

Implementation Teaching Factory Based Learning model in Cirebon Muhammadiyah Vocational School

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ABSTRACT : Teaching Factory is one form of learning innovation to produce a qualified *school's* graduation. This research aims to find: (1) the model of learning innovation, (2), the implementation of learning innovation management functions, and (3), the implication of learning innovation management. This research used a qualitative approach with case study type and multisite study design. The data collection technique was done through deep interviews observation and documentation. The data was analyzed repeatedly through analysis in single case and cross-case. The data analysis technique was done through descriptive technique by using Analysis Interactive Model. The research found that: (1) the concept of learning innovation in teaching factory-built through middle input with an excellent learning process and produce excellent output. (2) the implementation of learning innovation management functions in teaching factory was done through a) planning design by determining input selection standard, an excellent process standard, and an excellent output standard, b) learning innovation organization through enriched curriculum, time allocation, teachers' role, and duty, and learning sources, c) the learning innovation was done through enriched curriculum of industry, language, and religiosity, the class setting through moving class, a standardized teacher, media management base on IT and full-day school, d) the evaluation of learning innovation was done through test and non-test approach with mastery learning standard, and high competition class assessment, and (3) the implication of learning innovation management covers a more integrated learning management system, a better teacher qualification standard, and a more increase school reputation. The research conclude that learning innovation management on teaching factory through academic excellence based spiritual learning model.

KEYWORDS: *Management, learning innovation, Teaching Factory*

I. PRELIMINARY

Teaching factory is a learning concept in real conditions so that it can bridge the competency gap between industrial needs and school knowledge (Kuswantoro, 2014: 22).

The implementation of the teaching factory is a manifestation of one of the missions of the Dir-PSMK, namely empowering Vocational Schools to develop collaboration with industry, PPPG, LPMP, and various related institutions (Ahmadi et al, 2011:6). Its can be said that the teaching factory is applied to develop learning in SMK (Hall, et al., 2008:10) Vocational schools must be prepared in various ways before implementing a teaching factory, because a new vocational school implementing a teaching factory tends to have several obstacles in its implementation.

1. Teaching Factory Class Concept

Learning innovation through Teaching Factory is one of the many vocational revitalization programs (Atmowirio & Soebagio, 2000: 4-5) The implementation of a teaching factory in SMK needs to get priority from school management (SMK) so that this program can be implemented properly to realize the goal of revitalizing SMK (Gene, et al, 2008:2-3) Many educational institutions seek to bring educational practice close to industry (Ali, 2011:4) Thus Teaching Factory has become a new approach to vocational education with the aim of:

- a. Modernizing the teaching process by bringing industrial practices closer together;
- b. leveraging industry knowledge through new knowledge;

c. supports the transition from manual to automated ways of working and reduce the gap between industry resources (labor and capital) and industry knowledge (information);

d. enhances and maintain industrial wealth growth. (Barron&Harmond, 2008: 9-10)

The basic concept of Teaching Factory is "Factory to Classroom" which aims to transfer the production environment in the industry in real terms into a practical space. (Uno& Hamzah, 2009:5) Real-life production is needed to improve teaching competencies based on real activities from industrial practice daily(Benavides, Dumont, &Istance, 2008:6-7)

In Indonesia, the application of the Teaching Factory concept was introduced in SMKs in 2000 in a very simple form, namely the development of production units that have been implemented in SMK. (Kieran, 2005:4-5) Then the concept developed in 2005 into an industry-based vocational development model.Baharuddin (2011:11) mention at least three basic forms of industry-based SMK development categoriesnamely;

a. Development of a simple industry-based SMK;

b. Development of a thriving industry-based SMK and;

c. The development of industrial-based vocational schools that develop in the form of factories as a place of learning.

Then in early 2011 the development of vocational schools with the third model, namely the development of industrial-based vocational schools that developed in the form of factories as places of learning, hereinafter known as Teaching Factory.

Factory here is just a term and not a hardware factory meaning, but in the form of learning carried out directly in the practical place, not in the classroom, and the practice is oriented towards production as in real industry. The implementation of this model fully combines learning and work, no longer separating the place where theory and practice are delivered. (Gall,2003:8-9)

In 2011, the Directorate of Vocational Development in collaboration with the German government through the SED TVET program developed the Teaching Factory concept. (Hasibuan, 2012:10). Initially, the Teaching Factory concept was adapted from the Dual System learning method which has long been applied in TVET education in Germany and Switzerland. This learning method is a method that integrates two main environments in each student activity, namely the school environment and the company (industry) environment) (Gibson, et al.,1985:7)

Students do not only do learning activities at , but also practice (basic competencies) and work (apply their competencies) in the industry for a relatively long period. (Gene, Linda& Donna, 2008:3). Fundamentally, the Dual System aims to place students in real situations in the workplace as a whole. (Hasbullah,2005:9)

With such practice, students not only gain theoretical but are also able to apply production-based practices as is always applied in industrial activities. This enables students to acquire skills, processes,and attitudes by industry standards so that educational outcomes are in line with industry needs (Hoy, 2000:3)

2. Purpose of Teaching Factory Class (Tefa)

The importance of providing skilled Human Resources (HR) is realized by the government through a policy to improve the quality of vocational education that pays attention to Vocational High Schools (SMK). The development of Vocational Schools is currently starting to move from a local labor market orientation to the ASEAN labor market to welcome the ASEAN Economic Community (MEA), as well as prepare gradua, tes with the provision of entrepreneurialcharacter. The application of a teaching factory in SMK is a manifestation of one of the efforts of the Directorate of Vocational Development to further strengthen cooperation or synergy between SMK and the industry. (Depdikbud, 2006:6)

Learning through the teaching factory aims to develop the character and work ethic (discipline, responsibility, honesty, cooperation, leadership, etc.) needed by DU/DI and to improve the quality of learning outcomes from just equipping competence(competency-based training)to learning that equips the ability to produce goods/services (production-based training).(Egan, 2005:9)

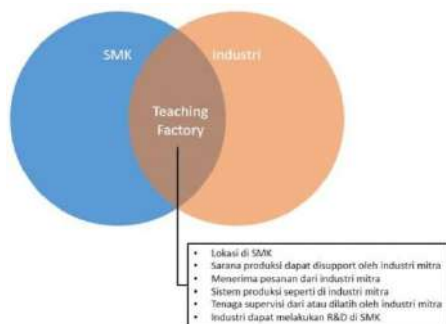


Figure 1.1. Teaching Factory Diagrams

The cooperative relationship between SMK and industry in the Teaching Factory learning pattern will have a positive impact on building a systematic and planned partnership mechanism based on a win-win solution bargaining position. (Arends,2008:5)

The application of the Teaching Factory learning pattern is an interface between the world of vocational education and the industrial world, so that there is a check and balance on the educational process at Vocational Schools to maintain and maintain alignment (link and match) with the needs of the labor market. (Ahyar, 2012:5). The Teaching Factory program in SMK is to carry out product realization in the learning system, while specifically aiming, among others:

1. Prepare SMK graduates to become workers and entrepreneurs.
2. Helping students choose the field of work according to their competence.
3. Growing students' creativity through learning by doing
4. Provide the skills needed in the world of work.
5. Expanding the scope of recruitment opportunities for SMK graduates.
6. Assist vocational students in preparing themselves to become workers, as well as helping to establish cooperation with the actual world of work, etc.
7. Provide opportunities for SMK students to practice their skills so that they can make decisions about which career to choose.
8. Provide opportunities for vocational school teachers to broaden their instructional horizons.
9. Provide opportunities for vocational school teachers to build an instructional bridge between the classroom and the world of work.
10. Make learning more interesting and motivate students to learn.
11. Make vocational students aware that in mastering skills, they do not only practice soft skills (work in teams, communication, etc.), but also realize knowledge directly and practice work to enter the real world of work.
12. Direct production-based training and practice facilities for SMK students to support the achievement of mastery of competencies required by DU/DI.

II. METHOD

The method used in this research is analytical descriptive (Alwasilah,2003:5-6) which is a research method that presents data by the reality as it is without any element of data manipulation, by prioritizing data systematically as the main goal, both in terms of facts and characteristics, objects and subjects that are carried out neatly and precisely target (Arikunto, 2006:35) This method can also get variations in problems related to human behavior and education patterns (Denzin, & Lincoln,2000:23)

By describing the data according to reality, it is managerial in developing tendiks performance to improve the quality of existing education (Barger,2000:30)

III. RESEARCH RESULTS AND DISCUSSION

1. Implications of Learning Innovation Management in Teaching Factory Class

Talking about implications is talking about the direct impact caused by the teaching factory class management pattern. As acknowledged by the head of the management, the implication that we see is a learning management system that is in synergy with the regular program pattern. The teaching factory classroom learning management system has implications for time allocation, developed curriculum, required media workshops, teacher qualifications, and other supporting capacities.

As a result of the existence of superior classes, SMK Muhammadiyah Lemahabang has made many achievements, both in academic and non-academic fields. Since the last five years the achievements of SMK Muhammadiyah Lemahabang include:

- a. Third Place in the Condes Skill Competition at Provincial Level 2017.
- b. 3rd Place in the 2018 Provincial Level Skill Contest
- c. 2nd Place Drum Band
- d. First Place Calligraphy
- e. Second Place Soccer
- f. 1st Winner of Wall Magazine Competition
- g. 1st Winner of Provincial Wall Magazine Competition
- h. Won five titles in the Cheerful Mathematics Competition at UMC in 2019.
- i. 2nd Winner of the 2019 OSN Vocational School Competition in the Field of Technology in Indramayu.

Some of academic achievements were achieved, of which 90% came from the Factory Teaching class. For example, the Skill Contest Competitions both at local and regional levels can be ascertained from students in the teaching factory class.

Based on the data obtained by the researchers, the existence of the teaching factory class can increase the prestige of the school in the eyes of the community. Previously, SMKN 1 Cirebon, which was located in the

heart of the Regency, was used as a favorite school, now in the last 3 years, it has shifted that it is not the only SMKN 1 Cirebon that is the community's choice, but SMK Muhammadiyah Lemahabang has become the community's main choice to send their sons and daughters to school. This is evidenced by the fact that many graduates are accepted to work in national companies, and continue to state universities.

As for the UN scores in the last three years or proud academic achievements during the last year, several students achieved perfect scores (one hundred) in Mathematics, Indonesian and English. The existence of students who achieve perfect scores cannot be separated from the hard work of teachers through sharpening learning materials and courses. The value of students in the National Examination for the last three years can be seen in the following table:

Several of the achievements achieved above are the result of the hard work of all parties, starting from the Principal and staff as well as parents and guardians of students. Another implication with the existence of the Teaching factory class, as perceived by the teacher, is that the teacher is increasingly responsible, the more he shows his performance through sincerity in overseeing the learning process, seriousness in providing guidance and services. No less important is the public's interest in sending their children to school, more so to enter study groups in the teaching factory class. The existence of a tech factory class has also increased the school's bargaining position. The bargaining position in question is the level of parental participation, the level of competition for prospective students is getting better, many potential and outstanding students are recruited. This impact was agreed upon by the head of the teaching factory class program.

A. Research Findings at SMK Muhammadiyah Lemahabang

a. The concept of learning innovation management at SMK Muhammadiyah Lemahabang is packaged from the input, process, and output selection process. Input standards are packaged with middle standards, process standards are prepared with superior standards and output standards are prepared with superior standards. Furthermore, the teacher develops ideas, learning ideas that are student-oriented by involving the concept of learning innovation elements, namely, approach innovation, curriculum, methods, tools/media, and learning time allocation innovation.

- 1) Learning approach innovation, namely from teacher center to student learning center, in-door to out-door, a balance between teacher center and student center, and individual to the group.
- 2) Curriculum innovation, national and local curriculum by developing industry and language curriculum.
- 3) Method innovation, namely monotonous to varied methods, lectures to discussions, dominantly involving students, and industrial field trips, and student performance.
- 4) Media innovation, from manual to digital, textbooks, worksheets, facebook.
- 5) Time allocation innovation, namely part-time school to full-day school.

Implementation of learning innovation management functions in the teaching factory class at SMK Muhammadiyah Lemahabang through planning, organizing, and evaluating learning.

- 1) Learning innovation planning is designed and packaged with input selection standards, process standards, and output standards.
- 2) Organizing learning innovations is organized through setting time standards management standards, utilizing IT-based media, organizing teacher roles and duties by considering the principles of on the right man, on the right man job, and on the right man place.
- 3) Implementation of learning innovation through the implementation of a curriculum enriched with an industrial curriculum with three clusters, namely the Productive cluster, language and mathematics, classroom and workshop arrangements with moving classes, IT-based media, management of varied methods, time allocation with the full-day school.
- 4) Evaluation of learning innovation is developed through several evaluation tools, namely test techniques such as assignments, quizzes, homework, performance, group work, site studies, field practice, mid-semester and semester, as well as non-observation and interview techniques (question and answer). Next, by using the try-out technique for students who take part in the contest and UN skills.

b. The implications of learning innovation management in the teaching factory class at SMK Muhammadiyah Lemahabang are seen from 1) an integrated learning management system involving elements of strengthening human resources, enriched curriculum, IT-based media, time allocation, learning approach with learning student center. 2) HR qualification standards are getting better as indicated by the presence of assessor teachers and Masters (S2), and 3) school reputation is marked by performance results such as mid-semester, semester, National Examination results, non-academic achievements such as participating in skill contests and language competitions both at events local and national. Increasing school competitiveness, increasing school popularity by increasing the number of public interest in sending their sons and daughters to school, and graduates can be accepted to work in national companies and study at PT. favorite.

1. Conceptualization of Learning Innovation

The conceptualization of learning innovations carried out at the two sites is packaged through the concept of middle input, superior process and superior output. This concept is actualized by involving several supporting concepts, namely; innovative approaches, curricula, methods, media/tools, and time innovations. Learning innovations arise from changes in the learning paradigm. The rationale for this is that the teachers in the two vocational schools understand that the change in the learning paradigm begins with a reflection on the existence of an anomaly in the old paradigm towards a new paradigm that is hypothesized to be able to solve problems.

Related to learning innovation, the learning paradigm that is felt to have experienced anomalies, is (1) the tendency of teachers to act more as transmitters, sources of knowledge, omniscient, (2) lesson time is tied to a tight schedule, (3) learning is directed by the curriculum, (4) the tendency of facts, lesson content, and theory as the basis for learning, (5) more tolerating the habit of memorizing practice, (6) tends to be competitive, (7) the class becomes the main focus, (8) computers are seen as objects, (9) the use of computers. static media dominates, (10) communication is limited, (11) assessment is more normative. This paradigm is thought to be less able to facilitate students to be ready as good learners.

The learning paradigm which is the result of new ideas as an effort to innovate learning is (1) the teacher's role is more as a facilitator, mentor, consultant, and study partner, (2) flexible, open schedule according to needs, (3) learning is directed by the students themselves, (4) problem-based, project, real-world, real action, and reflection, (5) design and investigation, (6) creation and investigation, (7) collaboration, (8) community focus, (9) computer as a tool, (10) dynamic media presentation, (11) comprehensive performance appraisal. The learning paradigm is believed to be able to facilitate students to develop life skills and be ready to continue their studies to a higher level.

In the learning process, the new paradigm of learning as a product of innovation should provide a process to return the nature of students to their nature as humans who have all the potential to experience the becoming process in developing their humanity. Therefore, whatever facilities are created to facilitate students and any facilitators who will accompany students to learn, it should start from and be oriented to what the students' learning goals are. Original learning goals arise from impulse (mode = intrinsic motivation).

The above reality has become the spirit of the superior class managers in the two Model Madrasah that the spirit of innovation in learning approaches emphasizes more on a student-based approach (student center), not a teacher-based approach (teacher center). Likewise in curriculum innovation, the two madrasahs apply the concept of a bilingual curriculum. What is meant by bilingualism is the concept of industry and language curriculum. It's just that, for the SMK Muhammadiyah Lemahabang site, the National Curriculum (Curriculum 2013) is modified with the industry curriculum.

Furthermore, method innovation, in the two schools has not found a sharp difference. Method innovation is based more on the level of urgency of the method used. In general, they use more discussion and assignment methods, while the lecture method is not so dominant. The learning media innovations both lead to efforts to provide adequate media equipment, workshops, and workshop equipment using electronic media, including the development of internet media, e-books, and e-libraries. While the time allocation innovation, the two schools implemented full-day school with more emphasis on the quality aspect of using the available time, adding to the quantity and making it effective in quality.

1. Implementation of Learning Innovation Management Functions

The implementation of learning innovation management functions is developed through:

a) Planning for learning innovation

compile designs from input standard design, process standard, and output standard design. The standard input design at the two sites shows that there are differences in some of the requirement's items. SMK Muhammadiyah Lemahabang set a standard report card of an average of 7.5 and did not perform psychological tests, set a standard report card of an average of 8.0, and used psychological tests. For process standards, the two sites develop curricula that are enriched with industrial curricula, SMK Muhammadiyah Lemahabang carries out student, language, and religious skills competition programs, other process standards both sites apply class management with moving classes, full-day school systems, and media-based IT. Next, the two sites both set output standards through academic and non-academic achievement products. Academic achievements, such as high student learning outcomes, Olympic competition winners, language debates, while non-academic achievements such as arts and sports, and graduates are accepted in favorite schools or madrasahs. There are differences in the design characteristics of the curriculum strengthening program from the two sites. For SMK Muhammadiyah Lemahabang the design of productive, linguistic, and religious curriculum enrichment does not apply the type model, which means that from class XI to XII it remains a study group both in the regular class and in the afternoon class, the curriculum enrichment design is packaged with a student and language skills competition program package. with 4 kinds of packages or types. Excellent types 1, 2, 3, and 4. This type of model was developed based on the classification of students' specializations and this was based on input from parents of students and teachers. Another factor is based on the diverse abilities of students. As for the standard

output design, the two SMKs have set standards with high learning achievement results, Olympic competitions, debates, arts, and can continue to their favorite schools or madrasas. The results of the field findings indicate that the output standards that have been set have met the achievement targets, although they still need to be improved.

b) Organizing learning innovations

The two sites where the research is located organize learning innovations packaged with the principles of on the right man, on the right man job, on the right man and on the right place. The components that are organized are; 1) enriched curriculum, which is meant by an enriched curriculum, a curriculum developed with industry, language and religious curricula. 2) organizing the roles and duties of the teacher is to determine the teacher group of subjects according to the cluster, there are clusters of science, language and religious subjects, 3) class management through moving classes, 4) organizing time by allocating time with a full day school pattern, and 5) organizing IT-based learning resources and providing a laboratory as a workshop. For example, there are facilities for mathematics and language laboratories. Organizing learning innovations with the above principles is nothing but ensuring that the learning process can take place well. Giving roles and tasks to teachers who have qualifications in their fields is a principle of modern management. Often the managerial process does not run optimally because on the bad place is influenced by like and dislike factors.

c) Organizing learning innovations

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d) Implementation of Learning Innovations;

Implementation of learning innovation through curriculum enrichment, remedial, sharpening, and coaching programs. Curriculum enrichment for students who have met competency standards and for students who choose skills competition programs, remedial programs for groups of students whose material has not been completed in the morning, and completed in the afternoon, as well as sharpening programs, implementation models such as remedial programs and coaching programs, the implementation model, is the same as remedial programs. The classroom management of both sites shows that implementing with moving classes is done to build efficiency and learning effectiveness. Class and media management, both sites have the same classroom and laboratory/workshop facilities, but different management patterns. SMK Muhammadiyah Lemahabang provides classes specifically equipped with classroom interiors, such as carpets, LCDs, and computers, teaching factory classes with regular classes. Implementation of learning by implementing full-day school in the first framework; to provide a longer learning experience for students, second; to be able to facilitate the skills competition program, language and religion need a relatively long time, third; the opportunity for teachers to serve and see the progress of student achievement is getting better, and fourth; opportunities for longer educational interactions. As for the time difference in the management of the superior class program where at SMK Muhammadiyah Lemahabang it lasts for three years (class X, XI and XII). The teaching factory class program for more than three years is due to their commitment to oversee the program until they leave school and can work in the industry.

a) Evaluation of Learning Innovation

Evaluation of learning innovation is developed through several evaluation tools, namely tests, non-tests, and try-out models. Types of tests used such as; quizzes, drills, assignments, performance, homework, mid-semester, and semester non-test types include questions and answers and observations and try-out models. The try-out model was developed in order to strengthen the mastery of students in facing science competitions and the National Examination. The type of evaluation developed in the two SMKs did not have a significant difference. Where each evaluation carried out refers more to the evaluation standards that have been prepared. It's just that there is a kind of improvisation of assessment models, for example holding more quizzes, exercises, and more enrichment. As is the case with the Olympic program, language, and religion, the type of evaluation used and developed is more exercises. In addition to the types of tests and non-tests, there is also an evaluation pattern using a try-out model. The model was developed to strengthen the preparation of students in participating in competition events, such as Olympic science competitions, language and arts. Even the try out the model in the run-up to the UN.

3. Implications of Learning Innovation Management

The implications of learning innovation management in the superior class at SMK Muhammadiyah Lemahabang can be seen from the first: a learning system with an enriched curriculum pattern, class arrangement with a moving class system, and IT-based media. and full-day school. As a result of the direct impact of changes in the learning system, the implications that accompany the results of student performance such as learning achievement results are quite satisfactory. Second; the implication of teacher standardization, can be seen by several things being done, among others, 1) there is a midwifery clump of knowledge into a clump of science, language, and religion, 2) there are teachers who have master's standards and are industry-certified. Therefore, as a result, the teacher acts more like a 1) motivator, as a good teacher not only teaches what he knows but teaches what he feels and experiences. Teacher sensitivity is very much needed to continue to encourage students to become superior students, excel in academic, non-academic, and spiritual excellence. 2) learning facilitators, teachers continue to bridge students in order to serve their needs. Facilitating to serve the learning needs of students, for example, related to services in the Olympic program, language program, and religious program. 3) as parents; The fatherly nature shown by the teachers has contributed to improving the quality of learning services. This is indicated by the level of disciplinary violations that are almost non-existent. This means that the conduciveness of learning takes place well. These roles are an influence for teachers who are directly involved in the management of superior classes. As for the implications for schools, the existence of the teaching factory class program has increased the reputation and popularity of schools not only at the local but national level. This is indicated by the increasing public interest in sending their children to school. In addition, the input quality is getting better. That is, more and more students who excel can be netted as students.

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