

IMPLEMENTATION OF THE SCHOOL LITERATURE MOVEMENT TO IMPROVE STUDENT'S LEARNING ACHIEVEMENT at PUBLIC JUNIOR HIGH SCHOOL CIKALONG WETAN, BANDUNG BARAT REGENCY

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Abstract

The School Literacy Movement (GLS) is a program implemented in schools that has the aim of improving student learning achievement, and it has been proven by the work of students, including making conclusions from what is read and presented. This research is a type of qualitative research using the method of observation, interviews and documentation from data source. The interviewees include: the principal, some teachers and some students in the school.

The results of the research that the researchers did lead to the conclusion that the School Literacy Movement (GLS) in improving student achievement succeed. The supporting factors of the School Literacy Movement (GLS) at the school are the availability of adequate infrastructure and students are on time to school to take part in the School Literacy Movement (GLS) activities. While the inhibiting factors are the lack of motivation from both students and from outside students, the delay of students attending school and the lack of infrastructure. The solution to the obstacles to the School Literacy Movement (GLS) is the motivation of the school and parents of students, as well as the existence of adequate infrastructure for the School Literacy Movement (GLS).

With the School Literacy Movement which is implemented in daily teaching and learning activities in schools, it has been proven to be able to increase students' interest in reading and writing which has an impact on increasing student achievement as well.

Keywords: Implementation, School Literacy Movement, Student Achievement.

A. INTRODUCTION

Education is something important in one's life because through education, one can have a good career and act according to the applicable rules. In Law no. 20 of 2003 concerning the National Education System, article 1, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well

as the skills needed by himself, society, nation and state.

Education in Indonesia currently uses the revised 2013 edition of the curriculum which is based on character, competence and literacy. where the teacher acts as a facilitator. Previously in the learning of teachers who tell now students who find out with the guidance of the Teacher. The key to the successful implementation of the 2013 Curriculum is teacher creativity, which can be demonstrated by integrating character education

in all learning. According to Mulyasa (2018) the characteristics of the 2013 revised edition of the curriculum are (1) High Order Thinking Skill (HOTS), high-level thinking skills, namely inviting students to think to solve a problem, (2) Strengthening Character Education (PPK), as outlined in Learning Plan, (3) Literacy, increasing students' knowledge and insight through high reading and writing interest to create a literate generation.

In line with the rapid development of science and technology, especially in printing technology, more and more information is stored in books. At all levels of education, the ability to read has a priority scale that must be mastered by students. By reading, students will get a variety of information that had never been obtained before. The more you read, the more information you will get. Therefore, reading is a window to the world, anyone who opens the window can see and know everything that happened in the past, present, and even in the future. Interest in reading in West Java is still very low, especially among students.

With these conditions, of course, will be a threat to the quality of the younger generation or the nation's successor. To catch up with other nations, we should promote Character Education Strengthening, one of which is by cultivating the literacy movement, both reading and writing literacy, numeral literacy, scientific literacy, financial literacy, digital literacy, cultural literacy and citizenship. Through literacy activities, it is hoped that school residents can access, understand and use various information intelligently, thereby fostering the character of students.

The literacy problem faced today is the lack of ability and willingness to read from each student. This is based on the results of research from various parties which reveal that only 1 in 1,000 Indonesian people have the habit of reading. Furthermore, the Organization for the Development of Economic Cooperation (OECD) also released that the reading culture of the Indonesian people occupies the lowest position out of 52 countries in the East Asia region. The low reading culture is spread evenly in all segments of society. This phenomenon is a trigger for the Education Office to continue to encourage the implementation of GLS in every educational

unit so that it can encourage the improvement of reading habits in all students. Even further, this increase in reading habits must also occur in educators and education staff in schools. In addition, the steps taken to encourage the implementation of the GLS are also based on the awarding of the Priority Literacy Award to the District. West Bandung by the Ministry of Education and Culture.

Since its establishment, there has been a lack of parental support, one of the efforts to improve the quality of schools expected to provide motivation and awareness for parents that school is important literacy program for students. However, the results are not satisfactory, along with the government program on Strengthening Character Education (PPK) parents must be involved in it, the school invites parents to participate in reading at school. Initially only a few people, they felt the benefits of what they read, finally over time the number of participants began to increase with the understanding gained from reading made them realize the importance of education in school and they began to support their children to go to school and this had a positive impact on the community student achievement in school.

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One of the problems is the distribution of education, one of which is in Bukit Burangrang, a place that does not get a touch of education for the high school level, then there are efforts to establish schools. After being established, there were challenges because parents thought school was not

important because many who succeeded did not go through school. One of the efforts to improve the quality of schools is expected to provide motivation and awareness of parents that school is important. literacy program for students. However, the results are not satisfactory, along with the government program on Strengthening Character Education (PPK) parents must be involved in it, the school invites parents to participate in reading at school. Initially only a few people, they felt the benefits of what they read, finally over time the number of participants began to increase with the understanding gained from reading made them realize the importance of education in school and they began to support their children to go to school and this had a positive impact for student achievement in school.

It is hoped that the implementation of the literacy movement that has been running will be of better quality and this program must continue, not like a lighthouse or a great spirit at the beginning, it is expected to continue to take place to further improve student achievement. Some of the questions in this research are:

- a) How is the strategic planning of the literacy movement to increase student achievement?
- b) How is the implementation/implementation of the literacy movement to improve student achievement?
- c) What are the problems/factors that influence the literacy movement to increase student achievement?
- d) What is the management solution for future improvement efforts carried out by the school in the literacy movement to improve student achievement?

B. THEORY BASIS

Support from the leadership greatly affects the implementation of the program to achieve goals effectively and efficiently. The form of this leadership support is placing policies as program priorities, placing implementers with people who support the program, paying attention to regional balance, religion, ethnicity, gender and other demographic characteristics. In addition, the

provision of sufficient funds to provide incentives for program implementers so that they support and work in total in implementing policies/programs.

The notion of implementation in management strategy is the realization of the strategy that has been chosen. The implementation of the chosen strategy must be carried out consistently, for that it is necessary to build a suitable organizational structure, adequate budget, clear system and the ability of its managers (Barlian, 2016).

Strategy implementation will be successful if:

1. The manager's ability to move people (personnel) simultaneously.
2. Organizing
3. There is high motivation
4. The creation of a culture that describes a continuous (positive) sense of solidarity,
5. There is a clear system for linking strategies with implementation plans, so that what has been chosen is not just written.

Strategy implementation is essentially a process of translating strategic plans into concrete results. In this sense, strategy implementation means human activities in utilizing available resources to achieve the goals contained in the strategy.

Literacy is the foundation of lifelong learning activities. The study of literacy in this paper focuses more on reading skills, as the main activity besides writing, reading also undergoes a paradigm shift.

So that literacy serves to connect individuals and society, which is an important tool for individuals to grow and participate actively in a democratic society. Literacy is closely related to social situations and practices which are then seen as culture and their habitat. This view was born based on the point of view of experts who interpret and connect literacy with the context of the world.

Literacy is more than just reading and writing, but includes thinking skills using knowledge sources in print, visual, digital, and auditory forms. In the 21st century, this ability is referred to as information literacy. Ferguson describes the components of information literacy as follows:

a) Basic Literacy, namely the ability to listen, speak, read, write, and count. In basic literacy, the ability to listen, speak, read, write, and count is related to the analytical ability to calculate, perceive information (perceiving), communicate, and describe information (drawing) based on personal understanding and conclusion.

b) Library Literacy, which is an advanced ability to be able to optimize the existing Library Literacy. That is, an understanding of the existence of the library as one of the access to get information. Basically library literacy, among others, provides an understanding of how to distinguish fiction and non-fiction reading, utilizes reference and periodical collections, understands the Dewey Decimal System as a knowledge classification that makes it easier to use libraries, understands the use of catalogs and indexing, to have knowledge in understanding information while it is being used. complete a piece of writing, research, work, or solve a problem.

c) Media Literacy, namely the ability to know various forms of different media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use. It can be clearly seen in our society today that the media is more of a mere entertainment. We have not gone too far in using the media as a tool to fulfill information about knowledge and provide positive perceptions in increasing knowledge.

d) Technology Literacy, namely the ability to understand the completeness that follows technology such as hardware (hardware), software (software), as well as ethics and etiquette in using technology. Next, can understand the technology for printing, presenting, and accessing the internet. In practice, there is also an understanding of using a computer (Computer Literacy), which includes turning on and off the computer, storing and managing data, and running software programs. In line with the flood of information due to current technological developments, a good understanding is needed in managing the information needed by the community.

e) Visual Literacy, is an advanced understanding between media literacy and technological literacy, which develops learning abilities and needs by

utilizing visual and audio-visual materials critically and with dignity. Interpretation of visual materials that flood us every day, whether in print, on television or on the internet, must be managed properly.

Literacy is an important ability to be mastered by students. Literacy can be obtained through a learning process with two literacy skills that students get gradually, namely reading and writing. One of the main goals of literacy in learning is to help students understand and find effective strategies for reading and writing skills, including the ability to interpret the meaning of complex texts in grammatical and syntactic structures.

The general objective of the School Literacy Movement is to develop people and the educational ecosystem to become lifelong learners through the school literacy movement. The Specific Goals of the School Literacy Movement are:

- a. Cultivate character
- b. Building a school literacy ecosystem
- c. Make the school as a learning organization (learning organization).
- d. Practicing knowledge management activities
- e. Maintaining the sustainability of literacy culture

The target of the School Literacy Movement is people and the educational ecosystem in the education unit. Schools have a very important role in instilling a culture of literacy in students. For this reason, every school without exception must provide full support for literacy development. In schools with a high literacy culture, students tend to be more successful and teachers are more enthusiastic about teaching.

There are Several strategies to create a positive literacy culture in schools.

1) Literacy-friendly physical environment

The physical environment is the first thing visitors see. Basically, the physical environment should be friendly and conducive to learning. Schools that support the development of a literacy culture have several conditions, among others, students' works are displayed throughout the school, including

corridors and offices of principals and teachers. In addition, students' works are changed regularly to provide opportunities for all classes to be noticed. In addition, books and other reading materials are easily available in the reading corners of all classrooms, offices, and other spaces in the school.

2) Social and affective environment.

Schools are built through a model of communication and interaction of all school components. This can be formed by giving recognition for the achievements of students throughout the year. Awards can be given during the flag ceremony every week to appreciate the progress of students in all aspects. In accordance with the spirit of literacy, achievements are appreciated not only academically, but also the attitudes and efforts of students. Thus, every student has the opportunity to get school awards. In addition, literacy colors all important celebrations throughout the school year. This can be realized in the form of book festivals, poster competitions, storytelling, storybook character carnivals, and so on. School leaders must take an active role in mobilizing literacy. What can be done is to build a collaborative culture between teachers and school staff. Thus, everyone can be involved according to their respective expertise. The role of parents as volunteers in the literacy movement will further strengthen the school's commitment to developing a literacy culture.

3) Academic environment

The physical and social environment will be built if the academic environment is created. This can be seen from the planning and implementation of the literacy movement in schools. School leaders can form a literacy team. This team is in charge of planning and assessing the program. The existence of the School Literacy Team can ensure the creation of a conducive academic atmosphere, which is able to make all members of the school community enthusiastic about learning. Schools must allocate sufficient time for literacy learning. One of them is by doing reading silently and reading books aloud for 15-30 minutes before class, at least 3 times a week. Time for this literacy activity as far as possible is not sacrificed for other activities that are not necessary. To support the ability of teachers and staff, they need to be given

the opportunity to participate in education staff training programs to increase literacy capacity.

4. Definition of Learning Achievement

Achievement is the result of an activity that has been done, created both individually and in groups. Achievement is produced by doing activities, even though in reality getting achievement is not as easy as imagined, full of challenges and struggles that must be faced to achieve it.

C. RESEARCH METHOD

The method used in this research is descriptive with qualitative approach in which the researcher collects data in the form of ideas or opinions accompanied by facts and evidence that can be accounted for, not in the form of numbers. Everything that is collected is likely to be the key to the key being studied.

Based on the chosen method, the research steps are as follows:

- a) Reading relevant literature (library study) to facilitate research by preparing research materials.
- b) Prepare the research instrument sheet.
- c) Develop a plan of questions to make it easier to obtain the data needed at the time of the interview.
- d) Prepare facilities for photographing the extent to which the program of reading activities carried out on research subjects.
- e) The process of selecting research subjects and research samples that will be used as resource persons relevant to the research data.
- f) Checking the validity of the data source by using
- g) Credibility and confirmability.

Descriptive qualitative research approach is used based on the consideration that the problems to be studied are currently ongoing which aims to analyze these phenomena.

a. Data reduction

Data reduction is summarizing, choosing the main

things, focusing on the important things, looking for patterns and themes. That way the reduced data will give a clear picture to collect and search for the required data.

b. Data Triangulation

Data triangulation is a data collection technique that combines various data collection techniques and existing data sources. So the researcher collects as well as tests, checks the credibility of the data with various collection techniques and various data sources.

c. Data Presentation

After reducing, the next step is to present the data. By presenting the data, it will be easier to understand and then plan work according to what is understood. The presentation of data other than narrative text can also be in the form of graphs, matrices, networks and chats. From the results of the presentation, researchers can draw conclusions so that the data collected is meaningful.

d. Data analysis.

Sugiyono (2009) says that qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and deciding what to do. that can be shared with others.

In qualitative research, data collection tends to consist of: data in the form of general questions to enable participants to produce answers, data in the form of words (text) or image data (pictures), and information from a small number of individuals or sites.

Data collection methods in qualitative research are generally grouped into 2 (two) types of methods, namely interactive techniques (in-depth interviews) and non-interactive techniques (documentation and questionnaire techniques). The data collection techniques used by researchers in conducting this research include:

1. In-depth interview

An attempt to obtain information/data in the form of answers to questions (interviews) from resource persons. The purpose of conducting qualitative

interviews is to understand the views and experiences of the interviewees. Therefore, researchers must be able to capture more about what was said, what they thought, how they felt, what they had done, and what they knew. The interview can be done by means of direct and indirect question and answer with the resource person.

2. Documentation

Documentation is data in qualitative research. Among other things: in the form of documents and photos. Documentation is data stored in the form of documents or files in the form of conventional or electronic records, books, meeting minutes, writings, reports, magazines, newspapers and so on.

Documentation data collection method is used in order to meet the data or information needed for the benefit of the previously designed research variables.

3. Observation

This allows researchers to take advantage of online information data as quickly or easily as possible. The data can be accounted for academically by mentioning the source of the data and when browsing related to searching articles, or journals related to Literacy can be used as data in the preparation of research on the implementation of the School Literacy Movement.

D. DISCUSSION

The School Literacy Movement (GLS) is an implementation of the Minister of Education and Culture Regulation, Permendikbud No. 23 of 2015 concerning the understanding of character. The GLS program is intended to make school residents have access to, understand and use various information intelligently so that it is expected to be able to develop students' character in society in general and in schools in particular.

GLS is implemented with an effort to improve student learning achievement, which begins with reading together, each student reading the book of his choice other than school textbooks as a stage of reading habituation. Furthermore, students can

make a review in the form of writing, pictures, drama or any form of presentation in front of the teacher and their friends as a learning stage to foster courage and confidence to express what they have known through reading.

The implementation of the School Literacy Movement (GLS) is carried out in accordance with the guidelines of the Provincial and District Level Literacy Programs. The technical implementation in schools is adjusted to the ability of the school.

In an effort to run the program and the reading challenge, namely the challenge in the form of reading a total of 22 books for a year as evidenced by the results of reviews and presentations in the form of writing, pictures, Literacy tree (Tree Geulis), and presentations of each book he has read, this is new applies only to students. and can complete the challenge will get a prize.

In the implementation of this GLS program, efforts have been made to carry out well, but there are still problems that are felt and the researchers know from the principal and supervising teachers when interviewed. For problems that arise in connection with the implementation of the GLS, among others:

1. Lack of books
2. Lack of awareness of children to read
3. Lack of awareness of teachers to read
4. Lack of public awareness to read
5. Lack of cohesiveness of the Literacy Team at school
6. Lack of motivation from students and parents.
7. There is still a literacy team that is not yet compact
8. Incomplete facilities and infrastructure
9. Students are late to school
10. Lack of motivation from teachers and parents

The efforts that will continue to be pursued in overcoming these problems include the following:

1. The lack of availability of books is managed by procuring books independently, for example bringing them from home, collaborating with donors, and also companies, in addition to submitting proposals to the government
2. Lack of children's awareness to read, we deal with pleasant classroom arrangements, and make classroom reading corners and school reading corners, in addition to attracting students to read and arrange the library room as attractively as possible
3. Sometimes the barriers to literacy activities also come from the teacher council, they are reluctant to guide students to read, but with a personal approach and also general coaching that is often done, it also fosters book reading activities.
4. Community awareness, let alone in rural areas, especially in rural areas, we deal with it by means of every meeting in school activities, parents are invited to read books together.
5. Principals and all teachers to be able to often provide socialization and the spirit of literacy in gathering opportunities with students. Such as during ceremonies, in class, and during gathering times in the field.
6. Provide action or sanctions to students who come late to school so that students do not underestimate the GLS program, as well as to discipline students so they are not late or lazy again in participating in the literacy program.
7. Continuous efforts by all parties to complete school literacy facilities with donations from parents and related institutions.
8. Give awards to students who are diligent and who enter the top ten or even five challenges every week so that students can continue to be motivated.
9. Principals must often socialize the importance of literacy to teachers, students and parents to help motivate students.
10. Giving awards not only to students but also to their supervisors to make them even more enthusiastic.

11. Strive for and optimize BOS funds to support library books and books that support learning in schools.

The implementation of the School Literacy Movement (GLS) is essentially good, as stated by parents when asked about their responses, on average they responded positively and were very enthusiastic about this program and tried to support them according to their abilities and capacities as parents of students. Especially increase the general knowledge and creativity of students in learning and acting. From the literacy books that they read and that had been provided by the previous school, it had made them happy and willing to start reading.

Giving examples or modeling is very important for students in the early grades and the next level because psychologically students at the elementary school age are required by the government for 9 years (SD-SMP), at that age require special attention and motivation from the teacher. Modeling methods not only provide students with theory, but also real models and exercises. Thus, students can imitate directly what the teacher does in reading activities. Through modeling activities, it is expected that students will more easily recognize letters, read words and string words into sentences and gain skills in using books. Students also need to know the title and author of the book they are reading.

Furthermore, it is hoped that with this GLS program in addition to increasing interest in reading, understanding in reading and the application of reading with characters that can distinguish between right and wrong, in addition to academic achievement as well as non-academic achievements. GLS activities can also make school residents and the community aware of literacy in their environment, so they are smart in thinking and acting.

It is hoped that this literacy will continue to be attached to students, schools and even to the community, so that the Indonesian nation becomes a literate nation that is intelligent in thinking and acting for the progress of the nation and state. Starting from family, school to national literacy level.

E. CONCLUSIONS AND SUGGESTIONS

1. Conclusion

1. In improving student learning achievement in schools, the Literacy Movement activity is implemented from the West Bandung government program in the form of the West Bandung Reading Challenge, in line with the implementation of the 2013 curriculum and Minister of Education Regulation No. 20 of 2015 concerning instilling character and character. The GLS activities that are implemented are reading literacy activities and continued with writing literacy, making conclusions from the books they read. Then the results of the books he read were presented in front of his friends and teachers. In addition, what was not presented was his work published in the school wall magazine, to be read by other students and guided by the district literacy movement program in accordance with the Ministry of Education and Culture regulations and continued at the development stage, namely students and teachers in addition to receiving a literacy championship at the district level, but also at the district level. provincial and even national

2. The implementation of GLS in both schools begins at the beginning of learning, which is 15-30 minutes before the teaching and learning process begins, it is expected to become a habit of reading, in addition to school textbooks.

3. Supporting factors for GLS in schools are infrastructure factors. The library and the availability of books and the encouragement from the principal and teachers and their very enthusiastic literacy guides.

4. The inhibiting factor is that students and teachers are less active in literacy because the school focuses on religious and artistic competitions, lacks facilities and infrastructure. inadequate library.

5. It is hoped that from all those researched, this GLS activity can continue to run as a good habit that is in line with efforts to form religious, independent, mutual cooperation, integrity in literacy to create Indonesian people with literate dignity. For the advancement of National education in educating the nation.

2. Recommendation

Based on the results of research in 2 schools, it shows that the implementation or implementation of the School Literacy Movement (GLS) in improving student learning achievement has been carried out properly in accordance with the regulations set by the education office and has referred to Permendiknas No. 20 of 2016 concerning the cultivation of character. from habituation at school. The habit of reading, listening, understanding and implementing activities is part of the literacy movement in schools known as GLS. In order to be successful in accordance with the expected goals, it needs the support of all parties. Both support from all school members and the community as well as full support from the government. The researcher believes that the recommendations that need to be submitted are as follows:

1. For School

It is hoped that the successful implementation of GLS in schools can be an example for surrounding schools and other schools to be able to continue and not get tired of encouraging, cultivating and implementing GLS with passion and patience so that it can be sustainable. It is also hoped that with the timing of this GLS activity in line with the 2005 National Education System Law (Law on National Education System), Article 3 states that national education functions to "develop capabilities and shape the character and civilization of the nation that is useful in the context of the intellectual life of the nation." "Three elements of ability, character and civilization can be realized through a literate nation, starting with the GLS in educational units from primary, secondary and high school education which is then expected to become a habit, the need to continue to become a culture, namely reading culture.

2. For Teachers

In the implementation of the School Literacy Movement (GLS) it is very important the motivation of teachers and supervisors, not only relying on mentors but all school members must be involved in helping. The success of GLS implemented in schools depends on the role of role models from teachers, teacher cohesiveness must

be further improved. Teachers must be more creative and persuasive in giving prizes and sanctions for students who are diligent and those who are still lacking to be diligent without students feeling hurt.

3. For other researchers

Research on the implementation of the school literacy movement in improving student achievement is very interesting and useful for improving the quality of national education. It is hoped that it can be investigated more deeply and follow up research that is more careful and critical in order to grow literate people to support the progress of the world of education in Indonesia.

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