



## THE EFFECT OF SCHOOL PRINCIPAL LEADERSHIP AND SCHOOL COMMITTEE'S ROLE ON THE IMPLEMENTATION OF SBM AT SD NEGERI GUNUNG TALANG SOLOK

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### ABSTRACT

Principal leadership and the role of the school committee are factors influencing the implementation of SBM. The purpose of this paper is to describe (1) the effect of the principal's leadership (X1) on the implementation of SBM (Y), (2) the effect of the role of the school committee (X2) on Y, and (3) the effect of X1 and X2 simultaneously on Y at Gunung Talang State Elementary School in Solok. The research is *ex post facto*. The population of the research involves 284 state elementary school teachers in Gunung Talang Solok. The research sample is 74 people, which are selected using a stratified proportional random sampling technique. The research instrument is a questionnaire about principal leadership, the role of school committees, and the implementation of SBM through a Likert scale. Data were analyzed using SPSS version 20.0. Based on the research results, it is found that (1) there was a significant effect between X1 and Y with a significance value of  $0.031 < 0.05$ , which means that  $H_a$  is accepted and  $H_0$  is rejected. In addition, (2) there is a significant effect between X2 and Y with a significance value of  $0.017 < 0.05$ , which indicates that  $H_a$  is accepted and  $H_0$  is rejected. Subsequently, (3) there is a significant effect between X1 and X2 simultaneously on Y with a significance value of  $0.000 < 0.05$ , which implies that  $H_a$  is accepted and  $H_0$  is rejected. Above all the findings, it can be concluded that the principal leadership and the school committee's role are two factors that simultaneously influence the implementation of SBM at SD Negeri Gunung Talang Solok.

**Keywords:** principal leadership, school committee's role, sbm implementation

## PENGARUH KEPEMIMPINAN KEPALA SEKOLAH DAN PERAN KOMITE SEKOLAH TERHADAP IMPLEMENTASI MBS DI SD NEGERI KECAMATAN GUNUNG TALANG KABUPATEN SOLOK

### ABSTRAK

Kepemimpinan kepala sekolah dan peran komite sekolah merupakan faktor yang mempengaruhi pelaksanaan MBS. Tujuan dari tulisan ini adalah untuk mendeskripsikan (1) pengaruh kepemimpinan kepala sekolah (X1) terhadap penerapan MBS (Y), (2) pengaruh peran komite sekolah (X2) terhadap Y, dan (3) pengaruh X1 dan X2 secara bersama-sama terhadap Y di SDN Gunung Talang Kabupaten Solok. Jenis penelitian adalah *ex-post facto*. Populasi penelitian adalah guru SD Negeri Kecamatan Gunung Talang Kabupaten Solok yang berjumlah 284 orang. Sampel penelitian dipilih dengan menggunakan teknik *stratified proportional random sampling* sebanyak 74 orang. Instrumen penelitian berupa angket tentang kepemimpinan kepala sekolah, peran komite sekolah, dan penerapan MBS dengan menggunakan skala Likert. Data dianalisis dengan menggunakan SPSS versi 20.0. Berdasarkan hasil penelitian ditemukan (1) terdapat pengaruh yang signifikan antara X1 dan Y dengan nilai signifikansi hitung sebesar  $0,031 < 0,05$ , yang artinya  $H_a$  diterima dan  $H_0$  ditolak. Selain itu, (2) ada pengaruh yang signifikan antara X2 dan Y dengan nilai signifikansi hitung  $0,017 < 0,05$ , yang artinya  $H_a$  diterima dan  $H_0$  ditolak. Selanjutnya, (3) ada pengaruh yang signifikan antara X1 dan X2 secara bersama-sama terhadap Y dengan nilai signifikansi hitung  $0,000 < 0,05$ , sehingga  $H_a$  diterima dan  $H_0$  ditolak. Dari hasil temuan tersebut, dapat disimpulkan bahwa kepemimpinan kepala sekolah dan peran komite sekolah merupakan dua faktor yang secara bersama-sama mempengaruhi penerapan MBS di SD Negeri Gunung Talang Kabupaten Solok.

**Kata Kunci:** kepemimpinan kepala sekolah, peran komite sekolah, implementasi MBS

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### INTRODUCTION

School-Based Management (SBM) or School Based Management is a policy in the implementation of school management. This is in line with the theory by Mulyasa, (2012, p. 11)

who stated that SBM is a theory that advocates independence for schools in making decisions or policies to improve the quality, equity, and efficiency of education so that it can run in accordance with community life and the establishment of work. between schools, society and government. The Ministry of National Education in the book *School-Based Management* (2004: 24) states that an alternative measure for school management in the framework of decentralization of education can be realized through SBM. This is indicated by the granting of authority to schools in determining policies or decisions at the school level. The authority given to schools in making these decisions cannot be separated from the participation of the community and national education programs. According to Machali, Imam and Hidayat, (2016, p. 57) the way to achieve an effective, efficient and productive school is to implement SBM. An effective school is a school that carries out learning activities as they should, in accordance with the regulations and curriculum applied.

The implementation of SBM is to improve the quality and quality of schools so that they become better. Nurkolis, (2006, p. 23) states that the purpose of implementing SBM is to achieve quality learning, good quality in terms of the quality of learning implementation, curriculum implementation, and the quality of human resources, this can be seen from teachers, students, and education staff other. In achieving these goals, of course there are criteria that must be achieved by the implementation of SBM, so that the implementation of SBM in a school can be said to be successful. The achievement of SBM that has been determined must be supported by the components of the SBM implementation itself. Rohiat, (2010, p. 21) states that there are seven components of school management which include curriculum management, learning and teaching program management, education staff management, student management, financial management, namely funding arrangements in schools, facilities and infrastructure management, namely management of its availability in schools, management of public relations, namely management of communication between school

principals, teachers and education staff or education providers with the surrounding community.

In line, Mulyasa, (2012, p. 40) suggests seven components in the implementation of SBM, including management of curriculum and teaching programs, management of teaching staff, management of students, management of finance and financing, management of facilities and infrastructure, management of school and community relations, management of special services. Another opinion is expressed by Nurkolis, (2006, p. 271) regarding the criteria that must be achieved in the implementation of SBM where there are at least nine criteria, namely an increasing the number of students who receive education, higher quality education services, decreased class attendance rates and better school productivity, the implementation of education is getting better from time to time, the implementation of education is getting fairer, the involvement of parents and the community is increasing in making decisions at school, the work culture and climate in schools are getting better, the welfare of teachers is effected by contributions of ideas, energy and financial support from the outside community, democratization in the administration of education.

The implementation of SBM is certainly inseparable from the role of the leader who is one of the executors and has an important role in school activities. Leadership is the means by which others can follow. According to Wahjosumidho, (2005, p. 17) leadership is a person's behavior in the form of a trait in influencing people around him to want to cooperate in achieving a certain goal, along with that (Asmend & Ri, n.d.) defines leadership as a process that effect socially to others in order to carry out the process desired by the leader. Susanto, (2018, p. 5) asserts that true leadership is the art and science of influencing and persuading others by making obedience, belief, respect, and cooperation to achieve their goals. The leader carries out his role in convincing others by showing trustworthiness. With other people's trust in the leader, obedience and loyalty from others will grow.

Priansa, (2017, p. 36) explains that school principal is a part of the functional staff of teachers which have an important role and responsibility to become leaders in schools where the teaching and learning process takes place. Principals come from teachers who also receive and carry out orders as teachers. The competencies that must be possessed by school principals are listed in the Regulation of the Minister of Education Number 13 of 2007 concerning School/ Madrasah Principal Standards, namely that there are five principal competencies that must be continuously improved, namely personality competencies, which relate to the attitude of the principal as a leader, managerial competence, entrepreneurial competence, supervision competence, social competence. Luthans, (2011, p. 644) explains other theories related to leader competence, namely encouragement or motivation, self-confidence, knowledge intelligence, and emotional intelligence.

With regard to the implementation of SBM, Mulyasa, (2017, p. 126) mentions several criteria for school principals in achieving SBM implementation, namely being able to empower teachers to carry out the learning process well, namely the principal is able to provide good directions and examples to teachers in carrying out tasks within PBM or outside PBM, being punctual in tasks and obligations, establishing harmonious relationships not only with education providers, and applying leadership principles well, successfully realizing school goals productively and in accordance with applicable regulations. By applying some of the criteria mentioned above, it is assumed that the principal will be able to lead the school and the education providers involved in achieving the implementation of SBM implemented in the school. Mulyasa, (2003, p. 98) argues that school principal leadership can be said to have competence if it fulfills the following leadership functions: first, as an educator; second as manager third as administrator fourth as supervisor, fifth as leader, sixth as innovator, seventh as motivator. The requirements put forward by the experts must be owned by the

principal so that the principal can carry out leadership properly.

In carrying out school activities, including the implementation of SBM, each school will be monitored by other parties outside the school or known as the school committee. Saiful., (2009, p. 251) defines the school committee as a community group that has concern for and contributes to the progress of education in schools, especially in their environment. Community organizations that are committed to participating in advancing education will certainly provide good service in accommodating other community aspirations to be conveyed and discussed with the school. According to Pantjastuti, (2008) the school committee is not a new bureaucratic institution. The school committee is positioned parallel to the school principal, not under or above the school principal. The school committee is not responsible to the central government. The school committee is an independent body that acts as a liaison between students' parents, the community, and education providers in order to improve the quality of education. Another theory regarding the role of the school committee was put forward by Mulyasa, (2003, p. 189) that the school committee acts as an advisory agency, a supporting agency, a controlling agency, and a mediator.

Nurkolis (2006, p. 127) argues that the role of the school committee is as follows: 1) The school committee is the driving force, namely the school committee plays a role in forming community associations to care about the continuity of education. One way that can be done is to form a Non-Governmental Organization (*Lembaga Swadaya Masyarakat/ LSM*). 2) The school committee as an informant and liaison, namely the school committee plays a role in conveying community aspirations for ongoing education. The school committee acts as a liaison in conveying to the community about how the learning process is and the constraints and needs being faced by the school. Thus, the community and the school understand each other the information available about education and their needs. 3) The school committee as coordinator, namely the school committee plays a

role in coordinating the interests of the school with the needs of the community. With the role of coordinator of education providers, they know what is needed by the surrounding community so that they can prepare students with human resources that are in accordance with the needs of the community. 4) The school committee as a proponent, namely the school committee acts as a proponent in providing input and ideas for the advancement of education in schools. The supporting and inhibiting factors for the role of the school committee are put forward by Pantjastuti, (2008, p. 84) supporting factors 1) Transparent, 2) Accountable, and 3) Democratic. Based on the regulation of education and culture government (*Permendikbud*) Number 75 of 2016 concerning School Committees, those who are allowed to become members of the school committee are: 1) Parents/guardians of students who are still actively studying at the school (50% maximum) 2) Community leaders, namely people who have concern towards the education that takes place around it (at most 30%) 3) Education experts, namely people who understand the sustainability of education (at most 30%) Criteria for school committee members that have been mentioned must have characteristics that can be used as role models for the community, such as having good behavior, caring about education, and experienced. Furthermore, *Permendikbud* Number 75 of 2016 also regulates people who may not be involved as school committees, namely: 1) Educators and education staff in the school concerned; 2) The concerned school administrator; 3) Village government, such as the Village Head and regional representative; 4) District leadership coordination forums; 5) Regional leadership coordination forum; 6) Members of the Regional People's Representative Council (*DPRD*); 7) Local government officials in charge of education. Thus, it is better to know the correlation of principle leadership, school committee and the implementation of School Based Management.

## REASERCH METHOD

This research is a quantitative research with an ex post facto approach. This research was conducted at SD Negeri Gunung Talang, which consists of 42 SD Negeri. The research population totaled 284 teachers. The sample size is determined by the Slovin formula (Umar, 2009, p. 78). From the results of calculating the sample using the formula above, a sample size of 73.95 is obtained or rounded up to 74 teachers spread across 42 SD Negeri Gunung Talang. Because the number of teachers in each school was different, the sample size for each school was taken using a proportional random sampling technique.

The measuring tool used in this research is a questionnaire regarding the leadership of the principal, the role of the school committee, and the implementation of SBM. Several validity tests that must be carried out are content validity tests, construct validity tests, and item validity tests. The questionnaire compiled in the study was given 5 answer choices, namely Very Often (SL), Often (SR), Sometimes (KD), Rarely (JR), and Never (TP). The questionnaire that was distributed to the research sample was analyzed using a Likert scale with a measurement scale score of 1 to 5. The data was analyzed by using multiple regression. In this case, it was seen the effect of principle leadership toward the implementation of SBM, then, the effect of school committee toward the implementation of SBM on SD Negeri Gunung Talang. In calculating the research result used the SPSS application version 20.0.

## RESULTS AND DISCUSSION

Based on research that was conducted on 74 teachers at SD Negeri Gunung Talang District, the leadership of the school principal, the role of the school committee and the implementation of SBM can be seen in the following table:

**Table 1. Frequency distribution of leadership of school principle, school comitee, and implementation of SBM at SD Negeri Gunung Talang, Solog Regency on 2022**

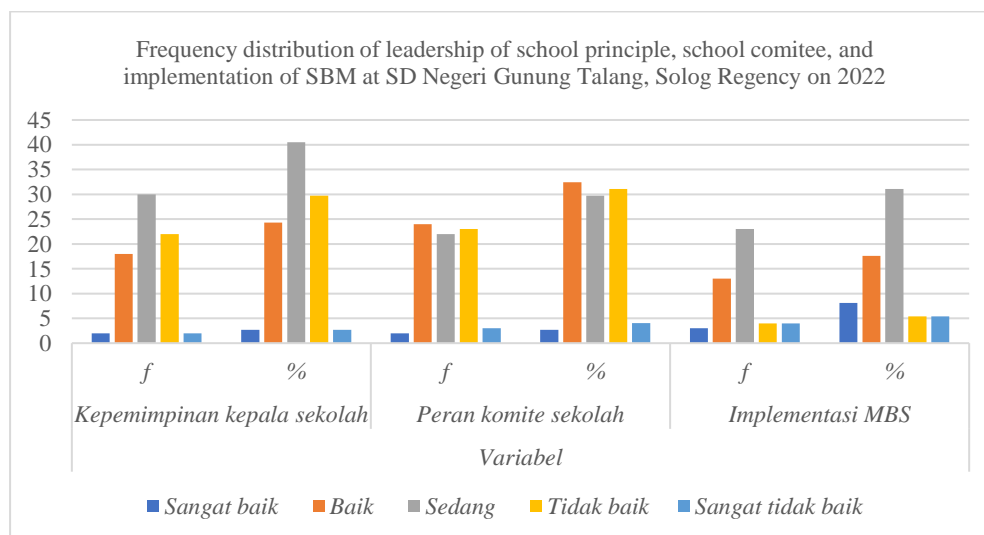
Category	Variable					
	Leadership of school principle		School committee		SBM implementation	
	f	%	f	%	f	%
Very good	2	2.70	2	2.70	3	8.11
Good	18	24.32	24	32.43	13	17.57
Moderate	30	40.54	22	29.73	23	31.08
Bad	22	29.73	23	31.08	4	5.41
Very bad	2	2.70	3	4.05	4	5.41

From table 1 it can be seen that the leadership of principals is mostly in the medium category, namely 40.54%. Meanwhile, 2.70% of principal leadership is in the very good category, 24.32% is in the good category, 29.73% is in the bad category, and 2.70% is in the very bad category.

The research results regarding the role of school committees in SD Negeri Gunung Talang are mostly in the good category, namely 32.43%. Meanwhile, 2.70% of the role of the school

committee is in the very good category, 29.73% is in the moderate category, 31.08% is in the bad category, 4.05% is in the very bad category.

Most of the implementation of SBM in SD Negeri Gunung Talang is in the moderate category, namely 31.08%. Meanwhile, 8.11% of the role of the school committee is in the very good category, 17.57% is in the good category, 5.41% is in the bad category, 5.41% is in the bad category. The research results can also be presented in the following diagram:



**Figure 1. Frequency distribution**

To find out the effect of the school principal's leadership ( $X_1$ ) on the implementation of SBM ( $Y$ ), the role of the school committee ( $X_2$ ) on the implementation of SBM ( $Y$ ) and the effect

of  $X_1$  and  $X_2$  on  $Y$ , then proceed to hypothesis testing which has previously gone through the prerequisite test. The research results can be seen in the following table:

**Table 2. Results of research hypothesis testing**

Variable	Significance (sig.2-tailed)	R	Interpretation
X <sub>1</sub> toward Y	0.031	0.522	There was a significant effect and positive on moderate category
X <sub>2</sub> toward Y	0.017	0.532	There was a significant effect and positive on moderate category
X <sub>1</sub> and X <sub>2</sub> toward Y	0.000	0.574	There was a significant effect and positive on moderate category

In table 2 it can be seen the effect of the principal's leadership on the implementation of SBM as evidenced by the Sig. (2-tailed) which is 0.031 so that it is known that the significance value is  $<0.05$  ( $0.031 < 0.05$ ) so it can be concluded that there is a significant effect between the leadership of the principal on the implementation of SBM in SD Negeri Gunung Talang, Solok Regency. So that  $H_0$  is rejected and  $H_a$  is accepted. In the Pearson correlation value, the  $R$  value is 0.522, so it can be interpreted that the effect of the two variables is in the moderate category.

The effect of the role of the school committee ( $X_2$ ) on the implementation of SBM ( $Y$ ), it can be seen that there is an effect between the two variables as evidenced by the Sig. (2-tailed) which is 0.017 so that it is known that the significance value is  $<0.05$  ( $0.017 < 0.05$ ) so it can be concluded that there is an effect on the role of the school committee on the implementation of SBM at SD Negeri Gunung Talang, Solok Regency. So that  $H_0$  is rejected and  $H_a$  is accepted. In the Pearson correlation value, the  $R$  value is 0.532, so it can be interpreted that the effect of the two variables is in the moderate category.

The effect of  $X_1$  and  $X_2$  on the implementation of SBM ( $Y$ ) is expressed with a significance value of 0.000, which means that there is an effect from the leadership of the school principal together with the role of the school committee on the implementation of SBM. In other words,  $H_0$  is rejected and  $H_a$  is accepted. Based on the calculation shown by the Pearson correlation, the value of  $R$  is 0.574. This indicates that the relationship between the independent and dependent variables is in the moderate category.

## Discussion

School-Based Management (SBM) is a policy that has been established in giving authority to schools in making decisions. This is in line with the stipulation of regional autonomy so that schools can align the needs of the local area and local wisdom with human resources. The purpose of implementing SBM as stated by Nurkolis, (2006, p. 23) that the purpose of implementing SBM is in order to achieve quality learning in terms of implementation and human resources. Human resources can be seen from the education providers involved in it, one of which is the leadership of the school principal.

The role of the school principal is as a leader who will carry out activities, make policies, and review the implementation of educational activities that take place in schools. Mulyasa, (2017, p. 126) explained that in relation to the implementation of SBM, school principals have several criteria such as discipline, maintaining harmonious relationships, being able to work with teams, and realizing school goals. Previously, Mulyasa, (2003, p. 98) explained that the principal as a leader must have competence as an educator, manager, administrator, supervisor, leader, innovator, and motivator who will control educational activities in the school he leads. Of the various roles that a school principal must have, it can be said that one of the determinants of success in implementing SBM is the leadership of the school principal, in line with what was conveyed by Suhardan (in Suprihatin, 2017) who explains that the leadership of the school principal is an indicator of successful SBM implementation.

Referring to previous research on school principal leadership and SBM implementation, it has been proven that there is a relationship between the two variables. Siregar, (2020)

through his research which has been published in the journal EduTech Vol 6 No. September 2, 2020 proved that there was a positive and significant effect between the leadership of the school principal and the implementation of SBM at MAN in Medan City. Likewise, research conducted by Purwandari, (2011) which proved that there was a significant effect between the leadership of the school principal on the implementation of SBM at SD Negeri Batang. In the relevant research that has been mentioned, it can be concluded that the role of the school principal effects the success of SBM implementation. In practice, SBM requires administrators who are able to organize activities appropriately, such as in the areas of curriculum management, education personnel, student affairs, finance and financing, facilities and infrastructure, school and community relations, and management of special services. All indicators in the implementation of SBM require leadership that is able to review, implement and evaluate activities in accordance with the SBM implementation that has been determined.

Another thing that effects the implementation of SBM is the collaboration that exists between the school and the community. In Government Regulation Number 32 of 2013 concerning National Education Standards it has also been stated that one of the components of SBM implementation is the school-community relationship. The community in question is a representative who meets the criteria and is appointed and formed in an institution called the school committee. The school committee is a representative who has an important role in the continuity of education in schools. The school committee acts as a provider of input/consideration, support provider, controller, and mediator must carry out its role properly in order to create good communication with the school in accordance with the Government Regulations that have been stipulated.

Taken together the leadership of the principal and the role of the school committee effect the implementation of SBM. Based on the results of the research conducted, there was the effect of the leadership of the school principal ( $X_1$ ) and the role of the school committee ( $X_2$ )

jointly on the implementation of SBM ( $Y$ ) at SD Negeri Gunung Talang, Solok Regency. This has been through hypothesis testing using multiple linear regression statistics, the sig value is obtained. (2-tailed)  $< 0.05$  ( $0.000 < 0.05$ ) so that it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. Based on the Pearson correlation value, the R value is in the range of 0.574, which means that the relationship between the independent and dependent variables is in the medium category.

## CONCLUSIONS AND RECOMMENDATION

Based on research that was conducted at 42 Public Elementary Schools in Gunung Talang, Solok Regency, which involved 74 teachers as research samples, by distributing questionnaires as a data collection tool, and using SPSS version 20.0 to process the data. Data acquisition can be concluded first, there is an effect of  $X_1$  and  $Y$  in SD Negeri Gunung Talang with a significant value of  $0.031 < 0.05$ , which means that  $H_a$  is accepted and  $H_0$  is rejected. Second, there is the effect of  $X_2$  and  $Y$  at SD Negeri Gunung Talang with a significance value of  $0.017 < 0.05$ , which means that  $H_a$  is accepted and  $H_0$  is rejected. Third, there is the effect of  $X_1$  and  $X_2$  on  $Y$  at SD Negeri Gunung Talang with a significance value of  $0.000 < 0.05$ , which means that  $H_a$  is accepted and  $H_0$  is rejected.

Based on research findings and existing facts, it is hoped that this research will later contribute to the implementation of SBM in improving the quality of education in accordance with the conditions of the community, so from this the authors recommend the following suggestions: First, the principal is expected to be able to utilize the authority he has obtained to improve the quality of education and the quality of the school for which he is responsible, as well as being a role model for school members and the community, as well as continuously empowering teachers and providing motivation for the success of SBM. Second, the school committee should carry out its role as a giver of consideration, motivator, supervisor, mediator in earnest so that a harmonious partnership occurs with various parties in improving the quality of schools or education. Third, for education providers as a contribution to thinking about the role of school

leadership and school committees in improving the quality of education and school quality in creating commitment and professionalism so that "school citizens" are concerned with improving school quality.

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