

**MANAGEMENT OF INSTITUTIONAL RELATIONS OF THE CULTURAL
ARTS AND TOURISM VOCATIONAL SCHOOL
(MULTISITE STUDY IN THREE VOCATIONAL HIGH SCHOOLS (SMK)
BALI PROVINCE AS A FOLLOW-UP TO INSTITUTIONAL RELATIONS
TRAINING AT THE CULTURAL ARTS AND TOURISM VOCATIONAL
SCHOOL IN THE HUMAN RESOURCES DEVELOPMENT AGENCY
(BPSDM) OF BALI PROVINCE)**

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ABSTRACT

Demand of graduates qualities which accordance to the labor market can not be delayed. Quick social changes due to advantages of technologies and high global competition require for vocational high school to adapt its' input, process, product, outcome to the needs of working world. Relationship of vocational high school with world working as a solution to overcome this trigger. The relationship in managing context, input, process, product, and outcome are expected to keep the vocational school sustained.

This research was done at three Government Vocational high Schools in Bali province, to explain the relationship management of vocational high school with the working world. By applying qualitative approach using multi-site study design and modified analytic induction method, obtained theoretically conclusion about relationship management of empowering schools' context, preparing school input, running teaching and learning, handling output, and gathering and reflecting information of school outcome in all research sites.

Keywords: Institutional Relations, Management, context, Input, Process, Product, Outcome.

INTRODUCTION

The phenomenon of the decline in the number of students choosing arts and crafts skills programs at Vocational High Schools (SMK) in Bali Province is an interesting thing to research and study, considering that Bali Province is a cultural and artistic tourism destination in Indonesia. Cultural arts and handicrafts are the mainstay product of balinese tourism to improve the welfare of Balinese people.

One of the missions of the Governor of Bali Province from 2019 to 2024 is "Nangun Sat kerthi Loka Bali", namely "Jnana kerthi". This vision is closely related to how the provincial government takes policies related to the development of Bali's human resources. Furthermore, this phenomenon is also very relevant to the appointment of the Human Resources Development Agency (BPSDM) Bali as the implementation of Administrator Leadership Training (PKA), Supervisor Leadership Training (PKP) and National Leadership Training (PKN) with the Thematic Tourism where the tourism that is developing in Bali is Art and Cultural Tourism.

As a follow-up to the transfer of management of SMK and Senior High Schools (SMA) to the Province as well as the revitalization of SMK in Bali, BPSDM has held Technical Training on the management of institutional relations between SMK and the world of work in collaboration with the Working Consultation for Principals (MKKS) of Bali Province Vocational Schools and the Indonesian Widyaaiswara Professional Association (APWI) Bali.

A total reform of vocational education needs to be carried out so that the existence of SMK is maintained through efforts to make SMK the choice of the community (parents and students) because SMK promise a future prospect for the younger generation with certain skills. From 2020 to 2030, Indonesia will enter the Demographic Bonus era. An era where the number of productive age is more than the non-productive age. This era can be both an opportunity and a threat for Indonesia. Opportunities include economic growth and community welfare because many people are productive and can produce something.

Based on the above explanation, SMK graduates are projected to enter the world of work. Through the provision of science and technology, professional attitudes, and vocational competencies, it is hoped that SMK graduates will not only be able to meet the needs of manpower in terms of numbers, but what is more important is to have various types of expertise and skills that are required in the world work, accordance with the implementation of education has not been oriented to the outside world and has not been able to anticipate the development of labor market needs (Yunus,2008:4).

Based on the description above, the involvement of the business and industrial world (DUDI) to participate in the entire educational process, starting from the preparation of educational programs, implementation evaluation to marketing of graduates become very important in the education system in SMK. The involvement of DUDI in the implementation of the “Link and Match” policy has been carried out in the form of the Dual System Education program (PSG). In addition to increasing meaningfulness through an effective and efficient educational process, it is also to provide recognition and appreciation for work experience in industry as part of the education process (Depdiknas 2005).

The development and management of SMK should base on the market driven where lately all forms of vocational secondary education and higher education must be oriented to available job opportunities so that the unemployment rate can be controlled early. The fact is the demands of the job market are often neglected because the implementation of the SMK institutional relationship program with the world of work has not been applied optimally. Institutional relations in the process of preparing School work Plan (RKS), School Budget Activity Plan (RKAS) and School Unit Level Curriculum (KTSP), this is considered as a routine to do so that the school is less responsive to innovations that occur in the world of work. This innovation is often not accommodated in classroom learning.

Based on the research context, this research will focus to explain the management of the institutional relationship between Vocational High Schools and the world of work at the three chosen Vocational High Schools, those are SMK Negeri 1 Sukawati, SMK Negeri 5 Denpasar, SMK Negeri 1 Sukasada as follows:

1.2.1 How is the management of the institutional relationship of SMK with the world of work in empowering the environment to produce graduates in accordance with the needs of the world of work?

1.2.2 How is the management of the institutional relationship of SMK with the world of work in providing the inputs needed by schools to produce graduates in accordance with the needs of the world of work?

1.2.3 How is the management of the institutional relationship of SMK with the world of work in carrying out learning to produce graduates in accordance with the needs of the world of work?

1.2.4 How is the management of the institutional relationship between SMK and the world of work in managing output in accordance with the needs of the world of work?

1.2.5 How is the management of the institutional relationship of SMK with the world of work in collecting and reflecting on information about outcomes for school life in accordance with the needs of the world of work?

METHODOLOGY

This study applied qualitative approach. In education field, the qualitative approach is often referred to as naturalistic research. With this approach, the institutional relationship between SMK and the world of work is observed in its integrity and as it occurs naturally at the research site.

This research is classified as a multi-site study design with a modified analytical inductive method (Bogdan & Biklen, 1982), with the following steps. First, data collection was carried out several times on the first site. The results were then analyzed, resulting in a provisional theory regarding the management of the institutional relationship between SMK and the world of work based on the details of the research focus. Then data collection was carried out on the second site. The results were analyzed and compared with or used to expand the provisional theory of data collection in the first setting. Thus, another provisional, but broader theory is obtained regarding the management of the institutional relationship between SMK and the world of work. Then the data collection was continued in the third setting, the results were analyzed, compared with or used to expand the provisional theory generated from the data collection in the first and second settings. Thus obtained a theory with a broader generalization.

Data were collected using in-depth interviews, participant observation, and study of documentation. These three techniques are basic techniques commonly used in qualitative research (Bogdan & Biklen, 1982). Qualitative research data are often the utterances and actions of people that enable the researcher to capture language and behavior. During data collection, notes were made in order to collect data and reflection on the data (Bogdan & Biklen 1982).

Research informants were selected using a purposive technique, by selecting people who were considered to know about the focus of the problem in depth and could be trusted to be used as data sources, and this technique was combined with the snowball sampling technique (Miles & Huberman, 1994) namely asking the first or previous informant to indicate other people who can be used as the next informant. Sources of data in this study were principals as key informants, deputy principals, heads of expertise programs, teachers, students, school committees, and administrative staff. Sources of data from documents were selected based on their relevance to the research objectives. When going to visit locations and informants, time and local conditions were taken into consideration by researchers.

The data that has been collected through these various techniques were then checked for validity, using the criteria recommended by Lincoln & Guba (1985), namely (1) credibility by continuous observation, peer discussion and member checks, (2) transferability by providing detail descriptions about the research findings, (3) dependability by asking several

auditors to audit them, and (4) confirmability, namely the assessment of research results by experts.

After checking, the data were then analyzed. There were two kinds of data analysis carried out, namely (1) on-site analysis, and (2) cross-site analysis. Data analysis on the site were data analysis of each site school research. The analysis begins at as the same time as the collection, that was, after four or five times the data has been collected. Meanwhile, cross-site data analysis was the integration of the findings from several research sites. In accordance with the research method, as stated above, the analysis was carried out using a modified analytical inductive method.

RESULTS AND DISCUSSION

Results

Based on the data analysis, the research results are formulated in the form of propositions as follows. a) Economic capability level education, school accommodation to the wishes of parent and intensity socialization of school programs to parents, affects community support for education in schools. b) The public's and local government's trust in schools was influenced by the accommodation of the demands for innovation by The DUDI and the Bali Provincial Government in the Strategic Plan, KTSP, and Teaching and Learning Activities (KBM) by the school. c) Whether or not a school develops was influenced by the quality and innovation power of school principals, teachers, and school committees, as well as the local government's attention to the school. d) Students' family background, student selection process, and educational background of educators/teachers affect the quality of teaching and learning processes and outcomes. e) Composing of KTSP and annual revision involving all school stakeholders to revise curriculum according to content standards, processes and assessment standards as well as school excellence. f) The completeness of learning facilities and infrastructure in vocational schools was an optimization of institutional relations with the business world and industry greatly affects the quality of student learning. g) Integration between students' theoretical and practical abilities was influenced by the good cooperation between teachers and students, the infrastructure owned by DUDI, the agreement between the school and DUDI regarding the timing and number of practical students, as well as the frequency of students participating in competition events. i) The existence of mutually beneficial institutional relationships between SMK and DUDI, will make the labor as a product of SMK are ready to work with competencies needed in the world of work. j) The ability of students after carrying out the internship/practice is the beginning of success in winning the competition for job opportunities in the form of teaching factories and skill transfers in addition to getting additional income. k) Open exhibitions either in school or outside of school offline or online is a social responsibility for what has been taught at school and what students have gained while in SMK. l) There were institutional relationships that occur at all stages of management school, causing the confidence that SMK graduates will be able to work optimally and can be absorbed in the world of work, the Bali provincial government, and universities according to their expertise.

Discussion

Viewed from the point of view of education management, the management of the institutional relationship of SMK. Meantly related to the world of work is part of the national education management that is specifically applied in SMK, especially related to environmental management, inputs, processes, products and outcomes that aim to make changes in the system of providing quality education in a holistic manner continuously at the school level.

The Implementation of Asset Based thinking approach in empowering all resources effectively and efficiently to produce graduates who are creative, innovative and highly competitive and ready to enter the world of work. This finding is in line with the opinion of management experts such as Hitt, Duane & Hoslisson (Xaviery, 2007), who see that one of the strategic inputs for a company's forward steps is to form a concept based on human resources for a high profitability.

The management of the institutional relationship between SMK and the world of work in managing the environment to prepare inputs to achieve success in processes and products that can be accepted by the world of work. This in line with the school-based management concept by Mulyasa (2007: 50) that the objectives of the school-community relationship are: 1) promote the quality of learning and student growth; 2) strengthen goals and improve the quality of life and community livelihoods; 3) stimulate the community to establish a relationship with the school. The main consequence of the current decentralization of education is that school principals must be able to make and implement policies based on the environment the needs of the wider community, or education stakeholders (Chan & Tuti, 2005).

The development of a school depends on the aspirations of the school environment in managing the institutional relationship between SMK and the world of work were accommodated by the school. This finding is in line with the opinion of Suryosubroto (2012) that public relations are activities to instill and obtain aspirations, sympathy, understanding, good will, trust, appreciation, support from the public; an agency in particular and society in general to create mutually beneficial institutional relationships.

There were documents of environmental management in managing the institutional relationship between SMK and the world of work. The fact shows that the implementation of the management model has been carried out unsustainably. This means that the implementation of a policy, including the management of institutional relations, faces serious challenges, especially regarding the changes that must be made in schools. This finding is not in line with the opinion of Syafaruddin (2008), every management produces guidelines, rules, and procedure for the implementation of education.

Management of inputs in managing the relationship between vocational institutions and the world of work includes the student selection process, preparation and revision of the KTSP and preparation of education staff, educators/teachers as well as infrastructure from planning, organizing, implementing and evaluating to support partnership management. This finding is in accordance with the opinion of Lendrum, 2003, before implementing the management of the institutional relationship between SMK and DUDI, the implementers (actors) must understand the basic principles, values, and concepts that must be considered. A very important and non-negotiable principle in establishing institutional relationships is mutual trust between partnering institutions.

The support of human resource input in the institutional relationship of SMK with the world of work is in line with the opinion of Rogers, 1995 that the schools stakeholders must know and understand about institutional relations policies that will be implemented by conducting socialization, because the introductory is indeed in early stage of educational reform during the development process. In connection with the complexity of managing the institutional relationship policy of SMK with the world of work, it is time for education providers from the central, regional to school principals to understand the educational policy networking, because the implementation of educational change requires a change in practice (Fullan, 1991), meaning the implementation of a policy New processes often require individuals to

change well-established patterns of thought and behavior (Duke & Canady, 1991). Process Management in managing the relationship between SMK institutions and the world of work which includes the learning process from planning, organizing, implementing and evaluation. These support the learning process both at school and in the industrial world so as to be able to produce integrated products both academic and non-academic that meet the expectations of the world of work. The competitions, which are participated by students both individually and collectively, are able to produce products according to market needs. The implementation of the teaching factory and Independent Learning really helps to foster the entrepreneurial spirit of students so that school products are ready to compete in the job market. The implementation of the institutional relationship between SMK and the world of work managed by the principal at the three research sites are the principal's policy. Implementers or work practice teams in the school industry have duties and responsibilities that have been stated in school organization structure. This finding supports the theory of Lineberry (1978) and Smith (2003), that the implementation of education policy requires an implementing agency or unit, implementing structure and staffing agent as the implementing agent responsible for implementing the policy. These officers have the authority to carry out innovations and creations to achieve better quality education, in addition to overcoming problems that arise when policies are implemented. Charters & Jones (in Hendarman, 2002), that every change in the education sector should be followed by efforts to observe various forms of operations in the field as a follow-up and implications of the policy. To be able to carry out institutional relationships well all the resources involved must: (1) be anchored in an attitude of generosity, perspective, "supporter" who finds pleasure in extending the relationship beyond meeting needs or requirements; (2) based on trust; (3) support for team goals; (4) fellowship that is forged with honesty; (5) balance; and (6) the beauty in which the spirit of institutional relations is an artistic flow that gives each participant a sense of familiarity and relaxation. (Chip R Bell, 1997) SMK is not a self-sufficient institution, especially in an open world, therefore cooperation in the form of institutional relationships is needed to meet the demands of the world of work. With cooperation, the available sources will complement each other so that there is efficiency in the management of education (Tilar, 2000).

Output management in managing the institutional relationship of SMK with the world of work related to how to plan, organize, implement and evaluate the quality of students' production and creativity in doing academic and non-academic school assignments such as collective and individual competitions, as well as making independent products at home. And these will give the school's good brand. Integrated management of output by schools and industry in the form of open exhibition, both digitally and manually, can continuously improve school products and maintain school survival.

Outcome management in managing institutional relationships with SMK and the world of work is related to collecting and reflecting information for the survival of the school. How can SMK graduates be absorbed in the world of work according to their field of expertise and be able to create new creativity, and if they want to continue to college they will be more accomplished. Institutional relationships that occur at all stages of school management lead to the confidence of SMK graduates to work optimally and to be absorbed in the job market and local government according to their expertise. Sustainability of institutional relationships with the industrial world makes it easier for schools to collect and reflect on graduate outcome information in future school planning. There is a negative impression for students if alumni are engaged in work outside their competence. The creation of pride if there are alumni who manage to show extraordinary performance, both in industry as successful

entrepreneurs, and in higher education as outstanding students so that there are inspirations and sponsors in developing further schools. The existence of this outcome is very important to foster a culture of academic and non-academic achievement as well as an entrepreneurial spirit as prospective entrepreneurs.

In managing output and income, this is in line with Levine's opinion that in implementing public policies, policy implementers are required to have high responsiveness to conditions that occur in their environment in order to provide benefits to the community. Definition responsiveness, is the organization's ability to recognize needs the community, formulate the agenda and service priorities in the development of public service programs in accordance with the needs and aspirations of the community.

From all aspects of managing the institutional relationship between SMK and the world of work in line with the opinion of Baedhowi (2004), based on the results of the analysis in terms of management substance, there are three forms of obstacles that are often encountered in policy implementation. These constraints relate to: (a) managing people, (b) managing organizations, and (c) managing change and transitions. This obstacle arises, because when implementing the policy it is carried out in unplanned manner, so that policy implementation does run unsustainably. This also happened because there was no strong commitment to implement the reform determined.

Overall, the results of this study complement the theory of policy application. The model for managing the institutional relationship between SMK and the world of work is a model for implementing creative policies for vocational school principals in empowering the environment, providing input, implementing learning, managing products and collecting and reflecting on outcome information for vocational school graduates for school survival.

CONCLUSIONS

1. Management of the institutional relationship between SMK and the world of work in empowering the school environment; in the form of economic ability, level of education, school accommodation against the wishes of parents, and the intensity of socialization of school programs to parents, have an effect on community support for education in SMK. The trust of the community and local government in schools is influenced by the accommodation of the school towards the demands of DUDI and local government innovation as a school environment which is manifested in RKS, RKAS, KTSP) and KBM both in schools and in the school partner industry. Whether or not a school develops is influenced by the quality and innovation power of school principals, teachers, and school committees, as well as the local government's support to the school.
2. Management of SMK institutional relationships with the world of work providing inputs; it was found that the student's family background, selection process and student character greatly determine the quality and readiness of students to study in SMK. The school development team continues to revise RKS, RKAS, and KTSP to meet the quality standards of education, the needs of the world of work and the development of students. The educational background of educators/teachers, the quality of school institutional relationships with partner industries determine the quality and readiness of environmental inputs. Whether or not the learning facilities and infrastructure are complete in vocational schools and partner industries, will determine the quality of student learning both at school and in DUDI. Institutional relationships with partner industries and parents can overcome the lack of learning support infrastructure both in schools and in industry.

3. Management of the institutional relationship between SMK and the world of work in implementing learning in partner schools and industries must be carried out to improve school products and the world of work. The institutional relationship with DUDI, which has complete production infrastructure, determines the smooth learning and process of industrial work practices. The agreement between the school and DUDI on the timing and number of students to practice, as well as the frequency with which students participate in competitions often results in a good school brand and additional pocket money for students. The competitions, which are participated by students both individually and collectively, are able to produce products according to market needs. The implementation of the teaching factory and Independent Learning really helps to foster the entrepreneurial spirit of students so that school products are ready to compete in the job market.
4. Management of the institutional relationship between SMK and the world of work in managing output includes the management of students' academic and non-academic achievements. The graduation rate and the absorption of graduates in the world of work are the output of that have SMK competence according to the needs of the labor market. There is an institutional relationship between the school and DUDI, resulting in academic and non-academic achievements for students. The ability of students after carrying out the internship/practice becomes the capital to win the competition and as a form of skill transfer from them to others, in addition to getting money for additional education costs. Integrated management of output by schools and industry in the form of open promotion on an ongoing basis can improve school products and maintain school survival.
5. Management of SMK institutional relationships with the world in collecting and reflecting on outcome information related to how SMK graduates perform in industry and in higher education. Institutional relationships that occur at all stages of school management, lead to the growing confidence of SMK graduates to work optimally and can be absorbed in the job market and government according to their expertise. Sustainability of institutional relationships with the industrial world makes it easier for schools to collect and reflect on graduate outcome information in future school planning. There is a negative impression for students if alumni are pursuing jobs outside their competencies. The creation of pride if there are alumni who manage to show extraordinary performance, both in industry as successful entrepreneurs, and in higher education as outstanding students so that there are inspirations and sponsors in developing further schools. The existence of this outcome is very important to foster a culture of academic and non-academic achievement as well as an entrepreneurial spirit for prospective entrepreneurs.

SUGGESTIONS

Based on the conclusions above, it is suggested as follows:

- 1) The three principles of the Vocational High Schools SMK in this research are recommended to:
 - a. Understand the principles, values, basic concepts and practices of managing the institutional relationship of SMK with the world of work, continuing to expand the network of institutional relations with all producing institutions and users of vocational education services, strengthening ICT-based management, and developing entrepreneurial competences.
 - b. Promote the implementation of the teaching factory and independent learning to awaken the entrepreneurial spirit of students

- 2) The Head of the Bali Provincial Education Office is expected to:
 - a. Improve the quality of bureaucratic and professional services in managing the institutional relationship of SMK with the world of work because the needs of SMK are very unique and varied so that the limitations experienced by schools and industry can be mediated properly to improve the quality of environmental management, inputs, processes to produce graduates who are ready compete in the world of international work.
 - b. Conduct digital and manual open exhibition for SMK processes and products at home and abroad through various information channels by collaborating with universities and other private parties.
- 3) The Bali Education Quality Assurance Institute (LPMP Bali) is expected to open a wider range of facilitation and quality improvement services to improve the management and quality assurance of education in vocational schools in Bali.
- 4) Director of Vocational Education is expected to work more transparently with the Bali Provincial Government, and LPMP Bali because so far the policies implemented in SMK are often not known by the Bali Provincial Education Office so that facilitation by LPMP is often not right on target.
- 5) The Department of Human Resource Development Agency (BPSDM), is expected to open a wider range of facilitation and research in improving Human resources for institution and individual as well as implementation of Vision of Bali Government Nangun Sat Kerthi Loka Bali .
- 6) To other researchers, further research should be carried out to reveal more deeply about the management of the institutional relationship of SMK with the world of work in terms of other focuses or carry out the same study in other settings, which have different characteristics from this research site.

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