


Religion -Based School Management In Improving The Learning Process And Its Implications For Student Achievement (Survey Study At SMP Negeri 44 Bandung)

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Article Info	ABSTRACT
Keywords: School management, religion, learning, achievement	Through this research, it is hoped that we will obtain empirical evidence regarding the implementation of religion-based school management in improving the learning process and its implications for student achievement . The object of this research is the students of SMPN 44 Bandung , because based on the researcher's observations, the phenomenon of stagnation occurs. learning process which has implications for low student achievement . The research method used is descriptive and descriptive analysis with data collection techniques using questionnaires distributed to students using Non-Random Sampling Techniques/Non-Probability Sampling/Non-Random Samples with Purposive Sampling type . . The total population was 866 people and the sample was 90 people. The results of the descriptive analysis proved that "Implementation of Religion-Based School Management is classified as good, and partially there is a positive and significant influence on the Learning Process and both partially and simultaneously it has a positive and significant influence on student achievement ."
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INTRODUCTION

In the fourth paragraph of the 1945 Constitution of the Republic of Indonesia, the Goals of National Education are implicitly stated in the sentence "Educating the Life of the Nation" which describes the ideals of the Indonesian people to educate and generalize education throughout Indonesia in order to achieve an intelligent national life.

Law Number 20 of 2003 concerning the National Education System Chapter 2 Article 3 states that "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become faithful and devout human beings. to God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen."

From these two legal bases, the author raises the importance of managing education with management that can deliver educational subjects to the stated goals. According to

Ernest Dale (Management: Theory and Practice), in general management functions to plan, organize, place, direct, control, innovate and represent. The management function directs the process of achieving the goals as set, and this of course requires a lot of support, involving many parties and a fairly long set of time and seriousness in the process of obtaining them, so that school management or school management becomes very important in efforts to achieve school goals.

School-Based Management (SBM) is the school management that is most widely applied considering that this model gives schools a lot of freedom to prepare and implement educational programs according to the needs, situation and conditions of each school through empowering existing resources so that it better reflects their existence. efforts to improve the provision of educational services in a democratic, transparent and real accountable manner to achieve more efficient and effective educational goals without compromising the goals of National Education.

The religious habituation program is summarized in the Flagship Program of SMPN 44 Bandung City in the form of Shalawat and Asmaul Husna, Dhuha prayers together, midday prayers in congregation and memorizing 4 letters and 4 verses and continues to be developed with other additions in accordance with the Bandung City Government, West Java Province and even national programs. such as the School Literacy Movement, Bandung Masagi, Adiwiyata School, Kang Pisman and other programs.

The author terms the application of character development with religious habituation as Religion-Based School Management . Starting from the School Work Plan determined by the school, the learning plan prepared by the teacher to the assessment process both by each teacher and at the final evaluation of the school assessment, everything is always based on religion.

The technical form of religious-based school management includes the implementation of habituation before students and teachers carry out learning in class. Starting with the Dhuha prayer in congregation, followed by the recitation of Shalawat Nariyah, Asmaul-Husna, dhikr and prayer, then a three to five minute lecture from the students and closed with taushiah and motivation by the teacher. During the afternoon break, it is filled with midday prayers in congregation for all students and teachers, dhikr, prayers and Asmaul-Husna and ends with motivation or inspiration from the teacher.

This religious habituation is organized in the curriculum structure and school learning load as outlined in the SMP Negeri 44 Bandung Curriculum. Furthermore, in the learning process the religious content is inserted into the learning plans prepared by the teachers to be applied in classroom learning activities by each teacher according to their respective subjects in the form of moral values, example, noble character and cultural preservation to matters relating to life principles. and relationships between people and relationships with the Almighty.

All religious habituation activities start from the idea that through habituation it is hoped that good behavior will emerge and from habits good behavior is expected to become embedded in character and culture.

The most important thing in implementing religion-based school management is the main goal of efforts to strengthen the spirit of nationalism and patriotism of students so that all technical and philosophical forms are always based on the basic framework of the Unitary State of the Republic of Indonesia, namely Pancasila and the 1945 Constitution.

The implementation of religion-based school management at SMPN 44 has been effectively implemented since 2006 and has now been developed with several additional familiarization materials as a complement to the previous material. Until now, many observers have even studied directly at SMP Negeri 44 and observed the practice of religious habituation and felt the situation, conditions and psychological atmosphere in place both from within and from outside the city of Bandung with the aim of studying so that it can be applied in their respective schools/regions.

METHODS

Research method used in this research is a quantitative method and the research process is deductive because to answer the problem formulation it uses theory and produces hypotheses. Quantitative methods are also called descriptive and verification methods, said to be descriptive according to Sugiyono (2013: 17) because this research aims to obtain a description of the characteristics of the variables studied, while the nature of verification research basically wants to analyze the truth of a hypothesis which is carried out through data collection in the field. Considering that the nature of this research is descriptive and the analysis is carried out through data collection in the field, the research methods used are the descriptive survey method and the explanatory survey method (Arikunto: 2013) . The type of data used is quantitative, namely the type of research that states the influence of independent/free variables , in this case Religion-Based School Management, on dependent/bound variables , namely the Learning Process and Student Achievement. The data processing method used in this research is the statistical method of Path Analysis to determine the level of influence of Religion-Based School Management (X 1), on the Learning Process (Y 1) and Student Achievement (Y 2).

RESULTS AND DISCUSSION

Path analysis was carried out to determine the influence of Religion-Based School Management on the Learning Process and the influence of the Learning Process on Student Achievement, before carrying out path analysis the data was first transformed from ordinal data to intervals (transformed data is shown in the attachment). The complete path analysis image can be seen in Figure 2.

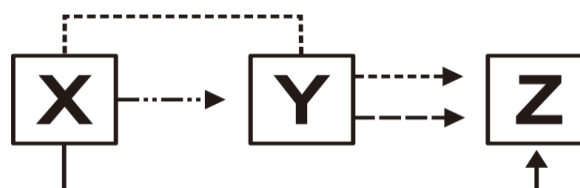


Figure 2 Complete Path Diagram

Substructure Path Analysis 1

The normality test is carried out to determine whether the data taken comes from a normally distributed population. A good regression model is normally or close to normal distribution. If the data does not follow a normal distribution pattern, biased estimates will be obtained. Normality testing was carried out using the Kolmogorov-Smirnov test. With the help of SPSS 27 software, the following results were obtained:

Table 1 Normality test

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residuals	
N		90	
Normal Parameters ^{a, b}	Mean	,0000000	
	Std. Deviation	2.28002155	
Most Extreme Differences	Absolute	,062	
	Positive	,062	
	Negative	-,044	
Statistical Tests		,062	
Asymp. Sig. (2-tailed) ^c		,200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	,546	
	99% Confidence Interval	Lower Bound	,533
		Upper Bound	,559
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.			

Normality analysis based on the Kolmogorov-Smirnov method requires a normal curve if the Asymp value. Sig. is above the maximum error limit, namely 0.05, from the normality test table above, a sig value of 0.200 is obtained. Because the sig value (0.200) > 0.05, the data above can be used because the residual variable is normally distributed.

The Influence of Religion-Based School Management (X) on the Learning Process (Y)

Table 2 SPSS Output Path Coefficient

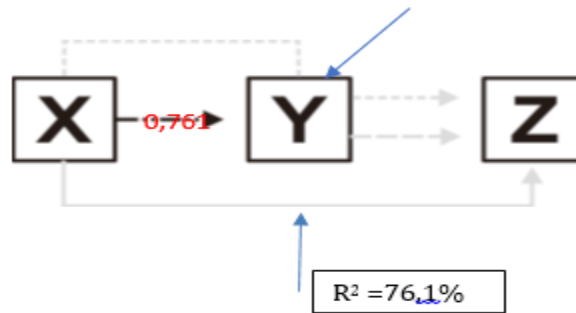
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,956	1,718		1,721	,089
	MSBR	,364	,033	,761	10,991	,000

a. Dependent Variable: PBM

Table 3 Path Coefficient Magnitude

Variable	Path Coefficient	Residual Effects
Religion-Based School Management	$P_{yx} = 0.761$	0.239

By paying attention to the table above, the path equation is obtained as follows: From the table above, the coefficient of influence of the Religion-Based School Management variable is 0.761 or around 76.1%, so the influence of other factors on the Learning Process is 0.239 or around 23.9%. In other words, the Learning Process variable can be explained as being influenced by 76.1% by the Religion-Based School Management variable. The remaining 23.9% of the learning process can be explained as being influenced by other variables that were not studied. The following is a picture of the influence of Religion-Based School Management on the Learning Process.



Gambar 3
Pengaruh Manaiemen Sekolah Berbasis Religi terhadap Proses Pembelajaran

Substructure Path Analysis 2

As explained in the previous discussion, in the Substructure Path 2 analysis a normality test was also carried out to ensure whether the data taken came from a normally distributed population or not. This is because a good regression model must have a normal or close to normal distribution. If the data does not follow a normal distribution pattern, biased estimates will be obtained. Normality testing was carried out using the Kolmogorov-Smirnov test. With the help of SPSS 27 software, the following results were obtained:

Table 4 Normality test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals	
N		90	
Normal Parameters ^{a, b}	Mean	,0000000	
	Std. Deviation	3.29375292	
Most Extreme Differences	Absolute	,053	
	Positive	,039	
	Negative	-,053	
Statistical Tests		,053	
Asymp. Sig. (2-tailed) ^c		,200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig. 99% Confidence Interval	Lower Bound	,756
		Upper Bound	,745
		Lower Bound	,767
		Upper Bound	,745

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on this table, normality analysis based on the Kolmogorov-Smirnov method requires a normal curve if the Asymp value. Sig. is above the maximum error limit, namely 0.05, from the normality test table above, a sig value of 0.200 is obtained. which means the sig value (0.200) > 0.05, then the data above can be used because the residual variable is normally distributed.

Table 5. Effect of Religion-Based School Management (X) on Student Achievement (Z)
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,628	2,481		1,059	,292
MSBR	,378	,048	,644	7,896	,000

a. Dependent Variable: Student Achievement

Table 6 Path Coefficient Magnitude

Variable	Path Coefficient	Residual Effects
Religion-Based School Management	PzX = 0.644	0.356

By paying attention to the table above, the path equation is obtained as follows: From the table above, the coefficient of influence of the Religion Based School Management variable is 0.644 or around 64.4%, so the influence of other factors on the Learning Process is 0.356 or around 35.6%. In other words, the Student Achievement variable can be explained as being influenced by 64.4% by the Religion-Based School Management variable. The remaining 35.6% of student achievement can be explained as being influenced by other variables that were not studied. The following is a picture of the influence of Religion-Based School Management on Student Achievement.

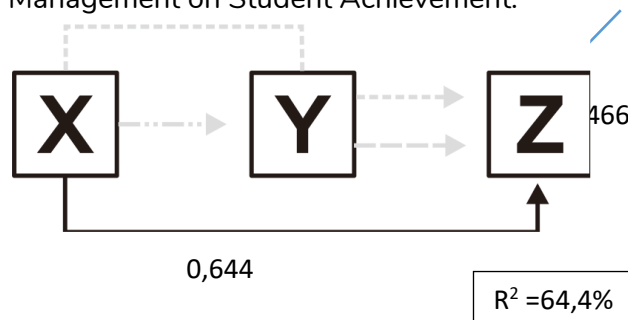


Figure 4 The Influence of Religion-Based Management (X) on Student Achievement (Z)

Substructure Path Analysis 3

In Substructure 3, the influence of the Learning Process (Y) on Student Achievement (Z) is explained. As in the Substructure Path 2 analysis, this time a normality test was also carried out to ensure that the data taken came from a normally distributed population. This

is to emphasize that a good regression model must have a normal or close to normal distribution because if not, the data distribution pattern will produce biased estimates.

Normality testing was carried out using the Kolmogorov-Smirnov test. With the help of *SPSS 27 software*, the following results were obtained:

Table 7 Normality test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals	
N		90	
Normal Parameters ^{a, b}	Mean	,0000000	
	Std. Deviation	2.41170616	
Most Extreme Differences	Absolute	,078	
	Positive	,072	
	Negative	-,078	
Statistical Tests		,078	
Asymp. Sig. (2-tailed) ^c		,200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	,195	
	99% Confidence Interval	Lower Bound	,185
		Upper Bound	,205

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on this table, in accordance with the normality analysis, the Kolmogorov-Smirnov method requires a normal curve if the Asymp value. Sig. is above the maximum error limit, namely 0.05, and from the normality test table above, a sig value of 0.200 is obtained. which means the sig value (0.200) > 0.05, then the data above can be used because the residual variable is normally distributed.

Table 8 Influence of the Learning Process (Y) on Student Achievement (Z)
Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16,015	2,703		5,924	,000
	PBM	,565	,104	,502	5,444	,000

a. Dependent Variable: Student Achievement

Table 9 Path Coefficient Magnitude

Variable	Path Coefficient	Residual Effects
Religion-Based School Management	$P_{zy} = 0.502$	0.498

By paying attention to the table above, the path equation is obtained as follows: From the table above, the coefficient of influence of the Learning Process variable is 0.502 or around 50.2%, so the influence of other factors on the Learning Process is 0.498 or around 49.8%. In other words, the Student Achievement variable can be explained as being influenced by 50.2% by the Learning Process variable. The remaining 49.8% of student achievement can be explained as being influenced by other variables that were not studied. The following is a picture of the influence of the Learning Process on Student Achievement.

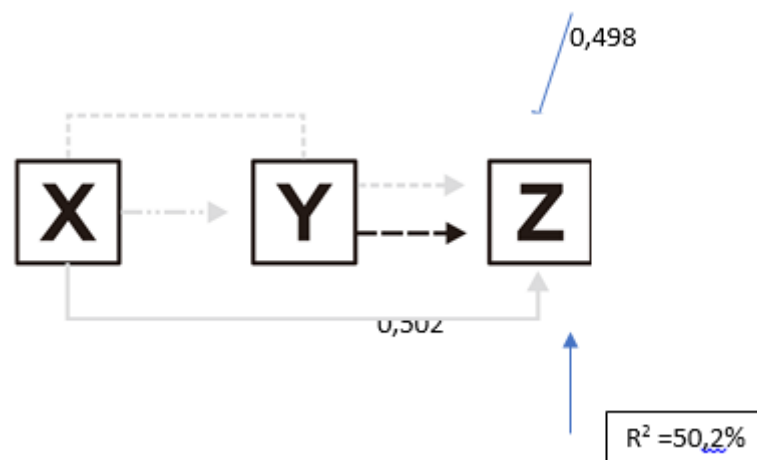


Figure 5 Influence of the Learning Process (Y) on Student Achievement (Z)

From Figure 5 it can be explained:

- The coefficient value of the Learning Process on Student Achievement is 0.502.
- Student Achievement (Z) is influenced by the Learning Process (Y) by 50.2%, with a residual value of 49.8%. Which means that student achievement is influenced by variables that are not used as models in this research by 49.8%.

Substructure Path Analysis 4

In Sub Structure Path Analysis 4, the researcher again carried out a normality test to find out whether the data taken came from a normally distributed population. A good regression model is normally or close to normal distribution. If the data does not follow a normal distribution pattern, biased estimates will be obtained. Normality testing was carried out using the Kolmogorov-Smirnov test. With the help of *SPSS 27 software*, the following results were obtained:

Table 10 Normality test
 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals	
N		90	
Normal Parameters ^{a, b}	Mean	,0000000	
	Std. Deviation	3.25603369	
Most Extreme Differences	Absolute	,079	
	Positive	,059	
	Negative	-,079	
Statistical Tests		,079	
Asymp. Sig. (2-tailed) ^c		,200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	,183	
	99% Confidence Interval	Lower Bound	,173
		Upper Bound	,193

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Normality analysis based on the Kolmogorov-Smirnov method requires a normal curve if the Asymp value. Sig. is above the maximum error limit, namely 0.05, from the normality test table above, a sig value of 0.200 is obtained. Because the sig value (0.200) > 0.05, the data above can be used because the residual variable is normally distributed.

Table 11 The Influence of Religion-Based School Management on Student Achievement through the Learning Process

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,984	2,508		,791	,431
	X	,299	,073	,509	4,073	,000
	Y	,218	,153	,178	1,424	,158

a. Dependent Variable: Z

Table 12 Path Coefficient Magnitude

Variable	Path Coefficient	Simultaneous Influence	Residual Effects
MSBR (X)	$P_{zx} = 0.509$	0.687	0.313
PBM (Y)	$P_{zy} = 0.178$		

By paying attention to the table above, the path equation is obtained as follows:

$$Y = 0.509(X) + 0.178 (Y) + \varepsilon_1$$

From the simultaneous influence, the path coefficient value of the Learning Process variable is smaller than the path coefficient of the Religion-Based School Management variable. This means that Religion-Based School Management is more decisive (has a greater influence) on Student Achievement than the Learning Process, both directly and indirectly.

From the table, it can be seen that the total influence of the Religion-Based School Management and Learning Process variables on student achievement is 0.687 or around 68.7%, while the influence of other factors on student achievement is shown with a value of 0.313 or around 31.3%. In a more specific sense, the Student Achievement variable can be explained as being jointly influenced by 68.7% by the Religion-Based School Management and Learning Process variables. The remaining 31.3% of the Student Achievement variable can be explained as being influenced by other variables which were not studied. The following is a picture of the influence between Religion-Based School Management and the Learning Process on Student Achievement.

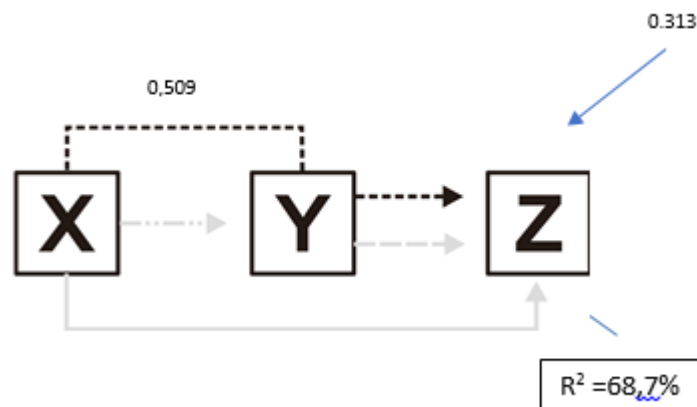


Figure 6 The Influence of Religion-Based School Management on Student Achievement through the Learning Process

Hypothesis test

Simultaneous Path Coefficient Testing

The main hypothesis of this research is that religion-based school management (X) influences the learning process (Y). The research hypothesis is stated in the following statistical hypothesis:

$H_0: \rho_{XY} = 0$, There is no influence of Religion-Based School Management on the Learning Process

$H_1: \rho_{XY} \neq 0$, There is an influence of Religion-Based School Management on the Learning Process

The test statistics used are:

$$F_{hitung} = \frac{R^2 / k}{(1-r^2) / (N-k-1)}$$

Information :

- R² = coefficient of determination
- K = number of independent variables
- n = number of respondents

The following provisions apply:

- a. F_{count} < F_{table} → Ho is accepted (no significant effect)
- b. F_{count} > F_{table} → Ho is rejected (there is a significant influence)

Test criteria:

Test criteria, Reject Ho if F count ≥ F table, accept Ho in other cases. Where F table is obtained from the F distribution table with α = 5% and degrees of freedom db₁ = k, and db₂ = nk-1

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	706,117	2	353,059	32,554	,000 ^b
Residual	943,556	87	10,845		
Total	1649,674	89			

- a. Dependent Variable: Achievement
- b. Predictors: (Constant), PBM, MSBR

Table 13 Simultaneous Testing

Alternative Hypothesis	F count	db	F table	Decision	Conclusion
X and Y simultaneously influence Z	32,55	db ₁ = 2 db ₂ = 87	1.9876	H ₀ is rejected	Significant

In the table above we can see that the test results show the calculated F value (32.554) > Ftable (1.98761), meaning that Religion-Based School Management (X) and the Learning Process (Y) simultaneously have a significant influence on Student Achievement (Z) .

Partial Path Coefficient Testing

Because the overall test results provide significant results, to find out which independent variables partially have a real effect on Student Achievement (Z) can be done by partial testing. Although at a glance, from the significance of the influence, variables have been found with the strength of contribution of each variable to learning achievement.

To test the path coefficient partially, first determine the hypothesis formulation as follows:

$H_0 : \rho_{yx_i} = 0$ There is no significant influence of religion-based school management on the learning process.

$H_1 : \rho_{yx_i} \neq 0$ There is a significant influence of religion-based school management on the learning process.

The test statistics used are:

$$t_i = \frac{\rho_{yxi}}{\sqrt{\frac{(1-R^2)CR_{ii}}{n-k-1}}} \quad i = 1 \text{ and } 2$$

Test criteria:

Reject H_0 if t count > t table ($t_{\alpha;n-k-1}$)

We can see the calculation results in the following table:

Table 14 Partial Testing
Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,984	2,508		,791	,431
X	,299	,073	,509	4,073	,000
Y	,218	,153	,178	1,424	,158

a. Dependent Variable: Z

Hypothesis	t count	db	t table	Decision	Conclusion
$P_{yx} = 0$	4,073	87	1.98761	Ho was rejected	Significant
$P_{zy} = 0$	1,424	87	1.98761	Ha rejected	Not significant

From the table above we can see that the calculated t value for the Religious Based School Management variable (X) is greater than the t table value, which means there is a significant influence on Student Achievement, while the calculated t value for the Learning Process variable is smaller than the t table value. so it can be said that the Learning Process does not have a significant effect on student achievement partially.

6. Direct and Indirect Influence of Religion-Based School Management (X) on Student Achievement (Y) through the Learning Process (Z)

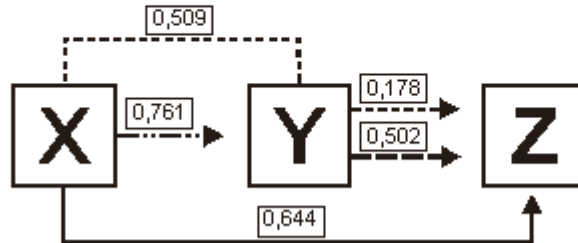


Table 15 Direct and Indirect Influence of Religion-Based School Management (X) on Student Achievement (Y) through the Learning Process (Z)

Connection	Influence on Y		Influence On Z		Total Effect on Z
	Simultaneous	Partial	Simultaneous	Partial	
X	-	0.761	0.509	0.644	0.687
Y	-	-	0.178	0.502	

Based on the table above:

1. The direct (partial) influence of the Religion-Based School Management variable (X) on the Learning Process (Y) is 0.761 (76.1%)
2. The direct influence of the Religion-Based School Management variable (X) on Student Achievement (Z) is 0.644 (64.4%)
3. Indirect Influence of Religion-Based School Management (X) on Student Achievement (Z) through the Learning Process (Y) is 0.509 (50.9%)
4. The indirect influence of the Learning Process (Y) and Religion-Based School Management on Student Achievement is 0.178 (17.8%),
5. The total influence of Religion-Based School Management (X) on Student Achievement (Z) is obtained simultaneously and partially through the Learning Process (Y) is 0.687 (68.7%) .

CONCLUSIONS

Based on the analysis of secondary data and primary data as well as the results of path analysis and hypothesis testing from research data on SMPN 44 Bandung students, it can be concluded as follows: Conditions of Religion-Based School Management, Learning Process and Student Achievement. Religion-Based School Management is in the strong to very strong criteria, meaning that the Religion-Based School Management held at SMP Negeri 44 Bandung has been running well. Religion-Based School Management is formed by four dimensions, namely *Planning, Organizing, Implementing and Supervising* , with 15 indicators. although the research results show that there are several items in a Strong position. The condition of the Learning Process is in very strong criteria, meaning the

Learning Process at SMP Negeri 44 Bandung it has been implemented well. The Learning Process is formed from two dimensions and six indicators, namely the media and learning resources dimension which consists of four indicators: Material, Method, Learning Media and evaluation, as well as the Learning Subject dimension with six indicators. The condition of student achievement is in very strong criteria with a fairly high percentage range, meaning that student achievement at SMP Negeri 44 Bandung has gone well. Student achievement is formed by two dimensions, namely the Internal Factor Dimension with four indicators and the External Factor dimension with three indicators: 2. Religion-Based School Management and the Learning Process simultaneously influence Student Achievement, which means that these two variables can improve Student Achievement if both independently and together, these two variables are implemented well. 3. Religion-based school management has a positive and significant effect on the learning process, meaning that the better the religious-based school management is, the more the learning process will improve. 4. The Learning Process has a positive and significant effect on Student Achievement, which means that the higher the Learning Process, the higher the Student Achievement.

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