

DEVELOPING ENTREPRENEUR LEADERSHIP IN ELEMENTARY SCHOOLS

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ABSTRACT

Schools are important places for the development of human resource quality. They should be responsive to the changes which needed by all elements of schools and the users. Changes carried out by an entrepreneur are directed towards dynamic behaviors, a bravery in risk taking, reactivity, and improvement. The effective school changes are dependent upon on the ideas and activities performed by the principal, and then understood, followed, and supported by all elements of the schools. The school's principal influences, directs, develops, and empowers people under their management.

Changes can only come into being from the nature of self-sufficiency and the creativity which are built via entrepreneurship. An entrepreneur leadership is a change strategy in managing the entire school activities. The school's principal perform four steps: (1) modelling and as a catalyst, (2) changing climate and conditioning, (3) structure modification, and (4) institutionalization. The four steps are performed with a system of "among", so that it will bring a paradigm developed by teachers themselves. Self-finding of teachers is conditioned in team work. The empowerment of team work is well planned, measured, and continuous in accordance with the school plans and programs.

Keywords: Entrepreneur Leadership, Change, School

INTRODUCTION

The 21st century, changes and how to do it right became the topic the attention of the leaders of the organization. Changes occur anywhere with the speed and complexity of the diverse and increasing more. Therefore, the success of an organization depends on the success of the leader in leading its changes.

The changes nowadays is more complex and continuous or can be called "transformation". Change agents focused their efforts on two things: how to make better planning for change and how to deal with resistance to change. To be able to do this transformational change, leaders must have an understanding of the change and skills

and leadership strategies. Throughout, it is advised to transform themselves before leading transformation in the organization.

Regulation of the Ministry of National Education No. 13 of 2007 about the Standards of principal for School / Madrasah has determined that there are 5 (five) dimensions of competence that need to be owned by the principals, namely: personality, managerial, entrepreneur, supervision and social. A principal in conducting its duties and functions, beside that five points it must be supported by the competence of moving, influencing, and empowering the people in the school.

School as an educational institution is expected to serve as: (1) foundation of the children personal development to be good citizens, (2) foundation of the children basic abilities, and (3) the early education providers as preparation to continue to higher education, namely secondary education. The main basic abilities are given to the students of elementary school is a basic ability to make critical and imaginative thinking that reflected in the mode of writing, counting and reading skills.

In terms of components, there are some elements in the organization of primary school. These elements include: (1) human resources, including the principal, teachers, administrators, and students, (2) material resources, including equipment, materials, funds, and other infrastructure, (3) organization attributes, including the purpose, size, structure, tasks, hierarchy, formalization, and regulatory organizations, (4) internal organizational climate, perceived organizational situation that member feel in the process of interaction, and (5) the environment of the school organization.

In terms of its characteristics, primary school is an organizational system. which can be viewed from two sides, namely the structure and organizational behavior. Organizational structure refers to the organizational framework, the governance division of tasks and relationships both vertically, horizontally and diagonally. It could include job specification, job description, command line, regulatory organizations, as well as the hierarchy of authority and responsibility. Organizational behavior refers to those aspects of human behavior in organizations. School organization is viewed as a social system in which there is interaction between individuals to achieve organizational goals. One of the many attributes associated with the interaction of individual behavior in organization is organizational culture.

Organizational culture determines the value system and power as the thrust that school have to face the environmental changes. Schools are able to adapt to any changes and able to predict with all possibilities that will occur. Schools will face with its power, which is a tremendous impetus. Greenberg & Baron (1995) emphasized the organizational culture as a cognitive framework contains the attitudes, values, norms, behaviors, and expectations shared by members of the organization.

The institution, each member is required to act in accordance with the roles and expectations in order to achieve organizational goals. The individual, each member is required to act in accordance with personal needs, as well as the norms of the institution. The principal is a leader who runs its role in the school as an educational institution. The principal role as educational leaders. Leadership in the educational context is defined as "leadership, in the context of school, help bring meaning and a sense of purpose to the relationship between the leader, the staff, the students, the parent and the wider school community. Leadership is not only a matter of what a leader does, but how

a leader makes people feel about themselves in the work situation and about the organization itself" (Turney, et.al 1992: 48)

McCall (1994: 19) point about leadership education (schools) as follows: "Leadership: providing purpose and direction for individuals and groups; Shaping school culture and values, facilitating the development of a shared strategic vision for the school; formulating goals and planning change Efforts with staff and setting priorities for one's school in the context of community and district priorities and student and staff needs.

The dialogue between the interests of the school as an entity that acts as an educational institution and the duties and role of the principal in an era of fast-paced change. The school principal is requested to mobilize all resources available in the school with a formula that can be followed and supported by all components of the school so as to make an extraordinary power that the school owned. In this paper we offer entrepreneurial concept leadership as formulations that must be built and dig at school *among* the cultural values of Ki Hajar Dewantara implemented in schools

LEADERSHIP

Principal leadership is more geared towards empowerment. Empowerment means increasing its functional capabilities, so that the principal is able to act in accordance with the duties, powers, and responsibilities. The school principal acted as an effective manager and leader. As a manager they are able to arrange for all the schools potential can run optimally.

Appropriate leadership is leadership that prioritize the provision of opportunity, and or push all the elements that exist in the school to work on the basis of the noble value system, so that all the elements exist in schools that teachers, students, employees, parents, students, community belonging and willing , without coercion, to participate optimally in furthering the ideals of the school. Its application can be reflected in its ability to: (1) identify himself as an agent of change; (2) take bold risks; (3) trust each others; (4) act on the basis of the value system; (5) improve the ability to continuously; (6) adaptive to the changing circumstances; and (7) has a future vision.

Leadership at the school need to continue to develop themselves in order to play an effective role in bringing the organization toward better schools. According to Roland S Barth (1990: 64) the principal is the key to good schools, potential determinant factors of school climate, as well as a driving force for the growth of all components of the teacher and school.

While it is related to effective school leaders US Department of Education (2004: 3) states that effective principals understand that they are in a position to mobilize others through: (1) articulating and modeling core values that support a challenging and successful education for all; (2) establishing a persistent, public focus on learning at the school, and community, and individual levels, (3) working with others to set ambitious standards for learning; (4) demonstrating and inspiring a shared responsibility and accountability for student outcomes

Principal not only play the role and tasks by relying on formal legal authority, but he should be able to be a model of the core values that support school success. In order to strengthen the focus on learning it well on both internal and external to the demands that must be considered. Principals should be able to work together in defining the vision and goals of the school and implementing together with all members of the organization

with reference to the prescribed standards, it is intended that the level of achievement of a goal can be precisely known as a performance evaluation of school organization together. For that principals must be able to carry out their role in order to inspire the need for responsibility and accountability in the execution of his duty of all stakeholders of education.

A principal working with other people, and its success can also be demonstrated by how other people (teachers and staff) can develop and increase their ability and competence in performing professional duties, for the development of people into the main characteristics of successful school principals as well as moving the organization fill it with more human resources quality education. All was done with less reference to three key leadership practices in the context of school leadership: (1) developing people - Enabling teachers and other staff to do effectively Reviews their jobs, offering intellectual support and stimulation to improve the work, and providing models of practice and support; (2) Setting Reviews directions for the organization - Developing shared goals, monitoring organizational performance, and promoting effective communication; (3) Redesigning the organization Creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes.

From the above description, it appears that Principal is the lifeblood of a reformer who should be examples and role models for other personnel within a school, which has sufficient authority to establish, maintain and develop the school climate and culture that is positive and conducive for the development of school organization. she was the determinants of reciprocation of education, as well as the success or failure of a program that has been planned. Many of the requirements and competencies to be possessed by a good principal knowledge, attitudes and skills personality.

ENTREPRENEUR LEADERSHIP

The word entrepreneur (Francis language) translated into English with the meaning between taker or go-between. According Supaman Sumohamijaya term equal to the term self-employed entrepreneurs. Self-employed means courage, virtue and courage in meeting the needs and solving the problems of life with the powers that be to yourself. Entrepreneurship also refers to the nature, character and characteristics inherent to the individual who has the willpower to realize and develop creative and innovative ideas owned into valuable activities. Entrepreneurial spirit and attitude is not only owned by the entrepreneur, but also every person who thinks of creative and innovative acts, including the principals themselves.

Entrepreneurship is a creative and innovative capabilities that form the basis of, tips and resources to locate and exploit opportunities to the successes. Entrepreneur means having the willingness and ability to find and evaluate opportunities, gather necessary resources and act to take advantage of that opportunity. School today, requires Entrepreneur leadership / entrepreneur who is the leader of the school that emphasizes creativity, confidence and contribution to society. With the leadership of a school principal entrepreneur will be able to develop towards a more innovative organization through increased creativity, trust and cooperation with the community. The leader of the entrepreneur is a proactive leader in finding and taking advantage of opportunities to achieve success, and this shows that such a leader will bring a change in the

organization towards a more adaptive in the face of environmental change, and it also shows the future orientation becomes dominant. Caldwell and Spinks (1992: 79), states that:

An appraisal of the current context of schooling Suggests that schools and entrepreneurial leaders are precisely what are called for original meaning of entrepreneurship, one roomates emphasises creativity, confidence, and an enduring contribution to the community

Opinions on the line with the principal's leadership role as stated in the Ministerial Regulation No. 19 of 2007 regarding the management standards of education, in the areas of leadership, performance heads have the following characteristics :

- a. outlines vision into mission quality targets;
- b. formulate goals and quality targets to be achieved;
- c. analyze the challenges, opportunities, strengths, and weaknesses of the school / madrasah;
- d. make strategic work plan and annual work plan for the implementation of quality improvement;
- e. responsible for making budget decisions school / madrasah;
- f. involving teachers, school committee in important decisions school / madrasah.
In terms of school / private madrasah, the decision must involve organizing school / madrasah;
- g. communicate to create intensive support from parents and the community of learners;
- h. maintain and increase the motivation of teachers and educators using a system of rewards for achievement and sanctions for violations of the rules and code of ethics;
- i. creating an effective learning environment for students;
- j. responsible for the implementation of participatory planning curriculum;
- k. formulate and implement programs of supervision, supervision and utilize the results to improve the performance of schools / madrasah;
- l. improve the quality of education;
- m. set an example and keep the good name of the institution, the profession, and the position in accordance with the trust given to him;
- n. facilitate the development, dissemination, and implementation of a vision of learning that is well communicated and supported by the school community / madrasah;
- o. assist, foster, and maintain a school environment / madrasah and learning programs conducive to student learning and professional growth of teachers and education personnel;
- p. ensuring management of the organization and operation of school resources / madrasah to create a learning environment that is safe, healthy, efficient, and effective;
- q. collaborate with parents and the community of learners, and school / madrasah respond to the interests and needs of diverse communities, and mobilizing community resources;
- r. give an example / role model / act responsibly

Of the 18 aspects of school leadership such as mentioned above it appears that almost all of them show what is to be done by the principal in acting as a leader.

Entrepreneurial characteristics on three dimensions, namely innovation, risk-taking and proactive. Refers to the development of the innovative nature of the products, services or unique process that includes a conscious effort to create a particular purpose, focused on the potential socio-economic changes in the organization based on individual creativity and intuition. Risk-taking refers to the willingness to actively pursue opportunities. While the proactive dimension refers to the nature of search techniques assertif and implementation opportunities "market" continuous and experimenting to change environment.

Principals who have an entrepreneurial spirit generally have certain goals and expectations set out in the vision, mission, goals and strategic plan are realistic. Realistic means adapted to the purpose of supporting resources owned. The more clearly defined objectives the greater the opportunity to be able to achieve it. Thus, entrepreneurial principals should have a clear and measurable objectives in developing the school. To determine whether these goals can be achieved then the vision, mission, goals and objectives developed into a more detailed indicators and measurable for each aspect or dimension. Of these indicators can also be developed into programs and sub-programs that make it easier for its implementation in the development of the school.

To be entrepreneurial principals should apply some of the following: (1) inovatif creative thinking, (2) able to read the direction of the development of education, (3) can show more value than some or all elements of the school system owned, (4) needs to foster teamwork, leadership attitude, togetherness and a solid relationship with all members of the school, (5) were able to build good personal approach with their surroundings and do not quickly satisfied with what has been achieved, (6) always upgrade science knowledge and technologies used to improve the quality of amaliah science and scientific charity, (7) can answer the challenge of the future by reflecting on the past and the present to be able to practice the concept of management and information technology.

Principals who have entrepreneurial leadership has a tendency to appreciate new ideas, new ways, new practices in the teaching-learning process in schools. This condition affects the discovery of solutions to the everyday problems faced by teachers in the teaching-learning process in the classroom. Thus the teacher will be able to solve their own problems that arise from their professional practice, and therefore they can always improve it on an ongoing basis.

Entrepreneurs Leadership and Values Thought Ki Hajar Dewantara

The concept of entrepreneurial leadership will be in line with the concept of leadership " *Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karsa, Tut Wuri Handayani*". The term can be used in this concept is "Among" systems. It literally can be interpreted as follows: "In front give an example, in the middle of building the spirit, on the back of encouraging".

1 Ing Ngarso Sung Tulodho

A leader should be a role model that can be emulated by his followers. He had to stand in front and provide concrete examples that can be followed by his followers. A leader must be able to master the field of work. Principals should know how good school

imaging technique to be followed by his men. A school principal must be able to master the strategy to be an effective school imaging program can be run efficiently by his subordinates. That one of the requirements for being a good leader is to know what to do and was able to run the job, because he will be emulated and imitated figure how it works.

The other from the technical knowledge, personal maturity and attitude must be considered as the principal behavior is always a concern subordinates. Both in terms of morals and morality, relationships, even family life will be a role model for subordinates.

2. Ing Madya Mangun Karsa

Develop motivation and morale at work is one of the tasks of a leader. In addition to be able to read the situation and state of the school, a good leader must be able to manage its human resources in order to work optimally. Develop a spirit of togetherness (team building) and communicate to all employees about the vision, mission, and values of the school is obligatory for leaders. Delivering the main targets and goals and what steps will be executed, and encourage all employees to achieve it. By developing a sense of family and belonging to the company, all employees are expected to work over backwards and be careful.

3. Tut Wuri Handayani

Provide encouragement and facilitate the needs of subordinates to achieve the target would be greatly appreciated by his subordinates. However most often comes down to the field and meet with students, parents and community. Fulfill their needs, empower them and give stock in the form of training. If employees are capable of performing their duties properly and according to the vision of the company, of course goals and objectives can be achieved with the maximum work.

Among the characteristics of a leader and trasformasional systems have the meaning:

1. Leaders who have insight into the future and trying to improve and develop the organization is not for the moment but in the future, or termed visionary.
2. Leaders as agents of change and act as a catalyst, which gives a role to change the system towards more baik. Katalisator means leaders served to increase any existing human resources. Try to give a reaction that raises the spirit and power of work quickly as possible, always appear as a pioneer and a carrier change.
3. Balance
The balance between the responsibilities of the orientation of the structure and orientation of human relationships. In practice these two conditions change according to each subordinate and characteristic conditions of school. In this case besides the leaders how the structure of the task which it is responsible, should also pay attention to the condition of his subordinates.
4. Modeling of responsibility, behavior, or achievement expected of someone who has a position and a role in the school
5. Komunikator leader is able to convey the ideas of abstract thoughts into information that is concise and clear, and appropriate manner.
6. Has a positive influence

The leader has an influence on the subordinates and use their influence for positive things. Influence is the art of using power to move or change the views of others toward a goal or a particular viewpoint.

7. Have the ability to convince others

Leaders can use communication skills and influence to convince others of his point of view as well as directing them to the total responsibility towards the viewpoint.

The characteristics of system “Among” has a purpose and a clear vision, mission, and has a thorough overview of the school in the future. The leader in this case willing to take bold steps but still refer to the intended purpose for the success of the organization, for example in applying work methods and procedures, staff development as a whole, establish partnerships with various stakeholders, including also guarantee prosperity for his staff. In addition, working relationships and communication with subordinates always note, pay attention to individual differences of subordinates regarding the implementation of creative work and the work of each subordinate in achieving certain productivity. Leader willing to take a policy associated with an increase in motivation and reward subordinates with rewards according to ability level subordinates in completing a task assigned to him

ANALYSIS

Values of the entrepreneur values the culture of school leadership. This value is a measure of normative influence people to carry out his actions lived.

Each component that is in the school has a variety of experiences that enable developed and studied. From that experience, individuals get common standards to behave. For example, how to deal with others, how to respect others, how to choose the appropriate action in a situation, how to solve problems more creatively and so on. These standards tend to be done in time and place-value tertentu. this value has the function of :

- (1) The value of the standard;
- (2) Value as the basis for conflict resolution and decision-making;
- (3) Value as motivation;
- (4) The value as a basis adjustment; and
- (5) As a basic value of self-realization, the above analysis in accordance with the opinion of Schein (2002): “A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered invalid and, therefore, to be taught to new members as the correct way you perceive, think, and feel in relation to Reviews those problems”

This indicates that every person has a variety of experience that allows him to grow and learn. From that experience, individuals get common standards for benchmark-benchmark behave this tends to be done in a specific time and place.

The values are embodied this transformation ". This is reflected in how to make better planning for change and how to deal with resistance to change. However, these efforts are not enough, because the two problems above are just visible in permukaann alone. Therefore businesses need more in-depth on the leadership changes that lead to the change of leadership, the da; am this paper termed entrepreneue leadership. As stated by

Burns in Yukl (1998: 130) leadership is defined as: "a process where leaders and followers engage in a mutual process of raising one another to higher levels of morality and motivation". Principal leadership is important in showing the progress sekolah. Mantja, (1996) said that the school effectively owns the results of the principal act effectively. The concept of leadership will be in line with the concept of leadership "*Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karsa, Tut Wuri Handayani*".

Values of Ki Hajar Dewantara leadership if it will be seen perkomponen seen the fusion of multiple values / principles in leadership styles, namely: (1) humanist and humane, the human has a soul that is creativity, initiative and work. Development of the whole man demanding a balanced development of all power. Development is too focused on one power alone will generate ketidakutuhan human development; (2) visionary; (3) demonstrated the unyielding wherewith efforts made to achieve the goals set and commitments with predetermined agreement; (4) close to the people, which is close to the required leader leads, understanding the characteristics and needs of subordinates.

This values mentioned above in accordance with the opinion of Luthans, 1995: 358, there are seven attitudes of a principal who has successfully implemented transformational leadership style, namely, (1) identifies himself as an agent of change (update); (2) has a brave nature; (3) trusting others; (4) acting on the basis of the value system (not on the basis of individual interests, or on the basis of interests and insistence cronies); (5) improve the ability to continuously; (6) has the ability to deal with complex situations, it is not clear, and uncertain; and (7) have a vision or visionary future.

Northouse (2001) stated that a person who can show leadership is that can be demonstrated as an effective leader with better employment outcomes. Therefore, it is very beneficial if the principals can apply the leadership of the values of Ki Hajar Dewantara in school.

Implementation of leadership effective Ki Hajar Dewantara takes a process and requires a conscious effort and seriously than concerned. Northouse (2001) gives some tips for implementing the transformational leadership is synonymous with the values of Ki Hajar Dewantara, as follows: (1) empowering his staff to do the best for the organization; (2) try to be a leader who can be imitated based high scores; (3) listen to all the ideas of subordinates to develop a spirit of cooperation; (4) create a vision that can be believed by everyone in the organization, and (5) as agents of change in the organization by providing an example of how to initiate and implement a change.

CONCLUSION

The changes that are happening in schools today is more complex and continuously. It takes for a breakthrough to empower schools through entrepreneurial leadership.

1. Entrepreneur leadership is defined as school culture. The value system and the thrust force is held in the face school environment condition. Culture is used as a vehicle for the application of leadership .. Leadership, in the context of school, help bring meaning and a sense of purpose to the relationship between the leader, the staff, the students, the parent and the wider school community. Leadership is not only a matter of what a leader does, but how a leader makes people fell abort themselves in the work situation and about the organization itself.

2. The principal can be a model or a model of the main values that support school success. Principals should be able to work together in defining the vision and goals of the school and implemented in the organization with reference to the standards set
3. Leadership practices in the context of school leadership: (a) developing; (b) setting directions for the organization; (c) redesigning the organization creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes.
4. Principal proactive in seeking and taking advantage of opportunities to achieve success, and this shows that such a leader will bring a change in the organization towards a more adaptive in the face of environmental change
5. Concept of leadership will be in line with the concept of leadership "*Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karsa, Tut Wuri Handayani*", seen from the following principles: (a) humanist and humane; (b) a visionary; (c) give up; (d) a populist, which is close to the required leader leads, understanding the characteristics and needs of subordinates.

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