earnest, 2009. p. 184-196) from The Ohio State University. They state that respondents who joined leadership program knew more about themselves, have more capability in doing business, and are more active in local community. The research shows that leadership education at school or institution can influence students' attitude and behavior, especially if it involves "long lasting" learning/training.

All alumni, employees or university students, state that leadership knowledge is needed in their life. They hope the existence of this subject but expect improvement, especially in practice as the implementation leadership learning. At campus or work place, alumni feel there is no more leadership theory. They just need to practice it. So, learning it at SMA is a proper time. However, in everyday learning at school, teachers feel that students are not capable of practicing all

leadership skills. They state that student practice leadership concepts partially. According to them, this is because students do not have adequate practice of 7 leadership skills, so they are not yet good at facing leadership problems.

Harun Rasyid and Mansur state that educational practices in Indonesia tend to be far away from real lives outside school (p. 27). There is academic, occupational, and cultural gap. Academic gap shows that knowledge learned by students is not related to their daily lives. Occupational gap is the gap between education and work, in which working life is not supported at all by educational result. Cultural gap is the disability of students in understanding what is happening in society. This brings the consequence the importance of leadership teachers to understand phenomena happening in society. The more knowledge they have, the more experience they have to be practiced with students. This experience can reduce academic, occupational, and cultural gap.

CONCLUSIONS AND RECOMMENDATION

Conclusions

The evaluation results show that: (1) the suitability of context program which covers school foundation, school, and the needs of leadership program in society can be categorized as adequate. The policy of SMA Al Muslim has been suitable to that of school foundation to make the leadership program superior. The only criticism is that in 2013 curriculum SMA Al Muslim should spare time for separate leadership subject because it has leadership materials which need to be taught to students. Regarding the need of leadership program, the study found that parents expect the program to be continued, (2) the suitability of input seen from teacher qualification and learning administration is considered as adequate. The leadership teachers are appointed by school foundation and have competence to teach leadership. The teachers also have SKL, syllabus, lesson plan, and scoring system, (3) process aspect evaluates learning plan, implementation, and scoring related to 7 leadership skills. The teachers need to improve teaching method to avoid boredom. Up to now, the leadership program is not really effective due to lack of practice and varied teaching method. In term of scoring, teachers need to develop different scoring system to find out students' knowledge and skill, (4) evaluation regarding product aspect is done through interview of alumni and non-leadership teachers. Leadership program is needed to support alumni's life in campus or work place. Even though every student has different skill, leadership program gives students knowledge important for them.

Recommendation

Based on the evaluation results, some recommendations are as follows: (1) there should be continuous improvement on this program. As a superior program,

leadership should be documented well, (2) leadership should be separated from other school subjects even though it can be integrated into school subjects, (3) SMA Al Muslim has vision and mission which are relevant to leadership subject, but not many parents know the program. The synergy between school and parents will support the success of the program, so the school need to disseminate the program regularly, (4) leadership teachers know leadership materials; however, since leadership is a superior program at school, the teachers should also be superior, especially connected to 7 leadership skills, (5) leadership teachers have made learning plan covering 7 leadership skill, but lecturing method still dominates the teaching. Therefore, the teaching method should be varied, (6) teachers need to be objective in scoring and uses different method to really uncover students' skills, (7) Alumni of SMA Al Muslim have got benefits from this program. There is usually connection between alumni and school; therefore, the school can make alumni association so that they can give contribution to increase the quality of the leadership program.

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