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Procedia - Social and Behavioral Sciences 204 (2015) 218 – 230

Procedia
Social and Behavioral Sciences

4th World Congress on Technical and Vocational Education and Training (WoCTVET), 5th–6th
November 2014, Malaysia

The Management Model of Vocational Education Quality Assurance Using ‘Holistic Skills Education (Holsked)’

Erni Munastiwi*

*Faculty of Education and Teacher Training State Islamic University Sunan Kalijaga Yogyakarta Jln. Marsda Adisucipto Yogyakarta 55281
Indonesia*

Abstract

This research is conducted to formulate an education quality assurance management model, which focused on vocational schools or *SMK*. The model covers an early process of students deciding to choose a certain *SMK* until the post graduation of students. Quality assurance is an important aspect to improve in education, especially in *SMK*, which is expected to be the leading efforts to increase human resources. Therefore, a special management model form of quality assurance toward *SMK* is needed. Holistic Skills Education (HOLSKED) is one of its manifestations which is designed to assure the quality of *SMK* in a simple way by doing six steps. They are Pre-entering Behavior, Entering Behavior, Process, Assessment, Evaluation, and Output which included in the early process during the student’s application until the process of assuring students after half a year of graduation. This research applied Research and Development approach. The method used in the data collection process is qualitative and quantitative ones. The number of the samples is four *SMK* in which each has sixty-one people. Three *SMKs* are used as the samples for the initial test, while the rest is for the model test. There are four ways used in the data collection techniques, they are documentation, observation, interview, and questionnaire. HOLSKED resulted in some improvement of *SMK*’s quality: HOLSKED could change the mind-stream of the majority of students to be more creative and productive, students do not depend on the available facilities, but on the contrary they try to find the way to solve the lack of the facilities at their school, and normative and adaptive materials

are presented more practically, not theoretically, by the teachers. HOLSKEDE is an education quality assurance management model which is constructed scientifically because it is a model of quality assurance for SMK. In 1999, the National Education Department launched a supplement of Competency Based Training (BCT), in which it is an amalgamation of knowledge, skills and attitudes. The SMK graduates should have competency related to computer and entrepreneurship. The first competence is to anticipate the era of globalization, while the second is to develop the spirits of entrepreneurship which can create the jobs. The results of this model prove effective, especially to develop the mindset and awareness of the students to gain special expertise. This model can encourage vocational students to develop entrepreneurial ideas so that graduates are capable of not only working in a company but also creating their own businesses. The aspects developed through this model are mindset, independence, problem solving, innovation, and entrepreneurship.

Key words: *holistic skills educationon (HOLSKEDE), vocational education, quality assurance management*

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Peer-review under responsibility of Faculty of Technical and Vocational Education, University of Tun Hussein Onn Malaysia.

1. Introduction

Indonesia's long-term development carried out in stages, aims to improve the lives and welfare of the people. The developments in science and technology have been able to put the meaning of work in the order of life. The long-term development goal is to create a strong foundation for a fair and prosperous nation of Indonesia based on *Pancasila*. In a developing country, the labor as human resources has a crucial role in development. Therefore, the labour is the most prominent component in a work environment. In fact, education in Indonesia is still producing human resources that need to be upgraded. If this can be realized, it could push the unemployment rate in Indonesia. Therefore, the government prioritizes the education sector as a major improvement program state. Mukhadis (2004: 35) argues that learning consists of several aspects of development, namely: 1) productive creative thinking, 2) decision-making, 3) problem solving, 4) learning how to learn skills, 5) collaboration, and 6) self-management. The sixth aspect strongly supports the development of quality of human resources if it is integrated with both the joints of the education system, good basic education, secondary education, and higher education. Education should serve as an effort grow and develop creative and productive thinking, decision making, learning about something, collaborate something, and manage self-students. This is in line with what Hasan Ali Yildirim and Simsek (2004: 19) started that vocational education is considered efficient as long as it meets the needs of the students and the industry. Students need quality education in order to meet competency levels required by the workplace. From vocational education, industry expects quality training in priority skills for their future workers.

The efficient and qualified vocational education is the education that can facilitate students with real experience, tools, machines, materials, and methods of work. The concept of the quality

assurance in this model is expected to guarantee the quality of holistic students. Therefore, it is necessary to actualize the concept of Holistic Skills Education (HOLSKED). That is a concept of quality assurance management which is expected to provide an optimal learning service to students. Through HOLSKED the students get the embed academic services: 1) main stream/ mindset, 2) self-reliance, 3) problem solving, 4) innovation, and 5) entrepreneurship. HOLSKED is constructed as a model of quality assurance management process of teaching and learning by using the six phases. The first phase is pre-entering behavior. The second phase is entering behaviour. The third phase is process. The fourth phase is assessment. The fifth phase is evaluation. And the sixth phase is outcome.

2. Problems

Education should create learning environments that are not for school, but learning for life. Thus, in this context students are given a way to live, not the way to learn. It needs good management to be able to increase the quality of education. This can be achieved, if there is a model of proper quality assurance management. In ASEAN Free Trade Area/AFTA since 2003 and in 2020 the world of free market competition, it raises the finished goods/commodities and services. In the international system called globalization, it appears that there are various international concepts as the embodiment of the integration process (Mashoed , 1989:160). Therefore, it is necessary to prepare human resources that can improve the competitiveness include quality of production and services. The increase of competitiveness is started from the preparation of the qualified human resources including education, expertise and skills, especially for workers in adequate amounts. Indonesia needs to prepare human resources at the secondary level in accordance with the needs of the business and industrial world. Those human resources need to be prepared by the government. It is time for the world of education to be more flexible with the current needs of the globalized world, in order to blend in and forward. The existence of a vocational school becomes very important. On the one hand, vocational education according to Grubb is: "vocational education is Considered helpful in developing what can be termed as skill-culture and attitude toward manual work, in contrast to pure academic culture and preference fro white collars jobs; to serve simultaneously the hand and the mind, the practical and the abstract, the vocational and the academic (Grubb, 1985: 526-548). Vocational school prepares a person to do the job. On the other hand, vocational school is able to deliver a line of formal education to the world of work. Just as it is stated that 'vocationalism will be with us for years to come, and more countries will attempt (...) to tune their formal education system to the world of work' (Crites, 1996: 19). Vocational school will not be able to achieve the goal to build the excellent and independent human resources if there is no holistic quality assurance. Therefore, the HOLSKED is developed to ensure the quality of vocational secondary school as a whole.

3. Aims

The aim of Holistic Skills Education (HOLSKED) is preparing a blue-print of learning system as a whole by considering the aspects of educator competence before deciding to become an educator himself and the aspects of students who are followed up since they enter school, during the learning process until the graduation of students and when determining job. What is mean by

skills in HOLSKED is both a theoretical capability and applicative capability. This method is inspired from the one applied to the 'School Patronage' in West Sumatra initiated by Prof. Kumaidi, Ph.D. which used the four phase in the target schools namely: the first phase is students profile, the second phase is lesson plan (RPP), the third phase is classroom action research (CAR), and the fourth phase is learning evaluation. (Kumaidi, 2005:100). When compared between the 'School Patronage' and 'HOLSKED', HOLSKED is more detailed and specific. The 'School Patronage' is generally constructed for primary and secondary education. HOLSKED is constructed specifically for vocational education. When viewed from philosophy of language, holistic means considering a whole thing or being to be more than a collection of parts. According to the Oxford Advanced Learner's Dictionary (2005). Literally, HOLSKED (Holistic Skills Education) is a concept of quality assurance which is specifically used for vocational schools (SMK). Conceptually, HOLSKED is a management model of education quality assurance as a whole, which aims to ensure the quality of education/learning from the beginning/early learning to the end. The term of HOLSKED implies an expectation that the vocational graduates have multiabilities (cognitive, psychomotor, and affective). Besides, the SMK graduates can develop various things as follows: 1) mindset can be developed when the students have already understood the benefits of choosing SMK; 2) independence can be developed when the mindset has been properly embedded so that the students will be independent in solving problems; 3) problem solving can be developed when the students face problems in which they should be able to find the best way to solve the problems; 4) innovation can be developed when the students face problems requiring renewal; and 5) entrepreneurship which aims that the graduates of vocational goal are not only able to get jobs in the companies, but are able to create their own business as well. There are six phases in the HOLSKED. The first phase is pre entering behavior in which teachers recognize and map the students. The second phase is entering behavior in which the interaction between teachers and students is more in-depth than the first phase. The third phase is process which is the implementation of the learning process. The fourth phase is assessment which is the competency based student learning outcomes. The fifth phase is evaluation which is the evaluation process from pre entering behavior to assessment. And the sixth phase is output which is the final result of learning. HOLSKED is expected to bridge the deficiencies, both in the aspect of pre-learning, learning process, and post-learning. The method is designed in a simple way and does not require complicated understanding. As in the 'School Patronage' program, it was so successful in carrying a discourse the 'simple, assessible and uncomplicated' that it has made various changes and developments.

4. Literature Review

According to the Collins English Dictionary (2005) the meaning of model is a pattern, example, or a reference. HOLSKED is a benchmark of quality assurance management for vocational schools. HOLSKED quality assurance management model is systematically designed and easily implemented. According to Suharsimi (2008:4) that a management education is an activity or series of activities, in the form of business process management group of human cooperation which is incorporated in educational organizations, to achieve the educational goals that have been previously set, in order to be effective and efficient. Moreover, Mulyani A.

Rahadi (1983: 2-5) emphasizes that the meaning of the definition above is as follows: 1) management is an activity or series of activities undertaken from, by and for human; 2) a series of activities is a process of a complex and unique educational management; 3) management process is carried out with a group of people who are members of the organization; 4) the process is undertaken to achieve predetermined objectives; 5) management process is done so that the goal can be achieved effectively and efficiently. Thus, the HOLSKEDE education management model is a series of educational activities carried out by a group of people to achieve the goals.

Education is an aspect of life that is affected by the quantity and quality of other aspects of life. Education is everybody's problem. This is due to that there is a learning process in the education. Basically, humans have the potential to be good. Therefore, they should get a touch of education. Education is a conscious effort directed to achieve the improvements in all aspects of life. In that education, the parental involvement (as first and main educator first), other adults, community leaders and educators will be very important. The teachers as an educator occupies a professional position, and this position is a profession that is very involved in formal education. Educators/teachers can be said to occupy a very strategic position in managing the learning process in formal education. Their duties are designing, directing, and managing the learning process in order to achieve the goals. In that context, they do not only teach students in order to be able to master the science but human values as well. In other words, beside achieving the instructional effects, these nurturant effects are also important to achieve so that the four pillars of education formulated by the United Nations Educational, Scientific and Culture Organization (UNESCO) namely: learning to know, learning to do, learning to be and learning to live together can be implemented together or one after another. (Tilaar, H.A.R., 1998: 69). 'Professionalism is distinguished by the nature and depth/breadth of the work so that there is: occupation (job just for a hobby or pleasure; vocation (simple job) and profession (skills-oriented job)' (Suharsimi Arikunto, 2008: 230). 'Professional is a job that can be justified so that the kind of work that does not require accountability in principle is not including professional job'. (Dedi Supriyadi, 1999: 95). Thus, the professional competence of teachers has specific characteristics or traits, which covering: 1) requiring intellectual activity, 2) requiring specialized knowledge, 3) requiring professional improvement, 4) requiring training, 5) requiring career growth, 6) requiring the recognition, 7) giving priority services, and 8) having the power with professional organizations (Sutomo, 1983: 4).

Vocational education is an education unit whose mission is to develop professional attitude, able to compete, and able to work and to have a career. The specific purpose of the education is to increase the intelligence, knowledge, personality, noble character, and skills. The statement essentially illustrates that the vocational education duty is to prepare Human Resources (HR) having the competence, independence, and ability to work. Substantially, the vocational education has a responsibility to teach and educate the students so that they have capability, insight, skills in the fields of industry, and master the concepts of industrial engineering. The vocational education is education of talents, interests and specific skills that is planned and given to individuals who are interested to develop/prepare themselves in the scope of employment in the area of occupational and occupational groups. Bartel, (1993: 11). That is, the flexibility in

determining occupational choice by considering the talents and interests owned by the students. Therefore, the principle of vocational education is to guide and direct and facilitate the needs of students in having careers. According to Law No. 20 Year 2003 on National Education System, it is stated that vocational education is a secondary education of vocational school (*SMK*), vocational aliyah school (*MAK*), or other equivalent forms with various kinds of their respective expertise programs. It has 3 level/3 year education program and 4 level/4 year , in which each is adapted to the demands of existing competencies in the workplace. The *SMK* goal involves two things: 1) to take advantage of local potentials ranging from natural resources, minerals, agriculture, fisheries; and 2) the relevance of emphasis on employment needs. Both of these objectives can improve Indonesia's competitiveness in the area of local and global needs of industry. Thus, in order to achieve the *SMK* goal, it requires a management that can improve the quality of vocational schools.

The education quality assurance is the standard setting and fulfillment process of the quality of management education consistently and continuously. Quality assurance is the entire systematic action plan which is necessary to provide a belief satisfying certain requirements of quality. The key requirements for an effective quality assurance is the underlying purpose must be improvement. (Roger Brown, 2004:162). In the context of education, what is meant by quality includes input, process and output. The successful quality assurance in educational institutions can be achieved when every member of the organization contributes to the quality process. Human resources within an organization/institution have important roles in implementing the quality assurance. In general, there are five important things to consider in the process of implementing the quality assurance of education. They are guidelines, policies, targets, management mechanism, and activities. The five factors are a source of power in the implementation of quality improvement that should be interrelatedly implemented. The existence of a strong guidelines that will support the emergence of the policy so that the program has a specific target. In these targets it is imperative that the work mechanism is based on the initial guidelines. In the mechanism of action it is certainly needed optimal activity performance as well. It is also stated that the quality of education is determined by the quality of the inputs and the process that will ultimately produce quality outcomes or quality of the results. Input is dealing with human resources, materials, and funds to support the elements in the school, such as teachers, classrooms, instructional materials, and so on. Process is dealing with activities in the school such as the presence of teachers and students, as well as staff development. Outcomes is dealing with the results of education, such as the standard ability of students, the students abilities in writing, and so on. Therefore, the quality of the inputs and the process are very important aspects to improve the quality of education to enhance the quality of results or outcomes. The quality assurance of education institutions (schools) is carried out to anticipate problems during the process. The quality assurance starts from the selection of entry (entry transition), grade placement according to the ability of students (on-site transition) and graduation (exit transition) using the standard. After the students are at school, the school ensures them to access to education through the curriculum, support services and qualifications of educators who are competent to achieve maximum results. The school ensures the running of education by setting financing and support based on the standard, contract management, mentoring and perform data quality management. In general, the effective schools have

controlled all these processes so that the resulting output can meet the demands of customers and the result is that the schools can work optimally. The schools have a lot of alternative activities, ensuring all activities performed to meet quality criteria and satisfy customers so that the organization can achieve quality, effective, and work optimally. On the basis of these conditions, an educator/teacher is required to have competencies that support the implementation of quality assurance. HOLSKEDE model is for vocational school (*SMK*), then *SMK* teachers are demanded to be more creative by exploiting the local potential of the schools so that there is integration between the learning plan, the local potential, teaching materials, and instructional media. The aim is that the learning in the field will be actual.

5. Method

The method of this research is both qualitative and quantitative (mixed). The total sample comprised is 244 people consisting of 4 *SMKs* in which each comprises 61 people with the following details: 1 principal, 20 teachers, and 40 students. There are four ways used in the data collection techniques, they are documentation, observation, interview, and questionnaire. The type of this research is research and development (R&D). The reason to use this kind of research is related to the results of the product and testing the effectiveness of a product. In addition, the R&D process is suitable to develop something that needs to be tested the effectiveness of the final result. This research aims to find and formulate new things dealing with education with maximal result. Therefore, the R&D is not intended to test the theory but to find a product. The R&D is a process or steps to develop a product. This research is to design a management model of education quality assurance, called holistic skills education (HOLSKEDE) specifically for vocational school (*SMK*). The stages of the R&D include: collection of information and data, planning, draft products development, early field trials, revision of the results of early field trials, field trials, refinement of field trials product, testing the implementation of the field, the refinement of the final product, and the dissemination and implementation (Borg & Gall, 1989: 17). The ten phases are grouped into four parts. The first part consists of two phases which include the collection of information/data and planning. The second part consists of one phase which includes the development of the product draft. The third part consists of six phases which include early field trials, revision of the results of early field trials, field trials, refinement of field trials product, testing the implementation of the field, and refinement of the final model. The fourth part consists of one phase which include the dissemination and implementation (Borg and Gall, 1983: 775). Based on the procedures above, a series of steps of R&D is carried out in circle and each step that will be passed or carried out always refers to the results of previous steps until it gains a new educational product eventually. The approach to the R&D is considered to be appropriate or suitable for the development of models of education quality assurance. This model is specially formatted for *SMK* because the purpose of the model is effective and adaptable for the school conditions. This approach has the advantage of a systematic work procedure, cycles, and considering the needs and the real situation in the school.

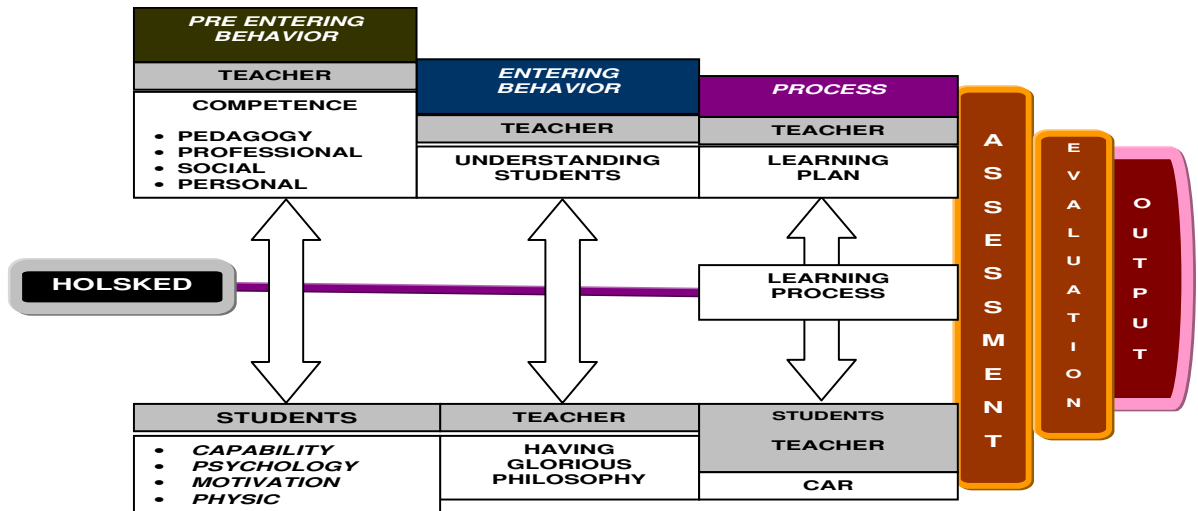


Figure 1: HOLSKE Model

6. Results

The products of these modeling results is the quality assurance HOLSKE models for *SMK*. From the test results of the model showed that the model has proven effective, especially to develop the mindset and awareness of students about what it means to have a special skill. This model is also an incentive for vocational students to infuse with strong ideas of entrepreneurship so that the school graduates are not only able to work in a company, but they make the business fields themselves as well. The aspects which are implanted through this HOLSKE models are: 1) main stream (mindset), 2) self-reliance, 3) problem solving, 4) innovation and 5) entrepreneurship. The students main stream (mindset) in deciding themselves to go to vocational schools must be implanted to the functions and benefits through various processes, such as pre-entering behavior and entering behavior. It is hoped that the students going to *SMK* and choose specific areas of expertise can be perceived as the right decision and it is an interest. That is, that the system is able to deliver them into good positions in the world of work. The process will give effect to the seriousness of the students so that the students who are not competent will be reduced. In addition, the students seriousness is due to the interest of their expertise, not because of compulsion. The self-reliance aspect is formed when the mindset has been properly embedded. The problem solving, students will be more independent in their activities in order to resolve the problems faced. The students who have been their passions embedded in specific areas of expertise will be trying to find solutions to problems, especially in schools, even if there is no facilities in the school. There is a case at *SMK 1 Pundong* in which it has no computer laboratory. The students could overcome such problem by working with nearby net-cafe. The Innovation, students have a high level of innovation. The entrepreneurship, sense of awareness not to waste the time is able to create and produce something. Students can understand the spirit of entrepreneurship, tough, and never give up. Innovation, students are able to create something new. They tend to be enthusiastic students in producing something, but on the other side they do

not want static so they always think to find something. The above process is the establishment of the useful human resources. Therefore, the model HOLSKEDE should be implemented on the basis of the commitment of the school community.

The following is the data of the model test result:

- Pre Entering Behavior:

Table 1: The Spread of Pre Entering Behavior (%)

No	Advisability	Low	Medium	High
A	Very useful for school	-	20	80
B	Need implementating	-	10	90
C	Make change for school	-	35	65
D	Make it easy for school to know the atmosphere of student.	-	10	85

- Entering Behavior:

Table 2: The Spread of Entering Behavior (%)

No	Advisability	Low	Medium	High
A	Very useful for school	-	20	80
B	Need implementating	-	10	90
C	Make better changes for teachers	-	35	65
D	Make it easy for school to know teachers performance and totality. .	5	10	85

- Process

Table 3: The Spread of Process (%)

No	School Curriculum	Low	Medium	High
A	Process influences the development of teachers and students very much	-	10	90
B	Process can construct students more independently	-	20	80
C	Process can make students be able to solve problems	-	20	80
D	Process directs students to be more productive, inovative and competent in	-	-	100

 entrepreneurship

- Assessment

Table 4: The Spread of Assessment (%)

No	School Curriculum	Low	Medium	High
A	Students' development get academically increased	-	60	40
B	Students' development get skillfully increased	-	20	80
C	Students' productivity and creativity get increased	-	40	60
D	Students' spirits of entrepreneurship get increased	-	-	100
E	Students' independence get increased	-	20	80
F	Adaptive attitude	-	-	100

- Evaluation

Table 5: The Spread of Evaluation (%)

No	Result	Low	Medium	High
A	HOLSKED has good influence for students' development	5	2,5	92,5
B	HOLSKED has good influence for teachers' development	2,5	17,5	80
C	HOLSKED has good influence for learning system	-	30	70
D	HOLSKED has good influence for students' attitude	-	28	72
E	HOLSKED has good influence for education environment	5	42,5	52,5

- Out put

Table 6: The Spread of Output (%)

No	Output	Low	Medium	High
A	Students' projection to get	-	80	20

academic competent				
B	Students' life skill projection	-	15	85
C	Expertise application in the corporate world.	-	25	75
D	Projection assurance half prior to students' graduation	-	15	85

7. Conclusion

The management model of vocational education quality assurance HOLSKED consists of six phases. The first phase is pre entering behavior, in which teachers recognize and map the students. The second phase is entering behavior, in which the interaction between teachers and students is more in-depth than the first phase. The third phase is process, which is the implementation of the learning process. The fourth phase is assessment, which is the competency based student learning outcomes. The fifth phase is evaluation, which is the evaluation process from pre entering behavior to assessment. And the sixth phase is output, which is the final result of learning. The product of this model is the model of quality assurance HOLSKED for SMK. The aspects embedded are: 1) the main stream, 2) independence, 3) problem solving, 4) innovation, and 5) entrepreneurship.

8. Suggestion

It is recommended that the implementation of the management model should be optimal and it is based on the steps of HOLSKED. It is proved that this model is effective especially to develop the mindset and self-reliance that can overcome the problems, and grow the students awareness about the specific skills. In addition, this model can be a driving force to instill the ideas of entrepreneurship so that graduates are able to work and are able to create jobs. The school management plans for two additional phases. They are prestudy, pascastudy and mentoring students after they finish their studies. The teachers are delivered material dealing with psychology and HOLSKED guide. The implementation of HOLSKED becomes more meaningful if the class teacher coordinates with the school principal. The class teacher coordinates with another teacher as a mentor of five students in the classroom. Attempting to build networking with companies, teachers are expected to be able to guide students to produce something new. The implementation of HOLSKED should be supervised by outsiders/ stakeholders, particularly the quality assurance institution that is able to provide guidance on various matters relating to the quality of education. The schools can customize HOLSKED structure in accordance with the conditions of the school.

The HOLSKED quality assurance management model is implemented in accordance with the learning activities. The registration process uses the mechanism of HOLSKED models. The requirements of the HOLSKED model are as follows: 1) good school organizational structure; 2) socialization of HOLSKED model; 3) staff commitments; 4) networking with the companies; 5) students have mindset, self-reliance, can solve the problem, innovative and entrepreneurial

spirit; 6) provide a budget for pre-study and post-study activities; 7) HOLSKED team formation; 8) HOLSKED guide.

Acknowledgment

Acknowledgement is addressed to Prof. H. Soenarto, Ph.D. , Prof. H. Kumaidi, Ph.D., Prof. Dr. Jailani Md. Yunos, Prof. Dr. H. Soemarto and Maj. Assoc. Prof. Dr. Mohamad Hisyam Bin Mohd Hashim for their guidance and direction in the writing of this paper . In this opportunity, the author would like to thank secondary vocational schools, the teachers and students who become the object of this research. Hopefully, this writing is useful for the world of education, especially vocational education. This model can still be developed based on the condition of the school.

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