

***Boarding College Strategy Management in Theology Sangkakala Kopeng,
District Getasan***

Noveliza Tepy, Pelita Harapan University, Indonesia

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Abstract

The purpose of this research was to: (1) Determine and analyze the boarding college management strategies that have been used by STT Sangkakala; (2) Analyze the root problems in the management of a boarding college in STT Sangkakala; (3) Design and produce strategies that can be implemented by STT Sangkakala in the management of a boarding college. Design of this research is the development, but in this research is limited to the fifth stage, namely the revision of product design, where the product that produced a strategic plan for the management of the boarding college at STT Sangkakala Kopeng. Data analysis technique used is the analysis of fishbone. Data collection techniques are observation, interviews, document study, and FGD. Meanwhile, data validation was done by using triangulation source. The results of this analysis are a strategy that is based on the analysis fishbone, includes four factors: (1) curriculum management strategies and guidance; (2) management strategies of learners; (3) management strategies of educators; and (4) strategies in the chairman policy. Furthermore, the foundations, the chairman (the Chancellor), lecturers and other staff are expected to optimize the implementation of the strategic plan that has been prepared.

Keywords: Strategic Plan, Boarding College Management

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Introduction

In the Act of the Republic of Indonesia number 20, year 2003 on National Education System, Article 1 stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that learners will actively develop their potential. These potentials include spiritual religious force, self-control, personality, intelligence, noble character, and skills needed by them, society, nation and country. The conscious term in question is that the education process must always be in an atmosphere that supports the purpose of education.

One of the systems that can support the explanation before is through the implementation of education with dormitory system. Organizing education with dormitory system will be able to direct and control learners in their daily lives to be able to apply the things they learn. Learning in the dormitory system refers more to education in a holistic manner.

One of the educational institutions that has implemented a dormitory education system is the Sangkakala College of Theology (STT Sangkakala). STT Sangkakala has implemented the dormitory education system since 2002. The system is intended for all learners from Sabang to Merauke in Indonesia. STT Sangkakala is one of the colleges that implements a dormitory education system to form and produce quality servants of God in accordance with the study programs pursued by each student.

The dormitory education system that has been running so far, is only managed through the dormitory “rule book/guidelines” made by the Foundation. The guidebook contains various regulations and procedures that must be carried out by dormitory residents (hereafter boarders). However, due to the lack of a good dormitory management strategy (patent), the system of dormitory education in STT Sangkakala has not been able to achieve the vision, mission, and objectives owned effectively and efficiently.

The fact that this dormitory management strategy is lacking creates a number of phenomenon in the field where lecturers, dormitory staff, and boarders experience problems in various aspects related to dormitory school management. One problem that is obvious is that there are often misbehaving of learners in the field. Some examples of misbehavior are intended such as delays in submitting assignments, not respecting lecturers or dormitory staffs (there was a ‘rebellion’ against lecturers and dormitory staffs), and not following rules and procedures in the dormitory (*source: interview with the head of the dormitory and STT Sangkakala lecturer – September 21st, 2018*).

Misbehaving that occurs is influenced by several factors. One factors that greatly influences the existence of misbehavior is that the dormitory companions are led by a man (like a father figure) with quite heavy responsibilities which must guide 90 boarders who come from different ethnic groups and cultures. Moreover, the companions do not live in the dormitory environment. In other words, the boarders are required to be independent in carrying out their daily activities in the dormitory. Intensive supervision of the daily lives of learners in the dormitory is quite lacking.

The ineffectiveness of the mentoring system in the dormitory has an impact on learners' struggle related to work on assignments. STT Sangkakala dormitory has not been facilitated by internet service (wi-fi access) and the campus library is only opened until business hours are over (between 1pm or 3pm). There are internet facilities around the campus for 24 hours, yet the distance between the dormitory and the campus is quite far if they have to walk at night. Learners are really required to be independent if they have problems in carrying out tasks, namely learners must ask the lecturers directly the next day. Learners cannot enrich other sources of information besides from lecturers because of the obstacles described. (*source: interview with STT SANGKAKALA learners – October 29th, 2018*).

Furthermore, given that the boarders come from various tribes in Indonesia which automatically had different cultural background, became one of the causes of the poor dormitory management. The lack of a dormitory school management strategy in STT Sangkakala can hamper the achievement of the vision, mission, goals, and objectives owned which requires the birth of future leaders in this case high integrity and competent servants of God. Therefore, this research is expected to produce a strategy for managing dormitory schools for STT Sangkakala so that the existing vision, mission, goals and objectives can be achieved effectively and efficiently. The formulation of the problem in this study are:

- 1) What strategies have been used in managing STT Sangkakala dormitory school?
- 2) What is the root problem of managing STT Sangkakala dormitory school?
- 3) What strategies can STT Sangkakala use to manage dormitory school system based on fishbone analysis?

Based on the aforementioned problems, this research aims to:

- 1) Determine and analyze dormitory management strategies that have been used by STT Sangkakala.
- 2) Analyze the root problems of dormitory management system in STT Sangkakala.
- 3) Design and produce strategies regarding dormitory management that can be implemented in STT Sangkakala.

Furthermore, the theoretical benefit of this research is to provide academic contributions in the field of education management in the form of a study of strategies for managing dormitory schools. Meanwhile, the empirical benefits from the study are:

- 1) To provide information to the school regarding the root problems of the poor dormitory management system in STT Sangkakala.
- 2) To provide input to STT Sangkakala in the form of a strategy to overcome the problem of managing dormitory schools which are documented in the form of products (strategic plans).

Research Methods

This research is a development research. Van Den Akker (1999) states that development research is a type of research that aims to produce certain products and

to test the effectiveness of these products. However, in this study it will be limited only to the income of a product that is designing a strategy for managing STT Sangkakala boarding college. This research will be conducted at STT Sangkakala located in Kenteng village, Raya Kopeng KM 7 street, Salatiga. The reason for choosing STT Sangkakala was because the college had implemented dormitory school system since 2002 but until now it still did not have a strategy for dormitory management. The research subject in this study are Vice Chancellor 3 (from student affairs department, who is directly responsible for managing the dormitory), lecturers, learners, dormitory companion (or parents in dormitory), and the campus committees (other parties outside the campus). Data collection will be carried out through observation, interviews, Focus Group Discussion (FGD), and documentation study.

a. Observation

Observation were carried out by researcher in two dormitories (female and male dormitory) in STT Sangkakala to identify the root problems. In addition, observations are carried out on campus (during the lecture) to identify interactions between lecturers and learners of STT Sangkakala.

b. Interview

Interviews were conducted to gather information regarding the root problems of dormitory management of STT Sangkakala. Interviews were conducted with Vice Chancellor 3 who was responsible for dormitory management, Vice Chancellor 2 who was directly responsible for curriculum management (learners' achievements), the head of the dormitory companion, treasurer, learners (boarders), lecturers, and the campus committee. In addition to extract information, interviews were conducted as a source of triangulation technique.

c. Focus Group Discussion (FGD)

The FGD will be conducted involving Vice Chancellor 3, Vice Chancellor 1 who is responsible for the curriculum (learners' achievement), the head of the dormitory companion, treasurer, learners (boarders), lecturers, and the campus committee. In the FGD, a brainstorming process will take place to determine the root problems of the dormitory management in STT Sangkakala.

d. Documentation Study

The documentation study was conducted aimed at finding written information relating to dormitory management problem factors in the form of school profiles, school strategy plans, dormitory guidelines, and students' academic and non-academic achievements.

The data analysis technique used is the fishbone analysis technique. The first step is the finding the potential problem as well as the second step, which is data collection to find out the problems of poor dormitory management system in STT Sangkakala. Furthermore, the causes of the problem are mapped in the fishbone diagram. The identified factors are limited to important factors based on Tan's (2014) theory review in the management of dormitory schools, namely curriculum management, learners,

educators, facilities and infrastructure, and financing. However, based on the results of the study, the data in the field shows that there are four factors that influence the dormitory management in STT Sangkakala, namely management of curriculum and guidance, management of learners, management of educators, and the policy of leaders (the Chancellor). These factors will be analyzed and displayed in figure 2.1

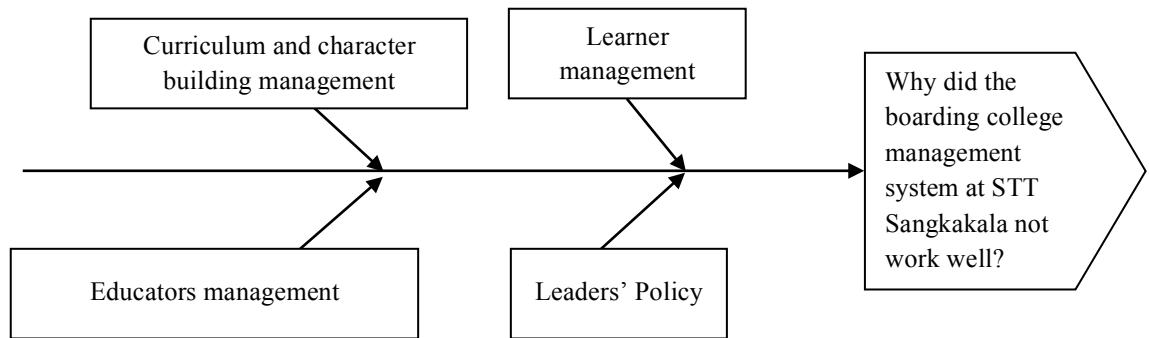


Figure 2.1 Identification of the Cause of Problems through *Fishbone* Analysis Diagram

Findings

Based on research data in the field through observation, interviews and focus group discussions, the results of research related to the root problems of STT Sangkakala dormitory management were influenced by four factors: curriculum and guidance management, learners management, educators management, and chairman policy. The root problems in curriculum management were caused by the staffs not modifying the new curriculum (Vice Chancellor 1 with other administrator staff). The intended curriculum modification is a combination of the curriculum from the central government and the regulations of the National Accreditation Body (BAN).

Furthermore, the root problem in learners' management was due to the absence of dormitory companions who lived with the learners. Following was the root problems of educator management which was caused by the absence of a recruitment team and the leadership policy. The last factor that was the strong influence on the dormitory management in STT Sangkakala was the policy of the leaders of the institute which was caused by his experiences in the past (idealism of depending on life experience). The root of the identified problems can be seen in Figure 3.1 The Fishbone Diagram of Dormitory Management in STT Sangkakala.

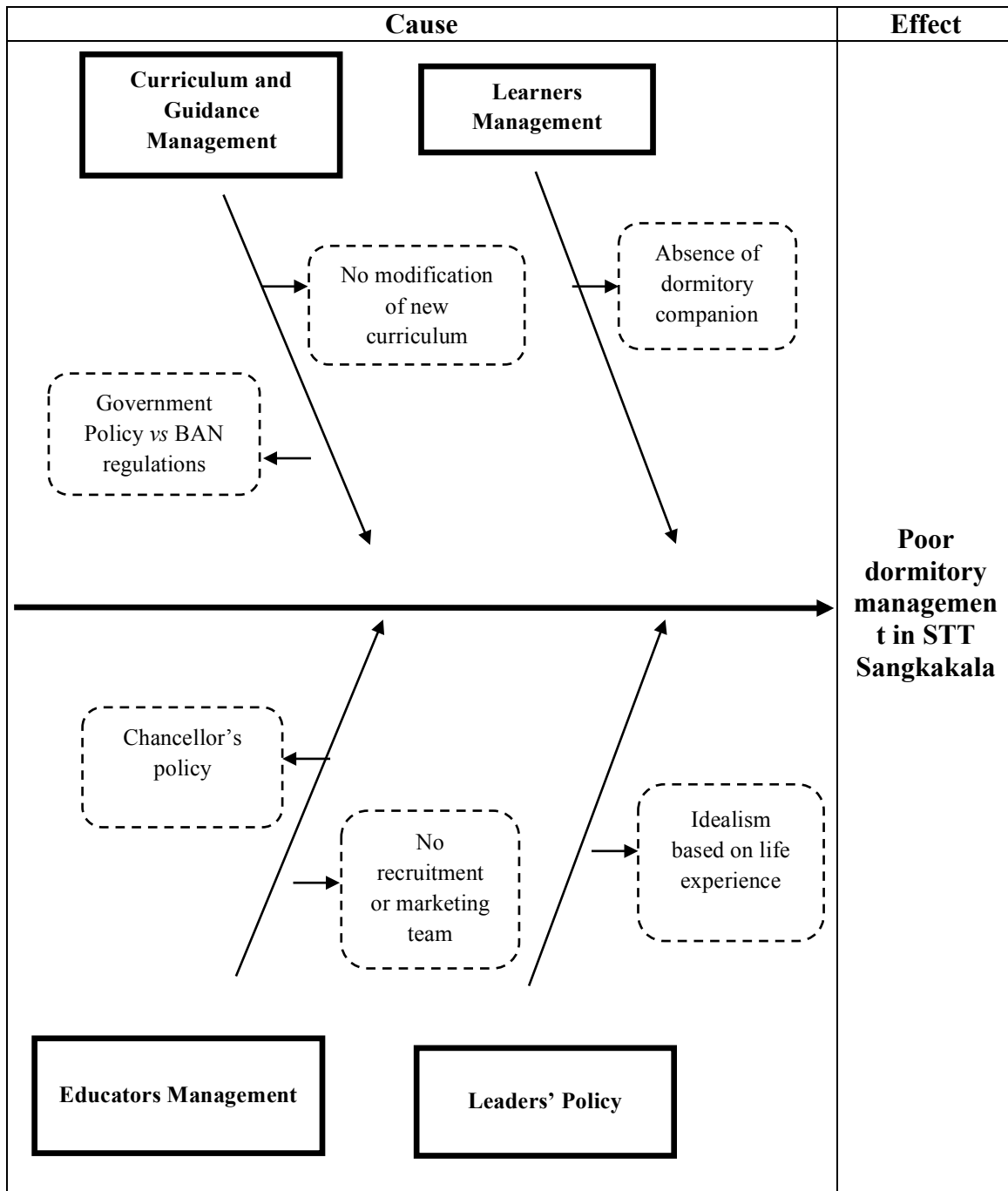


Figure 3.1
Fishbone Diagram of
Dormitory Management in STT Sangkakala

After identifying the root problems carried out through the fishbone analysis techniques, the follow up step is to develop a product design of dormitory management system strategy in STT Sangkakala. The strategy is based on fishbone analysis and needs analysis obtained through FGDs, interviews and observations. The strategy prepared can be seen in Table 3.1 Dormitory System Management Strategy in STT Sangkakala.

No	Factors	Strategy
1	Curriculum and Character Building Management	<ul style="list-style-type: none"> • Establishing a quality curriculum drafting team • Developing an innovative curriculum based on outside world experience and learners' needs • Developing quality instructors/lecturers regularly and planned based on the needs of the learners
2	Learners Management	<ul style="list-style-type: none"> • Recruiting dormitory companion and other staffs needed in the dorm • Implementing the following parenting dormitory system: Dorm Parents, Residence Assistant, and Supervisor. • Arranging innovative and precise programs for learners to develop learners with quality CASH (Character, Skill, Attitude, and Habit) holistically
3	Educators and Educations Management	<ul style="list-style-type: none"> • Forming a recruitment/marketing team to promote STT Sangkakala regularly tailored to the needs of the university • Developing quality lecturers and instructors on regular basis accordingly to evaluations in the field and based on learners' needs (planned and precise) • Compiling the periodic evaluations of the results from each vice chairmen based on the reality in the field systematically and updated to the chairman.
4	Chairman's Policy	<ul style="list-style-type: none"> • Maximizing the role of each vice chairmen through active discussion for evaluate and monitor controlling from both parties • Increasing sensitivity and dexterity in responding to the matters of urgency in the field through analysis of the updated evaluation results related to the dormitory management in STT Sangkakala • Conducting comparative learners periodically with the heads of the institute to dormitory colleges or institutions that have proven its excellence in dormitory management

Table 3.1 Boarding College Management System Strategy in STT Sangkakala

Discussion

a. Curriculum and guidance management

The root problems identified in curriculum and character building management factor is that there is no modification of the new curriculum by Vice Chairman 1 and other staff responsible for the curriculum management in STT Sangkakala. The absence of

new curriculum modification is caused by government curriculum policy that must be adjusted to BAN's regulations so that there will be no obstacles in the implementation of the curriculum.

Curriculum and character guidance management factor is one of the determining factors in managing dormitory schools. Tan (2014) states curriculum and guidance management is one of the determinant factors of the success in achieving the schools' vision and mission. Through the management of curriculum and proper guidance for the learners, the vision and mission of the school can be achieved effectively and efficiently.

In line with Tan, Papworth (2014) reveals that through the correct management of the curriculum, the objectives of the school towards learners who live in the dormitory can be achieved optimally. Therefore, the management of the correct and targeted curriculum and guidance is needed in the dormitory system management in STT Sangkakala.

b. Learners management

Management of learners is related to the process and success of character building holistically which should be achieved by each student who takes dormitory education. Schaverien (2004) reveals that through the dormitory school system it was believed that learners could have a much better life than in their home environment if they had good management. If the management of dormitory schools is not appropriate in its implementation, the achievement of learners to become successful learners holistically cannot be achieved. Poor trauma can occur when the management of dormitory schools is not well managed, such as: learners will grow and do bad things (rebellious against rules or the existing dormitory school system).

The root problems identified in management of learners, namely the absence of dormitory companion so that there is no role model for each dormitory. The fact that there is no adult supervisor as a role model for dormitory house learners has caused problems to arise. Learners who come from various regions with different cultural and family backgrounds, need a parent figure who is able to guide, protect and set a living example for them.

Based on the results of interviews and FGDs, the urgency of adult companion or supervisors for learners to get the parent figures (not only working as dorm staffs) is evident. This is considering that there are learners who do not have a picture of a complete family (parents who die or separate). Other problems related to learner management is the policy of the chancellor who wants each student to be able to live independently in the dormitory.

c. Educators management

The management of educators is a management factor related to the qualifications of teaching staff and dormitory staff (dormitory companions). The qualifications of teaching and dormitory staff are one of the important factors that play a role in carrying out dormitory education because these parties play a direct role in the field in forming learners' success holistically.

Curto & Fryer (2012) explain similar ideas as for numbers of things that were elaborated related to dormitory school management as well as the costs and human resources (principal and head of the dormitory). Dormitory schools with excellent human resource (HR) management can produce bright and successful learners both academically and non-academically. They also should be able to contribute better to character building and attitudes developing of dormitory learners than those who lives at regular house environment. However, when there is no good management of the dormitory system, the opposite can happen that cannot able to shape the character and attitudes of learners to be better.

In the management of educators, both teachers and staffs, the identified problem is the absence of recruitment or marketing team and the chairman policy. The intended management of educators is related to the extent of managing existing staff, including in terms of the sufficient staffs to meet learners' needs. Staff sufficiency is not only regarding the number or the quantity but also in quality. It means that there is a need of appropriate quality of staffs to meet learners' needs thus the vision, mission and the objective of STT Sangkakala can be achieved optimally.

According to the result of interviews and FGDs, the basic cause problem of educator management in STT Sangkakala is they did not yet have the strategy in recruiting dormitory companion who can handle dormitory system intensively. Another thing is that there is no recruitment team as well as the chairman's poor response in handling the problems in dormitory management as a matter of urgency that needs to be addressed immediately.

d. Chairman's policy

The identified problem regarding the chairman's policy is the idealism of depending on life experience. The policy of the chairman greatly influences the dormitory management of STT Sangkakala. Curto & Fryer (2012) also reveals that the management of HR, including the leader has an important role in managing dormitory schools. Decisions made by leaders should be able to provide good results for achieving the vision and mission of the dormitory school. When leaders do not create the right decisions (counter-productive), the achievement of the vision and mission involving various factors in dormitory management can be hampered.

The chairman of STT Sangkakala has the view that every student needs to be educated independently (not spoiled) in accordance with his experience in the past. According to the chairman, high independence will shape the personality of young generations who value and enjoy each process towards holistic maturity. Therefore, so far the problems in managing the dormitory are considered to have been handled to the maximum extent based on the idealism possessed by the chairman.

The policy of the chairman who will make decisions related to dormitory management greatly affects the management of the STT Sangkakala dormitory. Dormitory management issues that have actually become classic problems have not yet received a significant response from the chairman. Therefore, changes in paradigm and strategy of the leaders in managing the dormitory are very necessary so that the vision, missions, goals and objectives of the establishment of STT Sangkakala can be achieved optimally.

Conclusion

The result of the root cause analysis regarding curriculum and coaching management factor is that there has been no modification of the new curriculum due to government curriculum policy that must be adjusted to the regulation of BAN. In the management factor of learners, the identified problem is the absence of adult companion in dormitory. Furthermore, no recruitment or marketing team as well as the lack of chairman policy are the factors influenced the educator management. On the chairman policy factor, the problem is the idealism of the leader depending on their life experience.

Based on the results of problem and needs analysis, the strategies formulated are arranged into four dormitory management factors which are curriculum and guidance management, student management, educator management, and the chairman policy. The strategies formulated for curriculum and guidance management factor include: 1) Establishing a quality curriculum drafting team, 2) Developing an innovative curriculum based on outside world experience and learners' needs, and 3) Developing quality instructors/lecturers regularly and planned based on the needs of the learners. The strategies suggested regarding student managements are: 1) Recruiting dormitory companion and other staffs needed in the dorm, 2) Implementing the following parenting dormitory system: Dorm Parents, Residence Assistant, and Supervisor, and 3) Arranging innovative and precise programs for learners to develop learners with quality CASH (Character, Skill, Attitude, and Habit) holistically.

Furthermore, the strategy for educator management are: 1) Forming a recruitment/marketing team to promote STT Sangkakala regularly tailored to the needs of the university, 2) Developing quality lecturers and instructors on regular basis accordingly to evaluations in the field and based on learners' needs (planned and precise), and 3) Compiling the periodic evaluations of the results from each vice chairmen based on the reality in the field systematically and updated to the chairman. The strategy on the chairman policy factor include: 1) Maximizing the role of each vice chairmen through active discussion for evaluate and monitor controlling from both parties, 2) Increasing sensitivity and dexterity in responding to the matters of urgency in the field through analysis of the updated evaluation results related to the dormitory management in STT Sangkakala, and 3) Conducting comparative learners periodically with the heads of the institute to dormitory colleges or institutions that have proven its excellence in dormitory management.

Suggestion

Based on the result of the research, the suggestions generated are as followed:

1. The institute as the main party overseeing STT Sangkakala is expected to always play an active role in the implementation of the dormitory management strategic plan. Besides this, the foundation is expected to be able to quickly and courageously make decisions to overcome the problems faced by STT Sangkakala.
2. The leadership of the chairman (the head of the university) was very important in carrying out the strategic plan for managing the dormitory of STT Sangkakala Kopeng. The chairman, in this case is the head of the university may consider implementing a strategic plan and proposed programs in order to achieve the

vision, mission, goals and objectives of the STT Sangkakala. Besides this, active communication with other staff, especially Vice Chairman 3, and the head of the dormitory is very necessary to monitor and ensure the management of STT Sangkakala dormitory will run well.

3. Lecturers as the spearhead of the implementation of the teaching and learning process need to be committed and consistent in implementing strategic plans, especially in efforts to improve curriculum management and guidance and management of learners. Lecturers and staff are expected to always improve their professionalism, ability and expertise according to the development of technology and information.

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