

THE ENHANCEMENT OF TEACHER CREATIVITY THROUGH SCHOOL CLIMATE, SERVANT LEADERSHIP AND SCIENTIFIC LITERACY

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Abstract. This study aims to describe and analyze the implementation of a program to increase the understanding of citizens' constitutional rights for teachers in Pancasila and Constitutional Education Center. This evaluation study uses the evaluation model developed by Stake, namely the Stake Count model which consists of 3 stages of evaluation: 1) antecedent, 2) transaction, and 3) outcome. The results of research on the antecedent component of the eight aspects of the assessment, there are two aspects in the category of good value, namely the formulation of goals and infrastructure aspects. From the transaction component, all four aspects are categorized as very good. Meanwhile, the outcomes component consists of one aspect, namely the result of the implementation of learning and is in the sufficient category. Based on the thirteen evaluation aspects of the antecedent, transaction, and outcome components, it can be concluded that the program to increase the understanding of citizens' constitutional rights for teachers at Pancasila and Constitutional Education Center has gone well and can be continued with improvements in three aspects, namely the antecedent component on the aspect of goal formulation. and infrastructure as well as outcome components on the expected outcome aspects.

Keywords: constitutional rights; stake countenance

I. INTRODUCTION

Indonesia is a rule of law and a constitutional democracy [1]. This means that all forms of activities carried out by citizens, including the exercise of state power, must be based on legal and constitutional provisions. All citizens must obey and follow the provisions stipulated in the constitution. The constitution is the basic law or the highest law in a country[2]. All regulations that are under the constitution must be subject to the constitution. In the context of the Indonesian state, the 1945 Constitution of the Republic of Indonesia (UUD NRI 1945) occupies the top position in the order of laws and regulations in Indonesia. The constitution as the main basic law and is the result of representing the will of the whole society must be implemented in earnest in every aspect of the life of the nation and state. The 1945 Constitution can only be grounded and implemented properly if the people know and are aware of their constitutional rights and obligations, so that they can exercise control over the administration of the state. This is important to foster constitutional awareness among all Indonesian citizens. Constitutive awareness is conceptually defined as a personal quality of a person who exudes insight, attitudes, and behavior that contains the noble ideals and commitments of Indonesian nationality and citizenship. Constitutional awareness is a form of citizen awareness of the importance of implementing constitutional values [3]. The mark of a citizen who has constitutional awareness is a citizen who has constitutional literacy. Literacy of the constitution will direct citizens to know basic rights and human rights as holders of sovereignty, rights and obligations as citizens, and know about the administration of state government [4]. Constitutional

awareness is very important to have and grow in every citizen, especially in the younger generation. This is because the younger generation is the spearhead of determining the future of the nation. One figure who is able to foster constitutional awareness in all citizens, especially the younger generation, is the teacher. The teacher is someone who has devoted himself to teaching a science, educating, directing, and training his students to understand the science being taught. In this case, the teacher not only teaches formal education, but also shapes the character of the students, and becomes a role model for their students. Teachers who have good constitutional awareness will be able to convey, set an example, and invite students and those around them to be aware of and responsive to the rights and obligations set out in the constitution. If the values contained in the constitution have been embedded in each individual and applied in the life of the nation and state, then society can defend its constitutional rights, carry out obligations as citizens as stipulated in the constitution, and can also control state institutions in carry out its duties and functions so as to prevent irregularities or abuse of authority. Therefore, efforts are needed to socialize or civilize constitutionally to all citizens. In this context, educational institutions play a strategic role in efforts to socialize and internalize the constitution by transforming knowledge, knowledge and culture to students.

To support constitutional awareness, the government has made efforts including the existence of Citizenship Education subjects in schools. In these subjects, both explicitly and implicitly, there is material about constitutional education [3]. Article 37 of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education

System states that Citizenship Education, which is the main vehicle for constitutional awareness education, is one of the mandatory contents of the curriculum for primary and secondary education and higher education [5]. The existence of these efforts in fact have not been able to make all people have constitutional awareness. This is proven by data from the Robinopsnal Bareskrim Polri that from January to May 2022 it was recorded that 2,267 children in all regions in Indonesia were victims of crime. The types of crimes range from physical violence, psychological violence, sexual violence, neglect, employing underage children, to violations of children's human rights as human beings. This incident certainly contradicts the 1945 Constitution of the Republic of Indonesia Article 28B paragraph (2) which reads "Every child has the right to survival, growth and development and is entitled to protection from violence and discrimination" [6].

The Constitutional Court as a judicial institution also seeks to grow and increase citizens' constitutional awareness. This is evidenced by the existence of a Pancasila and Constitutional Education Center work unit. The Pancasila and Constitutional Education Center is one of the units in the Registrar's Office and the Secretariat General of the Constitutional Court which has the task of implementing Pancasila and Constitutional Education. The form of Pancasila and Constitutional Education Center activities targets all types of educational target groups that refer to the penta helix concept. The penta helix model is based on five types of stakeholders, namely academic, business, community, government and media [7]. Pancasila and Constitutional Education Center activities focus on citizens' understanding of constitutional rights contained in the 1945 Constitution of the Republic of Indonesia.

One of the target groups selected from the academic field is teachers. Activities to increase the understanding of citizens' constitutional rights for teachers have been carried out 12 times in the period from 2014 to 2022. The total number of participants in the program activities to increase the understanding of citizens' constitutional rights for teachers organized by the Pancasila and Constitutional Education Center is 2465 people. Based on the initial survey that was conducted on Pancasila and Constitutional Education Center employees and the results of open-ended questions on the activity evaluation questionnaire filled out by the participants, it was shown that there were many things that needed to be evaluated in programs to increase understanding of citizens' constitutional rights for teachers. Things that need to be evaluated include the duration of the activity, learning media, learning methods used, the interaction of resource persons with participants, the material presented in the program, dorm room facilities and infrastructure, as well as evaluation methods that are able to measure the output and outcome of the activities being held. The teacher is a profession that really needs to receive material in this activity because the teacher is a profession that is so noble and determines the future of the nation's successors. It is hoped that the knowledge received in the program to increase the understanding of citizens' constitutional rights can also be conveyed to their students so that constitutional awareness is expected to grow

from an early age. Based on the study above, the researcher intends to conduct research on "Evaluation of the Program to Improve Understanding of Citizens' Constitutional Rights for Teachers at the Pancasila and Constitutional Education Center". The researcher chose the Countenance Stake Model to be used in this study.

II. RESEARCH METHODS

This research is categorized as evaluation research. Evaluation is an important component for improving programs and documenting the impact of a program. Usually qualitative methods are used in evaluations to explore specific aspects of programs and provide in-depth information to improve the quality of their programs [8]. This program evaluation research approach uses the Countenance Stake model which is intended to evaluate the results and benefits of implementing a program to increase the understanding of citizens' constitutional rights for teachers at the Pancasila and Constitutional Education Center. This evaluation model is goal-oriented as a reference and emphasizes the implementation of two main things, namely (1) descriptions and (2) judgments. The Countenance Stake Model distinguishes three stages in program evaluation, namely (1) antecedents (antecedent/context), (2) transactions (transaction/process), and (3) expected results (output-outcomes) [9]. The antecedent component assesses the objectives of the program to increase the understanding of citizens' constitutional rights for teachers which are oriented towards needs analysis, formulation of objectives, program objectives, legality of program implementation, human resources, infrastructure, budget/finance, partnerships with stakeholders. The transaction component assesses the implementation of the program to increase the understanding of citizens' constitutional rights for teachers which is oriented towards activity procedures, program scheduling, program implementation, supervision and evaluation. The output-outcomes component assesses the achievement of the results and benefits of the program to increase the understanding of citizens' constitutional rights for teachers implemented by the Pancasila and Constitutional Education Center.

Data collection techniques were carried out by interviews, observation, and document studies. Using Miles and Huberman, qualitative data analysis consists of data reduction, data display, and conclusion [10]. The following is an image of a research evaluation chart for the program to Improve Understanding of Citizens' Constitutional Rights for Teachers at the Pancasila and Constitutional Education Center:

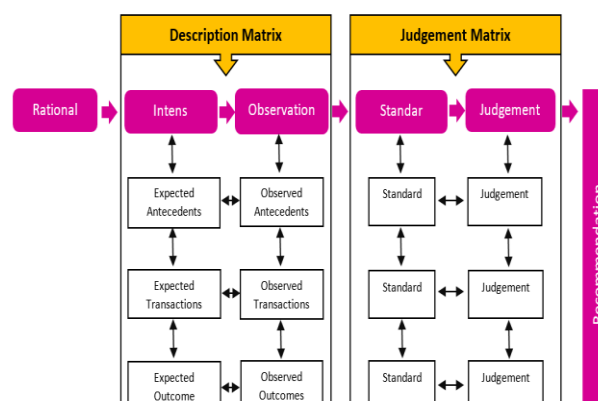


Figure 1. Chart of Research Evaluation of the Program to Improve Understanding of Citizens' Constitutional Rights for Teachers at the Pancasila and Constitutional Education Center

The evaluation criteria in this study use qualitative criteria without consideration. Qualitative criteria are criteria that are made not using numbers by considering indicators and what is subject to criteria are components [11]. The development of criteria in the evaluation is specific in accordance with the characteristics of the program to increase the understanding of citizens' constitutional rights for teachers in Pancasila and Constitutional Education Center. The development of these criteria is based on development through theoretical studies that have been validated by experts in the field of education.

III. RESULTS AND DISCUSSION

Antecedent Components

In the antecedent component, the needs analysis aspect of the program to increase the understanding of citizens' constitutional rights for teachers received a score category of "Very Good". Needs analysis as an initial process in a program becomes very important before determining program objectives, establishing assessments, making program designs, and developing materials. A comprehensive need assessment can fill the gap between what is taught in educational institutions and what is really needed in the real world. In addition, the information obtained from a thorough need assessment can also be used as a basis for choosing or designing the right materials or textbooks as a source for achieving learning objectives [12]. Analysis of the need for a program to increase the understanding of citizens' constitutional rights for teachers at the Pancasila and Constitutional Education Center starts from the community's encouragement and need to improve and expand Pancasila and constitutional education in the context of increasing understanding and constitutional awareness of the whole society. Needs analysis must be carried out systematically to find gaps between a person's knowledge, skills and attitudes needed by the organization [13].

In the objective aspect, it gets a "Good" value category. The aim of the program to increase the understanding of citizens' constitutional rights for teachers is so that teachers can know and understand their constitutional rights as citizens as stipulated in the constitution. This is done in the framework of realizing a society that is aware of Pancasila and the constitution. The formulation of the objectives of the program

to increase the understanding of citizens' constitutional rights for teachers has been well structured, but the objectives that have been set have not been well measurable. Pancasila and Constitutional Education Center can only measure the reaction and learning variables from the theory of Kirckpatrick's four levels evaluation model used. Meanwhile, the goal of realizing a society that is aware of Pancasila and the Constitution can only be measured if the behavior and results variables can be measured properly. The purpose of a learning activity must be measurable [14]. Learning objectives are formulated in the form of specific, actual, and measurable competency behaviors according to what is expected to occur, be possessed, or mastered by students after participating in certain learning activities. Without clear goals and tied to time, learning will be an activity without direction, without focus, and become ineffective [15].

Furthermore, in the aspect of program objectives, the score category is "Very Good" because the targets set have been an elaboration of objectives, clearly defined, measurable, and realistic to achieve. Targets are the expected results of a goal that is formulated in a structured, specific, easy to achieve, rational manner so that it can be implemented [16]. Precise targets are a reference for supervising performance and work results that are specifically measurable, relevant, and clear [17]. The legality aspect of program implementation has been well structured and has received a score category of "Very Good" because the program implementation legal documents have been prepared prior to program implementation and have legal force. Legality is a very important element as an indication of identity and a form of approval that an activity is legal and legally valid [18]. Legality is the legal basis for taking a policy. The legality of an activity must be strong, for example by having a regulatory document [19]. The aspect of human resources is in the "Very Good" value category. All human resources, both organizers and resource persons have been able to perform well, have good competence, and are placed according to their competence. Participants in the program to increase the understanding of citizens' constitutional rights for teachers are teachers in Indonesia. Human resources in the form of people who are employed in an organization as movers, thinkers, and planners so that their placement must be appropriate in order to support the achievement of organizational goals [20]. Quality resources, among others, are shown by high performance and productivity in carrying out their duties and work. Therefore, leaders are needed who can place human resources appropriately so that organizational goals can be achieved [21].

Aspects of infrastructure in the program to increase the understanding of citizens' constitutional rights for teachers at Pancasila and Constitutional Education Center are well available and get a "Good" grade category. Infrastructure plays an important role in educational activities. Facilities and infrastructure owned by an educational institution must be able to support the implementation of active, creative, collaborative, fun, and effective learning [22]. As a supporter of a learning activity, the facilities and infrastructure owned by schools must be safe for use by students and friendly to

persons with disabilities [23]. Facilities and infrastructure owned by the Pancasila and Constitutional Education Center have been able to support program implementation, are safe and comfortable to use, and are friendly to persons with disabilities. However, the support for these infrastructure facilities is not optimal because the number is limited, namely it can only accommodate a maximum of 200 people while the program's target is that all teachers in Indonesia have a very large number.

The budgetary/financial aspect of the program to increase the understanding of citizens' constitutional rights for teachers at Pancasila and Constitutional Education Center received a "Very Good" score category. In the budget concept, there are at least three questions related to it, namely how money is obtained to finance educational institutions, where does it come from, and for what/who is it spent [24]. All funds used in the implementation of the program to increase the understanding of citizens' constitutional rights for teachers at the Pancasila and Constitutional Education Center are derived from the APBN and any use of the budget from the APBN is always reported on the website of the Constitutional Court as well as through the Pancasila and Constitutional Education Center microsite. This is a form of Pancasila and Constitutional Education Center accountability for the use of the APBN budget to all Indonesian people. Budget management must be carried out properly, planned, measurable, and the realization can be monitored [25]. The partnership aspect with stakeholders in the program to increase the understanding of citizens' constitutional rights for teachers at Pancasila and Constitutional Education Center received a "Very Good" score category. An activity will be more optimal if carried out with stakeholders. Organizations must be able to establish communication, relationships and networks with various parties who are able to support and succeed in the expected goals and ideals [26]. Stakeholders who have worked with Pancasila and Constitutional Education Center in a program to increase understanding of citizens' constitutional rights for teachers are the Ministry of Education and Culture, the Ministry of Religion, and teacher associations both regionally and nationally. In this collaboration, Pancasila and Constitutional Education Center have prepared a Cooperation Agreement Letter document which was signed by both parties on stamp duty. In the document, it has been stated that the parties have the right to evaluate the implementation of the program.

Transaction Component

In the transaction procedure aspect component, the activity gets the "Very Good" grade category. Procedure is a clerical sequence made to ensure uniform handling of company transactions that occur repeatedly and are made in the form of documents or the like to be known by all actors in the company [27]. The Pancasila and Constitution Education Center has 44 SOPs in carrying out their duties and functions. The SOP is divided into SOPs at the planning stage, the education implementation stage, and the reporting and evaluation stage. Procedures must be known by all employees so that work can be carried out as efficiently as possible [28].

Furthermore, the program scheduling aspect gets the "Very Good" rating category. Scheduling includes activities allocating facilities, equipment or labor for an operation. In the decision-making hierarchy, scheduling is the last step before carrying out an operation [29]. The Pancasila and Constitutional Education Center has prepared a program schedule to increase the understanding of citizens' constitutional rights for teachers before the program is held. The schedule that has been prepared is conveyed to stakeholders and participants before the program is implemented. Scheduling is very important to do in advance before carrying out an activity because it is part of the supervisory function which determines when each activity should start and end [30].

In the aspect of program implementation in the program to increase the understanding of citizens' constitutional rights for teachers at the Pancasila and Constitutional Education Center, they received a score category of "Very Good". There are several management processes that must be considered in program implementation, including program planning, program implementation as planned, evaluation, and supervision [31]. The implementation of the program to increase the understanding of citizens' constitutional rights for teachers at the Pancasila and Constitutional Education Center has in general been well implemented, organized, and has clear risk mitigation. Aspects of monitoring and evaluation get the value category "Very Good". Supervision is carried out by the leadership to find out whether the results of the work carried out by his subordinates are in accordance with the plans, orders, goals and policies that have been determined. It is necessary to make a report or note on the results of supervision so that it is hoped that the mistakes that have occurred can be corrected and not repeated in the future [32]. Supervision and evaluation of the program is carried out by the Head of the Center for Pancasila and Constitutional Education. In terms of evaluating, the Head of the Center for Pancasila and Constitutional Education is supported by the Program and Evaluation Sub-Sector. The Head of the Program and Evaluation Sub-Sector regularly evaluates all processes for implementing each activity, compiles reports, and compiles follow-ups on the evaluation results. In addition, participants were also given the opportunity to provide evaluations related to program implementation by filling out activity evaluation questionnaires. This questionnaire was given by the committee before the closing activity began. Participants are given the freedom to assess and provide criticism and suggestions for the overall implementation of the program. Monitoring actions need to be carried out periodically to ensure and evaluate what has been implemented, what has hindered it, and whether the methods used have been effective [33].

Output-Outcome Components

Output of a program is declared quality if student learning outcomes exceed standards, while outcomes are declared quality if students can apply learning outcomes in everyday life [34]. The output-outcome aspect of the program

to increase the understanding of citizens' constitutional rights for teachers at the Pancasila and Constitutional Education Center received a score category of "Enough". The Pancasila and Constitutional Education Center uses a gap knowledge analysis of pre-test and post-test scores to measure participants' learning outcomes. The Pancasila and Constitutional Education Center has also set standards to see whether the program has been successful in terms of increasing participant learning outcomes. Based on the results of research in the field, from 11 activities in the program to increase the understanding of citizens' constitutional rights for teachers, it was found that the learning outcomes of the participants had exceeded the target in 9 activities, while the learning outcomes of the participants had not exceeded the target in 2 activities. It can be concluded that the output of the program to increase the understanding of citizens' constitutional rights for teachers organized by the Center for Pancasila and Constitutional Education has been achieved.

The Pancasila and Constitutional Education Center measures the outcome of each program using an index of increasing the understanding of learning participants using Kirckpatrick's four levels evaluation model (reaction, learning, behavior, results) theory. However, at this time due to limited resources, the Education Center can only measure 2 variables, namely reaction and learning. The reaction variable is seen from the results of the activity evaluation questionnaire, while the learning variable is seen from the results of the knowledge gap from the pre and post test scores. This means that there is no instrument to measure the outcome of the program to increase the understanding of citizens' constitutional rights for teachers. This condition certainly also has the impact that the outcome of the program has not been measured. The Pancasila and Constitutional Education Center is still unable to see whether the learning outcomes while participating in the program to increase the understanding of citizens' constitutional rights for teachers have been implemented by teachers in their daily lives or not. Instruments are needed to measure the results of an educational implementation, both output and outcome [35].

IV. CONCLUSION

Based on the results of the evaluation and discussion of the antecedent, transaction, and output-outcomes components, it can be concluded that the program to increase the understanding of citizens' constitutional rights for teachers at the Pancasila and Constitutional Education Center has gone well. Based on the 13 aspects that were evaluated, there are three aspects that need to be improved, namely the antecedent component in the formulation of objectives and infrastructure aspects and the output-outcome component in the expected results aspect. The author provides recommendations for improvement in the aspect of formulating objectives, which can be done by compiling instruments or conducting a survey again to measure the level of understanding of Pancasila and the constitution of teachers as program alumni. Meanwhile, improvements and developments in the aspect of infrastructure can be done by developing an e-learning

learning method. The need for e-learning learning methods arises because of the limited capacity of infrastructure owned by the Center for Pancasila and Constitutional Education, while the program's target is to increase the understanding of the constitutional rights of citizens of teachers in Indonesia. Through the development of e-learning in programs to increase understanding of citizens' constitutional rights for teachers, this program can be carried out massively without being hindered by limited infrastructure. The recommendation for the output-outcome component is that it is necessary to develop an instrument to measure the outcome of the program to increase the understanding of citizens' constitutional rights for teachers. The number of alumni of the program to increase the understanding of citizens' constitutional rights for teachers is 2465 teachers spread across various regions in Indonesia. This condition certainly makes measuring outcomes (implementation in daily life) also not easy. One way to measure the application of learning outcomes in everyday life is through a best practice competition for alumni, a program to increase the understanding of citizens' constitutional rights for teachers. The Pancasila and Constitutional Education Center can re-establish communication with teachers who are alumni of the program. After that the Pancasila and Constitutional Education Center can ask the alumni of the program to make a best practice which shows that the learning outcomes in the program to increase the understanding of citizens' constitutional rights for teachers have been applied in the alumni's daily lives.

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