



iMProvement

Jurnal Ilmiah Untuk Peningkatan Mutu Pendidikan

e-ISSN: 2597-8543

Journal Homepage: <http://journal.unj.ac.id/unj/index.php/improvement>

Journal Email: improvement@unj.ac.id



**IMPLEMENTATION OF TECHNOLOGY AND VOCATIONAL EDUCATION
MANAGEMENT IN FACING THE INDEPENDENT LEARNING CURRICULUM**

Saniyatul Hikmah¹

Saniyatul.21005@mhs.unesa.ac.id

¹Pendidikan Teknologi dan Kejuruan, Universitas Negeri Surabaya

Alfredo Arianto Permana Putra²

Alfredo.21007@mhs.unesa.ac.id

²Pendidikan Teknologi dan Kejuruan, Universitas Negeri Surabaya

Marniati³

Marniati@unesa.ac.id

³Pendidikan Teknologi dan Kejuruan, Universitas Negeri Surabaya

Dewanto⁴

Dewanto@unesa.ac.id

⁴Pendidikan Teknologi dan Kejuruan, Universitas Negeri Surabaya

ABSTRAK

Kurikulum merdeka belajar ialah kurikulum baru yang sedang digalakkan oleh Menteri Pendidikan dan Kebudayaan saat ini. Banyak guru yang masih dalam penyesuaian kurikulum baru ini. Penelitian ini memiliki tujuan untuk menguraikan tentang implementasi manajemen pendidikan teknologi dan kejuruan di Sekolah Menengah Kejuruan (SMK) Surabaya dalam menghadapi kurikulum merdeka belajar. Menggunakan jenis penelitian kualitatif ini sehingga data yang dihasilkan sifatnya deskriptif. Sumber data yang didapatkan dari kepala sekolah dan wakil berbagai bidang (kesiswaan, kurikulum, sarana dan prasarana) juga guru beserta dokumen pendukung. Mengumpulkan data menggunakan teknik wawancara, dokumentasi dan observasi. Penganalisisan data dilakukan setelah mengumpulkan segala data yang mendukung, kemudian data direduksi, display data hingga menyimpulkan. Penelitian ini dilakukan di salah satu SMK Surabaya semester ganjil TP. 2022/2023. Dari penelitian ini dapat dihasilkan bahwa kurikulum yang digunakan SMK Surabaya adalah kurikulum merdeka belajar. Dalam implementasi manajemen pendidikan menghadapi kurikulum ini belum ditemukan kelemahan atau kelebihan karena baru berjalan beberapa bulan. Sehingga penulis memberi saran untuk menggunakan dan memperhatikan analisis swot agar mendapatkan data yang lebih baik.

Kata-kata kunci: kurikulum merdeka belajar, manajemen pendidikan, SMK.

ABSTRACT

The independent learning curriculum is a new curriculum that is being promoted by the Minister of Education and Culture at this time. Many teachers are still adjusting this new curriculum. This study aims to elaborate on the implementation of technology and vocational education management in Vocational High Schools (SMK) Surabaya in the face of an independent learning curriculum. Using this type of qualitative research so that the data produced is descriptive. Data sources obtained from principals and representatives of various fields (student affairs, curriculum, facilities and infrastructure) as well as teachers along with supporting documents. Collecting data using interview, documentation and observation techniques. Data analysis is carried out after collecting all the supporting data, then the data is reduced, played data to conclusions. This research was conducted at one of the SMK Surabaya odd semester TP. 2022/2023. From this research, it can be produced that the curriculum used by SMK Surabaya is an independent learning curriculum. In the implementation of education management, this curriculum has not found weaknesses or advantages because it has only been running for a few months. So the author gives advice to use and pay attention to swot analysis in order to get better data.

Keywords: *Independent learning curriculum, education management, SMK.*

INTRODUCTION

SMK is a school equivalent to high school that usually prepares students to be ready to work in their profession. In PP 19 paragraph 3 article 26 of 2005 Indonesia sets the goals and objectives of vocational education as education to increase the level of knowledge, intellectual, attitude, virtue, and all skills needs in life independence and continuing education can be followed in accordance with professional expertise. There are three parts in it, namely having professional abilities, character (humanity and virtue) so that life is more mature (life skills), and career development through vocational education.

According to (Warlizasusi, 2020) Management involves the process of achieving success, and individuals contribute to doing the best through predetermined actions.

Vocational education management is an activity ranging from planning to evaluation in achieving educational goals in students to work in fields that are appropriate to their respective vocational fields.

Education management can mean as a process of managing individuals who are members of the community in order to achieve success as desired in the determination of education.

The management function that is often used includes 4 things, including planning, organizing, implementing and supervising. The first (planning) and second (organizing) functions are carried out at the beginning of the year of activity. While the third function (actuating) is carried out during the activity process, the fourth (controlling) is carried out during the process and after the end of the activity. According to (Fauzan Wakila, 2021) education management jobs include all things about cognitive and psychomotor related to planning, implementation, and supervision.

According to Baharuddin (2010), academic management courses include program/curriculum management, personnel, students, facilities and resources, finance/financing, administration, public relations, and special services. However, the observations made by the author only include some of them, including program / curriculum management, educators, facilities and infrastructure, students, and educational staff.

Curriculum management is carried out from planning, implementation to evaluation in order to achieve the objectives of the curriculum that has been created and implemented.

Curriculum management is important for schools to strive to create and respond to future challenges that are increasingly complex and require rapid responses to change (Ventinia, R. et al, 2017).

Student management according to Mantja (2007) is the process of managing everything related to students, educational development starting from planning for students consumption, teaching while they are still learning, until the completion of their studies by creating an atmosphere that makes the teaching and learning process take place effectively.

Kenezevich in Imron (2016) quotes means that student personnel management is a profession that focuses on the system of managing, supervising and the work of students outside and in the classroom including introductions, enrollment, individual work (developing general abilities, interests, needs) to school readiness.

The purpose of student management by the Ministry of National Education (2008) in general is to coordinate all student activities because it can encourage the flow of learning in educational institutions. In addition, the learning flow in educational institutions can be carried out smoothly, systematically, and regularly to contribute to achieving the goals of the educational institution and education in general.

Badruddin (2014) expressed in the management of students using two approaches. The first is a quantitative approach. In this approach focuses more on the organization of educational institutions and their governance. In this system, students are expected to be able to meet the various needs and expectations of the institution where the students are located in education. The idea of this approach is that students can mature themselves and realize their dreams. When learners can fulfill all tasks, rules, and various expectations of their different educational institutions. The demonstration of this system in managing the work of students is that it must be in school, conduct attendance and practice, make high discipline, and all work assigned to children is completed. Systems like this are highly emphasized in an effort to ensure that students can or have the ability. The second is a qualitative approach. This approach to ensuring the well-being of learners is of great concern. If the first approach is done for students to be able to, then for the second this is done so that students become happy. If happy and successful students are the idea of the second approach, then students can be happy to excel in educational institutions and can learn well. This positive thing also reminds the importance of providing a good and healthy atmosphere for optimal personal development.

According to (Candra, A. & Santosa, Heru, 2017) in obtaining aspects of student management in schools can affect the creation of graduates that are the same as school desires.

The positive impact of educator and education personnel management is that it can improve the performance and commitment of educators and can reduce the entry and exit of educators (Combs, 2006). However, it is key in improving the performance of schools that is also recognized. Vekeman (2015) said specifically, in increasing the commitment and competence of education staff and educators can have an impact on the potential to improve performance for educators and can result in improving student learning outcomes (DeArmond, 2009).

The Ministry of National Education (2013) revealed that facilities and infrastructure management activities include analyzing needs as well as planning, procuring, making inventory lists, distributing and utilizing, maintaining, deleting, and supervising and accounting (reporting).

Managing facilities and infrastructure including things that are very essential in educational institutions, the learning process becomes successful because the existence of these facilities and infrastructure is very supportive (Solichin, 2011).

Kurniawati (2013) explained that school management and infrastructure are part of school administration or educational administration, which is also the principal's field of work as a school administrator. In a simple context, the management of educational institutions and resources can be defined as a collaborative process of using all educational resources in an efficient and effective manner.

Educational facilities and infrastructure included in the elements of education management in the teaching and learning process have an essential role, so this is something that should not be ignored. Schools and facilities are also used to make students aware of provisions by using schools and facilities effectively in learning to be more efficient and effective. Learning activities will be more useful, quality and fun because of the availability of teaching resources and equipment (Megasari, 2014).

Furthermore, according to Werang (2015), related aspects including management of educational facilities and infrastructure include: a) Planning the list needed; b) Procure; c) List the list; d) Store or secure; e) Maintain or manage; f) Remove or delete, and g) Supervise.

According to (Harizki, A., 2017) periodic maintenance aims to treat and also repair if there is damage so that infrastructure can function again and be used properly.

The implementation of vocational education management in facing the independent learning curriculum certainly has successes and obstacles faced in the implementation of achieving its goals so that the formulation of the problem in this writing is how to implement education management in facing the independent learning curriculum at SMK Surabaya.

The benefits of this research are so that students gain knowledge related to the process of implementing education management carried out, obtain information related to the efforts made by schools in implementing education management to be in accordance with the expected goals, and know the actions that need to be taken in overcoming problems related to the implementation of education management carried out at SMK Surabaya.

RESEARCH METHODS

This research is a qualitative descriptive research. Qualitative research methods according to Sugiyono (2011) are carried out in natural conditions so that they often mention naturalistic research methods. Qualitative research according to Poerwandari (1998) is research whose data is generated and processed into descriptive data, such as photos, field notes, video recordings, interview recordings, images, etc. Descriptive research is also included in the qualitative research model. This research aims to find out the facts, circumstances, knowledge, various things and situations that were done at the time the research was carried out to find out what existed.

Menggunakan wawancara dan observasi the method of data collection. According to (Bungin, 2012) said that observations are made during observations, recording activities, actions, observations, and data needed to support current research. While the interview according to (Moleong, 2013) is two people who have a conversation, namely first, the interviewer or the interviewer (interviewer) conveys questions. Second, the interviewee/informant (interviewer) who discloses informational responses to questions from the interviewer.

Data sources obtained from principals and representatives of various fields (curriculum, facilities and infrastructure, student affairs) as well as teachers along with all supporting documents. Interviews, observations, and documentation as techniques for collecting data. The research was carried out at one of the Surabaya vocational schools in the odd semester of the 2022-2023 academic year.

Techniques used in data analysis so that the presentation of DAA is easy to understand and useful include: all the data needed is collected, then the data is reduced, continued the data is presented, and finally conclusions are drawn. These four stages of work and data analysis

are cyclical and interactive.

RESULTS AND DISCUSSION

Result

The curriculum used by SMK Surabaya is the independent learning curriculum. Expressed by Yoga (2020), freedom of learning can be interpreted as freedom in thinking, freedom in creating, and appreciating or responding to changes that occur. However, in the application of this relatively new independent learning curriculum, SMK Surabaya only applies to class X. For classes XI and XII still implement K-13. In this case, it is done because it is still in the process of adjusting the curriculum, it will be younger to apply if it is done to grade X students. The resource person explained some of the differences between the independent learning curriculum and K-13 as follows.

Table 1. Differences between K-13 and the Free Learning Curriculum

K-13	Kurikulum Merdeka Belajar
- Terdapat prota, promes dan silabus.	- Terdapat Tujuan Pembelajaran (TP) dan Alur Tujuan Pembelajaran (ATP).
- Materi sesuai dengan silabus	- Materi disesuaikan dengan Capaian Pembelajaran (CP).
- Pembuatan RPP	- Materi disampaikan berdasarkan taraf kadar penerimaan dan penguasaan siswa
- Materi harus disampaikan semua tanpa melihat taraf penguasaan materi oleh siswa	

Permendikbud RI Number 17 (2017) related to article 24 PPDB Vocational High Schools (SMK) and equivalent, namely SMK in one class has a minimum of 15 students and a maximum of 36 students.

Table 2. Data on the Number of Class X Students

No.	Kelas X	Kelas X (sepuluh)		
		Jml Siswa		
		L	P	Jml
1	DPIB 1	18	18	36
2	DPIB 2	18	17	35
3	TKP	26	10	36
4	TAV 1	21	15	36
5	TAV 2	20	16	36
6	TAV 3	16	19	35
7	TITL 1	32	4	36
8	TITL 2	33	3	36
9	TITL 3	31	4	35
10	TPM 1	37	0	37
11	TPM 2	34	3	37
12	TPM 3	36	0	36
13	TPM 4	35	1	36
14	TKR 1	37	0	37
15	TKR 2	34	1	35
16	TKR 3	37	0	37
17	TKR 4	36	0	36
18	TKJ 1	26	10	36

No.	Kelas X (sepuluh)			
	Kelas X	Jml Siswa		
		L	P	Jml
19	TKJ 2	29	8	37
20	TPTUP 1	29	5	34
21	TPTUP 2	33	2	35
	Jumlah	618	136	754

Behind the smooth management and implementation of learning at SMK Surabaya, this school has educators and education staff. All educators and education staff at SMK Surabaya are in the following table.

Table 3. Number of Educators and Education Personnel

Tenaga Pendidik			Tenaga Kependidikan	
PNS	GTT	PPK	PNSPTT	PTT
61	17	24	2	25
102			27	
129				

Management of SMK Surabaya facilities and infrastructure is described related to several things, including planning, maintaining, procuring, and updating or removing facilities and infrastructure.

Discussion

In the use of the independent curriculum, whatever is given is in accordance with the provisions of the independent curriculum. What was expressed by Lie (2020) is that freedom of learning is an effort to achieve happiness for students and educators. Educators can enjoy in conveying knowledge, just as students can enjoy in receiving lessons. Students and educators together do not feel limited in the process of continuing the learning series. For development in the curriculum lies in each department that makes a program of excellence according to their fields.

Regarding the selection of subjects given, in addition to the provisions of the curriculum from the government, synchronization is also carried out that looks at the needs of the industry. So in addition to compulsory subjects by the curriculum, there are also additional productive subjects in each field that are tailored to industry needs so that it is expected that graduate students have mastered the materials in the industry.

The implementation of the curriculum carried out in this learning uses learning tools, learning strategies, and learning media with development tailored to the needs of each department. In the implementation of curriculum development in elementary schools, according to Abduhzen (2020), the concept of independent learning includes goals, flexibility, and usefulness. But in this case, the school also tries to make material alignment between one department and another by holding a forum to determine the material to be the same. So that at the time of assessment, the questions tested are also the same for all students even though they have different majors.

The evaluation carried out in the implementation of the curriculum is related to the learning process. In this case, the Principal conducts the evaluation. In carrying out this evaluation, it is usually carried out at the end together with the evaluation of work programs and related to other fields such as student affairs, public relations, facilities and infrastructure, and so on. Although the evaluation is carried out at the end of each year, it is undeniable that the Principal supervises every month or every term.

The obstacles in the implementation of learning faced by SMK Surabaya are as follows.

1. There are students with Special Needs Children (ABK).

With homogeneous or unequal student characters, there are normal students and there are ABK students. For teachers, this includes its own obstacles, because in the learning process, of course, it requires special handling for ABK. Meanwhile, not all teachers have areas of expertise in delivering learning to deal with ABK students. Teachers are unable to align the ability between normal students and ABK students to receive the same level of understanding of the material. It is hoped that the government will also provide solutions to overcome problems in handling ABK students.

2. Prakerin

Related to the prakerin program held in the past and now, there are differences. In the previous curriculum, prakerin was carried out for 3 months and at this time prakerin was carried out for 6 months. According to the vice principal for curriculum, the implementation of prakerin for 6 months was less effective. This is because there are various kinds of student characteristics. The implementation of prakerin for 6 months benefits if the characteristics of students have the determination to really learn in the industrial world, but in fact many students at the time of prakerin are less mature in terms of basic material from school so that students are less serious in implementing prakerin. In addition, there is also a possibility that students are not precise in the suitability of the selection of industries used in the implementation of prakerin. So that some of these factors in the implementation of prakerin for 6 months are less beneficial and too time-consuming which can make students complacent with insincerity.

Related to the absorption of alumni work, SMK Surabaya has a tracer study. The results obtained from the tracer study data show that the absorption of work of SMK Surabaya alumni is quite large. Even the alumni also support and provide assistance to the school.

In the implementation of this independent curriculum, no weaknesses or advantages have been found because the implementation of this curriculum has only been implemented for a few months.

In total, there are 21 rombels with 1 to 4 rombels per major. In accordance with government policy in determining the quota for each rombel in SMK is 35-36 students per rombel, in SMK Surabaya it is also the same even though there are some classes that reach 37 students per rombel.

Policies have also been made by the Governor of East Java in East Java Governor Regulation No. 15 (2022) related to PPDB SLB, SMK, and SMA. In addition, there is also the acceptance of new students, the District / City Education Office issues guidelines as a basis for making policies. These instructions need to be guided, because they have the aim that students progress according to their needs or compatibility.

The results found that to receive the quota of students and where prospective students register are determined in accordance with guidelines both policies by the Indonesian government, policies by the Governor of East Java and policies by the district / city education office.

The implementation of PPDB in the 2022/2023 school year, referring to the guidelines in the Decree of the Governor of East Java Number 15 (2022) concerning Technical Guidelines for the Implementation of PPDB for State Vocational Schools of East Java Province TP.

2022/2023. In the admission process set at SMK Surabaya there are four, namely, Affirmation, Special, Achievement and Academic Pathways. The PPDB option is now integrated with the Bureau of Social Affairs and Education, the Ministry of Religious Affairs and the KONI database. Therefore, the PPDB system is now available transparently and can support the verification of student and committee data, as well as committee questions, because it already uses the same system for all data.

Educators and education staff at SMK Surabaya include the number of educators as many as 102 teachers in the categories of 61 civil servants, 17 GTT and 24 PPPK. While the number of education staff is 27 education staff with category 2 PNSPTT and 25 PTT.

Management of SMK Surabaya facilities and infrastructure is described related to the following.

1. Planning facilities and infrastructure

Planning facilities and infrastructure at SMK Surabaya with steps that analyze needs. According to (Ahmad, 2021) it is important for a project to conduct a needs analysis before planning work because this helps find important things.

In this needs analysis, there are several things that need to be seen, namely as follows.

- a. Complaints from the community of SMK Surabaya both teachers, students, and others. In this complaint it is a valid need that must be worked out because it includes general needs that are included in the needs of all school communities.
- b. Complaints by majors. In this case, the department makes a list of needs for the benefit of the department.
- c. Judging from the work program in the school. In the work program, of course, facilities or infrastructure are needed as support. This is to facilitate the implementation of the work program that has been planned by the school.

From the analysis of some of these things, the facilities and infrastructure also pay attention to two things in determining needs, namely based on needs standards and priority scale needs. Both are important to see which needs are most urgently met. This is done because seeing the needs that are done very much, while related to financing there are limitations.

2. Maintain facilities and infrastructure

Maintaining facilities and infrastructure at SMK Surabaya is to apply the responsibility of being in the leadership of facilities and infrastructure. However, in its implementation, it is seen in terms of where or in which department the existence of the facility is. So as to maintain facilities and infrastructure, including in every department that is accountable. In general, there is an asset or inventory team that acts for inventory so that the facilities and infrastructure know its condition.

Technically, maintenance implementation has technicians in their respective fields. Maintenance is scheduled every 3 months, but it is undeniable that if at any time or suddenly action is needed, the facilities and infrastructure will follow up. This field provides call services that can be made from all parties of the school community. This can make it easier for school residents to report and speed up and execute actions and can relieve facilities and infrastructure to supervise school facilities and infrastructure.

3. Providing facilities and infrastructure

In procuring goods needed by the school in the field of facilities and infrastructure using the SIPLah market place provided by the Ministry of Education and Culture. This School Procurement Information System (SIPLah) market place is usually used for spending on the procurement of school needs whose aid budget is from BOS from the central government. SIPLah is a systemized, recorded, and documented market place. It can also make it easier for schools to find the cheapest prices on a national scale.

In addition to budget support from the central government, the school also received support from the local government called BOPD. For budget assistance from BOPD, schools are expected to use the East Java market place Belaja Online (JATIM BEJO). If purchases at the SIPLah market place are mandatory, purchases at this market place are not required because not all goods are available at the JATIM BEJO market place.

Between the two market places, schools are instructed by the government to pay attention and do several things, namely buying local products or the Domestic Component Level (TKDN) with the aim of stimulating the purchase of domestic products so that the economy can increase.

4. Update or delete facilities and infrastructure

Implementation of updating or removing school facilities and infrastructure. The school related to the abolition has never been carried out because all school facilities and infrastructure are state assets, so the school still saves and dare not do it. As for the implementation of updates, it is usually carried out on items such as PCs, printers and so on. Usually renewal is done if the item is still possible to continue to be used by repair. In addition, in the implementation of renewal, it also continues to pay attention to the needs analysis.

CLOSING

From the description of the management discussion at SMK Surabaya, the author concludes that the curriculum uses an independent curriculum. In the application of this curriculum, no weaknesses or advantages have been found because it has only been running for a few months. The number of students per rombel is in accordance with government policy regarding quota determination even though there are some classes that reach 37 students per rombel. In total, class X students are 21 rombels with 1 to 4 rombels per major. Educators and education staff at SMKN 7 Surabaya with the number of educators are 102 teachers in the categories of 61 civil servants, 17 GTT and 24 PPPK. While the number of education staff is 27 education staff with category 2 PNSPTT and 25 PTT. In planning facilities and infrastructure using needs analysis. For maintenance, it is scheduled every 3 months, but it is undeniable that if at any time or suddenly action is needed, the facilities and infrastructure will follow up. Regarding the procurement of goods, schools utilize market places that have been provided by the government, namely SIPLah and JATIM BEJO. And the implementation of renewal is carried out by paying attention to the needs analysis.

After the author made observations about PTK management at SMK Surabaya, the author suggested further research by using and paying attention to deeper SWOT analysis in order to get better data

BIBLIOGRAPHY

- Ahmad, M. (2021). Manajemen Hubungan Sekolah Masyarakat Dalam Meningkatkan Citra Sekolah Di Masa Pandemi Covid-19. *IMPROVEMENT Jurnal Ilmiah untuk peningkatan mutu manajemen pendidikan*, 8(02), 55-71.
- Badruddin. (2014). *Manajemen peserta didik*. Jakarta: Permata Putri Media.
- Baharuddin, M. (2010). *Manajemen pendidikan islam*. Malang: UIN Maliki Press.
- Belajar Merdeka Belajar. (2020, 30 Maret). Kompas, hlm. 6.
- Bungin, B. (2012). *Analisis data penelitian kualitatif: Wawancara dan teoritis penafsiran*. Jakarta: Raja Grafindo Persada.
- Candra, M. A., dkk. (2017). Manajemen peserta didik dalam manajemen berbasis sekolah di SMA Angkasa I Jakarta. *IMPROVEMENT Jurnal Ilmiah untuk peningkatan mutu manajemen pendidikan*, 4(2), 255-262.

- Combs, J., et.al. (2006). How much do high-performance work practices matter? A metaanalysis of their effects on organizational performance. *Personnel Psychology*, 59(3), 501–528.
- DeArmond, M., et.al. (2009). Zooming in and zooming out: Rethinking school district human resource management. *Creating a New Teaching Profession*, 53–79.
- Depdiknas. (2008). *Manajemen kesiswaan*. Jakarta: Depdiknas.
- Fauzan Wakila, Y. (2021). Konsep dan Fungsi Manajemen Pendidikan. *Equivalent: Jurnal Ilmiah Sosial Teknologi*, 3(1). doi: 10.46799/jequi.v3i1.33.
- Harizki, A., dkk. (2017). Manajemen sarana dan prasarana di SMP Negeri 255 Jakarta. *IMPROVEMENT Jurnal Ilmiah untuk peningkatan mutu manajemen pendidikan*, 4(1), 1-10.
- Imron, Ali. (2016). *Manajemen peserta didik berbasis sekolah*. Jakarta: Bumi Aksara.
- Kementerian Pendidikan dan Kebudayaan. (2013). *Manajemen sarana dan prasarana berbasis sekolah di sekolah dasar*. Jakarta: Direktorat Pembinaan Sekolah Dasar Direktorat Jendral Pendidikan Dasar.
- Mantja. (2007). *Profesionalisasi tenaga kependidikan, manajemen pendidikan dan supervisi pengajaran*. Malang: Elang Mas.
- Megasari, R. (2014). Peningkatan pengelolaan sarana dan prasarana pendidikan untuk meningkatkan kualitas pembelajaran di SMPN 5 Bukittinggi. *Jurnal Administrasi Pendidikan*. 2 (1), 638.
- Merdeka Belajar Untuk Kebahagiaan. (2020, 1 Pebruari). *Kompas*, hlm. 6
- Merdeka Belajar, Belajar Merdeka. (2020, 14 Maret). *Pikiran Rakyat*, hlm. 14.
- Moleong, L.J. (2013). *Metode penelitian kualitatif*. Bandung: Remaja Rosdakarya.
- Kurniawati, P.I. 2013. Manajemen Sarana dan Prasarana di SMKN 1 Kasihan Bantul. *Jurnal Akuntabilitas Manajemen Pendidikan*. 1 (1), 101.
- Poerwandari, Ktisti. (1998). *Pendekatan kualitatif dalam penelitian*. Jakarta: Lembaga Pengembangan dan Pengukuran Psikologi.
- Sugiyono. (2011). *Metode penelitian kuantitatif dan kualitatif dan R&D*. Bandung: Alfabeta.
- Warlizasusi, J. (2020). Pengembangan manajemen pendidikan madrasah berbasis tahfidz al-qur'an di Mts Negeri 1 Lubuklinggau. *IMPROVEMENT Jurnal Ilmiah untuk peningkatan mutu manajemen pendidikan*, 7(I), 84-100.
- Werang, B. R. (2015). *Manajemen pendidikan di sekolah*. Yogyakarta: Media Akademi.
- Solichin, M.M. (2011). Manajemen Sarana dan Prasarana Pendidikan di STAIN Pamekasan. *Jurnal Nuansa*. 8, 155. doi: 10.19105/nuansa.v8i2.10.
- Ventinia, R., Supadi, S., & Listyasari, W. D. (2017). Pengelolaan kurikulum dalam implementasi manajemen berbasis sekolah di sma islam al azar kelapa gading jakarta utara. *IMPROVEMENT Jurnal Ilmiah untuk peningkatan mutu manajemen pendidikan*, 4(2), 208-222.
- Vekeman, E., et.al. (2015). The influence of teachers' expectations on principals' implementation of a new teacher evaluation policy in Flemish secondary education. *Educational Assessment, Evaluation and Accountability*, 27, 129–151. doi: 10.1007/s11092-014-9203-4.