

# Evaluation of Management Standards at Special Schools in Central Java, Indonesia

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## Abstract

*Evaluation is used to collect information as a basis for decision making on the recommendations of improvement to what is evaluated. This research is aimed to evaluate the management of special school in the Province of Central Java, Indonesia. The research method that used is evaluation approaches, to assess the extent to which the achievement of an object is observed in accordance with the standards of the Minister of National Education Regulation of the Republic of Indonesia Number 19 Year 2007 on Education Management Standards by the Elementary and Secondary Education Unit. The study participants were 5 special schools with different disabilities in several cities in Central Java. Data were collected using questionnaires to measure 5 aspects: planning, implementation of work plan, monitoring and evaluation, school leadership, and management information system. Data were analyzed using descriptive statistics. The results showed that (1) in the aspect of planning was good with the level of achievement in the planning reached > 85%; (2) aspect of implementation of the work plan is good with achievement level > 80%; (3) aspect of supervision and evaluation are good with achievement level > 80%; (4) aspect of school leadership is good with achievement level > 80%; (5) aspect of management information system is good with achievement level  $\geq$  80%, and (6) the whole school has performed well with average of > 85%, and school D (autism) has done the best management of 5 observed schools with average achievement rate of 98.27%.*

**Keywords** - Evaluation of School, Management Standards, Special School, Children with special needs

## I. INTRODUCTION

The low quality of education in Indonesia is one of the problems in education, where efforts to improve education is one of them in school management because the quality of education of some schools is still apprehensive (Wijaya, 2008). The quality of education influenced many factors, one of which is the management of schools (principals,

employees, school committee) (Suhartoyo, 2005). Efforts to improve the quality of education in Indonesia have been carried out through various policies, one of which is by setting national standards for the implementation of education as stipulated in Government Regulation Number 19 Year 2005 on National Education Standards. National education standards are minimal criteria of the education system in Indonesia, consisting of standards of content, processes, competence of graduates, education personnel, facilities and infrastructure, management, financing, and educational assessments that must be improved on a planned and regular basis (Law 20 Year 2003 About National Education System in Indonesia). One of the educational standards affecting the quality of education is the standard of education management. Management Standard are the standards relating to the planning, implementation and supervision of educational activities at the educational unit level, in order to achieve efficiency and effectiveness of education implementation (Governmental Regulations Number of 19 Year 2005; National Board of Education Standards, 2006). School or educational management is a system, where schools are organized to manage resources that include school markets, school administration, curriculum, student tracking, teacher contracts, etc. (Galiani & Perez, 2013). Measurement of school management standards includes five aspects: program planning, implementation aspects of work plan, supervision and evaluation aspects, school leadership aspects, and management information system aspect (according to Minister of National Education Regulation Number 19 Year 2007 on Education Management Standards by Basic Education Unit and Medium).

To see whether there is an improvement or not in the quality of education, especially in school management, an evaluation of education is conducted, where the evaluation system of education is the basic part of the quality assurance system of the management system. Educational evaluation is a learning strategy that is part of the reinforcement strategy and educational quality control activities on various components of education as a form of responsibility for the implementation of education that has a goal to cultivate the expected attitudes and

abilities, such as high work ethics, discipline, and continuous learning. (Hidayat, & Patras, 2013; Government Regulation Number 19 Year 2005). Educational evaluation plays a very significant and decisive role, as one of the pillars of information providers and quality control of education (Yusuf, 2017). Evaluations are also carried out to motivate schools to improve the facilities and quality of school management (Widoyoko, 2009). School evaluation is the process of collecting information on school functions, to analyze and assess the quality of schools and make recommendation decisions for improvement purposes (Kyriakides & Campbell, 2004). Therefore evaluation is conducted to gather information and then serve as the basis for decision making, so that various programs have achieved the established goals (Serepinah, 2013; Pashiardis & Brauckmann, 2008).

The evaluation of education is done at schools at every level and type of school, one of them special school. The existence of special schools has the goal of providing educational and environmental opportunities for children with special needs (Shieh, Chou, & Ersozlu, 2018). Special school evaluations were conducted to see the goals set in the special school management have been achieved. Educational evaluation is also used to strictly assess the impact of school programs aimed at testing student achievement in schools (Jacob, Goddard, & Kim, 2014). There is a study of minimum service standards in school management or management components, ie the attendance rate of teachers, administrative staff, and other education personnel at least 90%, student attendance at least 80%, good school performance, and good administrative discipline (Suyatmi, 2011). Therefore the management of the school is said to be good if the management of the school 90% has implemented the management based on applicable management standards in Indonesia. Implementation of education in special schools is different from public schools. The difference is the method of service for children with special needs is different for each specificity, where children with special needs are not the same as normal children in general so that good education services must be held in accordance with their needs and special schools still do not provide effective services to children with special needs in the learning process (Zulfa, Noor, & Ribawanto, 2014). When viewed from the management system it is known that the principal and the bureaucracy have not fully understood the vision, mission, goals, and management of the system (Tarmasnyah, 2009), whereas the principal who can lead the instruction in a special way will have a good school performance (Grissom, Loeb, & Master, 2013). Thus, it is important to evaluate in order to

improve the professionalism of schools in conducting education and provide answers why the need for evaluation (Pashiardis & Brauckmann, 2008). The evaluation step is used to improve performance, so it can provide information about how well the education process and the people involved in it can motivate them to become better (Sallis, 2014). Therefore, although there are standard guidelines for school management, evaluation is still under evaluation to find out how well the existing management in the special school, so that from the data collected can be made a recommendation decision to make improvements.

## II. METHOD

The research method in this study is evaluation approaches, to assess the achievement of an object observed according to the standard. The purpose of this study is to evaluate the management of special schools in the Province of Central Java, Indonesia. The study participants were 5 schools dealing with different special needs children such as special school for the Blind, Deaf, Intellectual impairment, Autism, and schools that handle all the disabilities in Central Java, on Surakarta City, Karangayar, Boyolali, Semarang City and Temanggung. Data collection using observation using primary data with questionnaires for respondents. The questionnaire is filled by the principal or one of the teachers appointed by the principal. This questionnaire examines the management of special schools consisting of 5 aspects, namely planning, implementation of work plan, supervision and evaluation, school leadership, and management information system based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 19 Year 2007 on Education Management Standards by Education Unit Basic and Medium. The results of the data will be analyzed with descriptive statistics. From the analysis it will be described in graphical form and descriptive explanation.

## III. RESULTS AND DISCUSSION

### A. Results

The questionnaires were given to school A (specifically for visual impairment), school B (hearing impairment), school C (intellectual impairment), school D (Autism), and School E (school for all disabilities), and the following results were obtained:

#### 1. Aspects of Planning

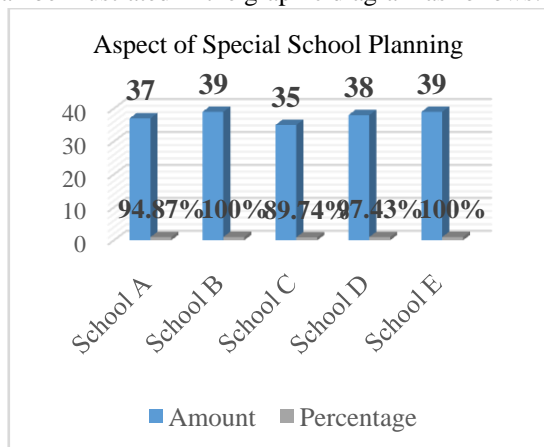
Provide questionnaires conducted by researchers to special schools A, B, C D, and E in Province of

Central Java on planning that includes school vision and mission, school goals, and school work plans. Questionnaire on this aspect consisted of 39 items and obtained the following results:

**Table 1 Score of School Management seen from Aspects of Planning**

| Name of School | Amount | Percentage |
|----------------|--------|------------|
| School A       | 37     | 94,87%     |
| School B       | 39     | 100%       |
| School C       | 35     | 89,74%     |
| School D       | 38     | 97,43%     |
| School E       | 39     | 100%       |

Based on the above table, it can be seen the level of management of special schools that exist in Central Java. Management in schools B and E has the most optimal planning. This planning includes vision, mission, school goals, school work plan both short and medium and long term has been well programmed. For school A, C and D the management of schools on the aspect of planning is good because the achievement level in the planning reaches > 85%. But it needs to be improved again so that the planning into the school program can run well and optimally. The percentage of special school management standards in aspect of the planning in Central Java can be illustrated in the graphic diagram as follows:



**Figure 1 Diagram of Standard of Special School Management on the Aspect of Planning**

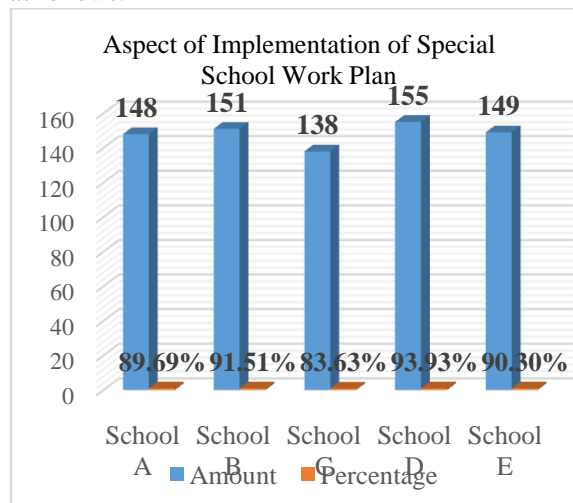
### 2. Aspects of Implementation of the Work Plan

In the aspect of the implementation of the work plan includes school guidance, school organizational structure, school activities, Student Affairs, Curriculum and Learning Activities, Educator and Teachers Field, Facilities, Finance and Budgeting, Culture and School Circle, and Community Participation and School Partnerships. The questionnaires given to schools in this aspect contained 165 items and data were collected to obtain the following results:

**Table 2 Score of School Management viewed from Aspect of Implementation of Work Plan**

| Name of School | Amount | Percentage |
|----------------|--------|------------|
| School A       | 148    | 89,69%     |
| School B       | 151    | 91,51%     |
| School C       | 138    | 83,63%     |
| School D       | 155    | 93,93%     |
| School E       | 149    | 90,30%     |

From the table above can be seen that the whole is running well. Of the 5 schools observed, school D or special schools for autistic children are most optimal in implementing the work plan in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 19 Year 2007 on Education Management Standards by Elementary and Secondary Education Unit with percentage reach 93.93%. And school C is a special school for intellectual impairment has a percentage of 83, 63%, so that the need for an increase in the implementation of workplan to be more optimal again in providing educational services for children with special needs in Central Java. The percentage of special school management standards in the aspect of implementation of the work plan in Central Java can be illustrated in the graphic diagram as follows:



**Figure 2 Diagram of Standard of special School Management the Aspect of implementation of the Work Plan**

### 3. Aspects of Supervision and Evaluation

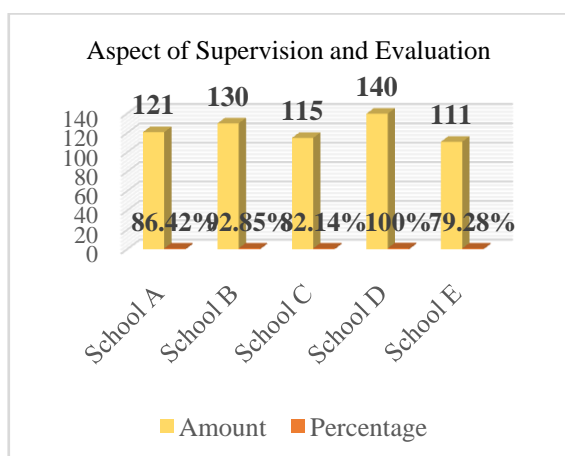
Furthermore, on the aspects of supervision and evaluation, the questionnaire given to the school there are 28 items. This questionnaire is to measure the compliance of supervision and evaluation standards in accordance with the Minister of National Education Regulation Number 19 Year 2007 on Education Management Standards by Primary and Secondary

Education Units. In this aspect includes Program Supervision, Self-Evaluation, Evaluation and Curriculum Development, Evaluation of Efficiency of Educators and Education Personnel, School Accreditation. The results of data collection in this aspect are presented as follows:

**Table 3 School Management Scores viewed from the Aspect of Monitoring and Evaluation**

| Name of School | Amount | Percentage |
|----------------|--------|------------|
| School A       | 121    | 86,42%     |
| School B       | 130    | 92,85%     |
| School C       | 115    | 82,14%     |
| School D       | 140    | 100%       |
| School E       | 111    | 79,28%     |

The table above shows the school's achievement in conducting supervision and evaluation in accordance with Ministerial Regulation Number 19 Year 2007. From the 5 schools that become participants, only school D or special schools of children with autism have the level of supervision and evaluation of the optimal and most appropriate regulation by reaching value of 100%. However, when viewed from the above percentages, in this aspect as a whole has been good in carrying out supervision and evaluation and is in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 19 Year 2007 on Education Management Standards by Primary and Secondary Education Units. The percentage of special school management standards on monitoring and evaluation aspects in Central Java can be illustrated in the graphic diagram as follows:



**Figure 3 Diagram of Standard of School Management Special on the Aspect of Implementation of Work Plan**

#### 4. Aspects of School Leadership

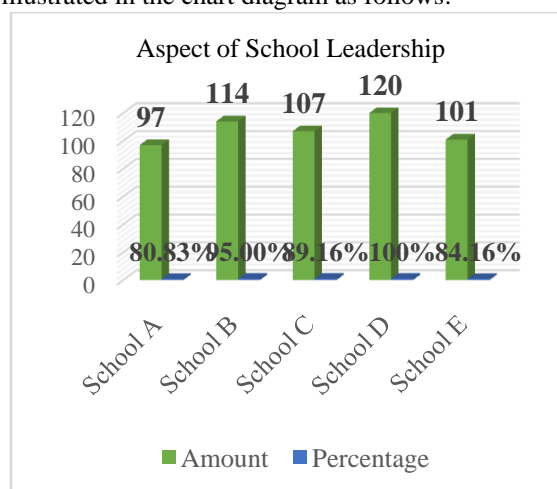
There are 24 items to measure the level of school leadership in managing schools in special

schools. This questionnaire assesses the suitability of school-based leadership based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 19 Year 2007 on Education Management Standards by Primary and Secondary Education Units. This aspect includes the leadership of the principal in the lead so that special schools are in good running and school goals can be achieved. Following the results of data about the leadership of principals in special schools in Central Java:

**Table 4 School Management Scores viewed from aspect of the School Leadership**

| Name of School | Amount | Percentage |
|----------------|--------|------------|
| School A       | 97     | 80,83%     |
| School B       | 114    | 95,00%     |
| School C       | 107    | 89,16%     |
| School D       | 120    | 100%       |
| School E       | 101    | 84,16%     |

The level of leadership by the principal can be seen from the table above. The principal at school D has achievement of 100%, meaning that the principal at the school has performed its duties as principal in accordance with the existing regulations in Indonesia. In general, the leadership carried out by the principal has run well and in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 19 Year 2007 on Education Management Standards by Primary and Secondary Education Units. This can be seen from the presentation level of all schools that reach > 80%. However, it needs to be evaluated again so that the principal in leading the school can be better. The percentage of special school management standards on school leadership aspects in Central Java can be illustrated in the chart diagram as follows:



**Figure 4 Diagram of Standard of Special School Management on the aspect of School Leadership**



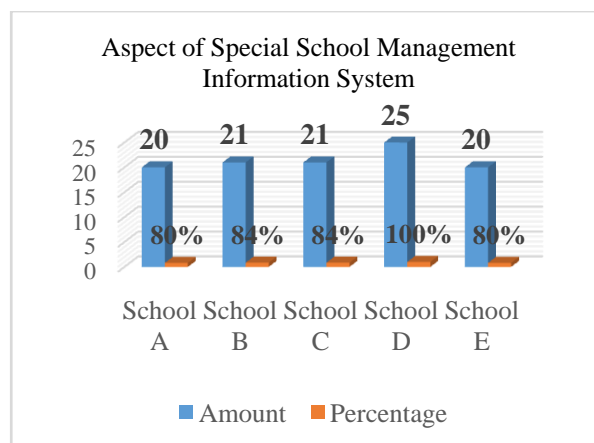
### 5. Aspects of Management Information System

The last aspect of school management standard based on the Minister of National Education Regulation No. 19 of 2007 on Education Management Standards by the Basic and Intermediate Education Unit is a management information system that includes School Communication, and Inter-School Communication. The result data management information system aspect, presented as follows:

**Table 5 School Management Scores viewed from aspect of Management Information Systems**

| Name of School | Amount | Percentage |
|----------------|--------|------------|
| School A       | 20     | 80%        |
| School B       | 21     | 84%        |
| School C       | 21     | 84%        |
| School D       | 25     | 100%       |
| School E       | 20     | 80%        |

From the table above is known that school D has a very good management information system, by reaching 100% level. However, overall all schools also have a good level of information system. This can be seen with the achievement of management information system conducted by the school has reached  $\geq 80\%$ . This means that the information system has been running well in every school in Central Java and is in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 19 Year 2007 on Education Management Standards by Primary and Secondary Education Units. The percentage of special school management standards in the aspect of management information system in Central Java can be illustrated in the graphic diagram as follows:



**Figure 5 Diagram of Standard of Special School Management on the Aspect of Management Information System**

### 6. Descriptive Analysis of Standards for Management of Special Schools

The study was conducted at a special school in several cities in Province of Central Java. Schools that are used as research subjects selected by researchers based on the existing abilities of the school. With distinguishing the type of disabilities, it is expected to know which school has the best management standard to provide educational services for children with special needs. Schools that are the subject of research are school A for blind in Surakarta, school B for Deaf in Karanganyar, school C for intellectual impairment in Semarang City, school D for Autism in Boyolali, and school E special schools serving all kinds of disabilities that exist in Temanggung. The following table presents data on the special school management standards that exist in some cities in Central Java according to the type of disabilities that exist in the school:

**Table 6 Score Percentage of Standards for Management of Special Schools in Central Java**

| Name of School | Aspect of Planning | Aspect of the Implementation of the Work Plan | Aspect of Supervision and Evaluation | Aspect of School Leadership | Aspect of management information systems | Mean   |
|----------------|--------------------|---|--------------------------------------|-----------------------------|--|--------|
| School A       | 94,87%             | 89,69%  | 86,42%                               | 80,83%                      | 80%                                      | 86,36% |
| School B       | 100%               | 91,51%  | 92,85%                               | 95%                         | 84%                                      | 92,67% |
| School C       | 89,74%             | 83,63%  | 82,14%                               | 89,16%                      | 84%                                      | 85,73% |
| School D       | 97,43%             | 93,93%  | 100%                                 | 100%                        | 100%                                     | 98,27% |
| School E       | 100%               | 90,30%  | 79,28%                               | 84,16%                      | 80%                                      | 86,75% |

From the table above is known that schools that specifically serve children with autism have the highest average standard with means reached 98, 27%. This means that the school has excellent management standards in all aspects and in accordance with the Regulation of the Minister of

National Education of the Republic of Indonesia Number 19 Year 2007 on Education Management Standards by Primary and Secondary Education Units. When viewed from the overall average every school that is the subject of research has done the school management well. It can be

seen from the average achievement of  $\geq 85\%$ . This means that the existing special schools in Central Java have been well managed, but in some aspects it needs to be improved so that education services

for children with special needs become more optimal. Table of data percentage of Standards Management of Special Schools in Central Java is presented in the graphic diagram as follows:

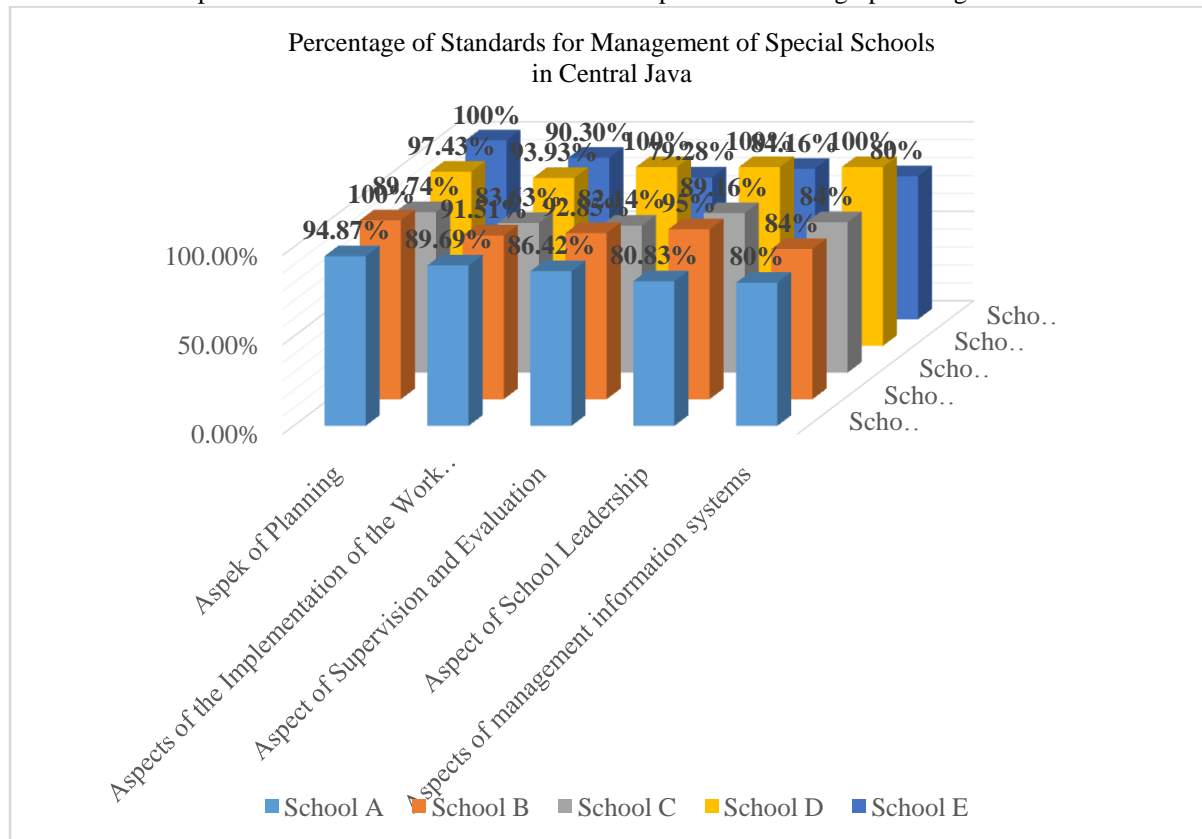


Figure 6 Diagram of Standard Management of Special Schools in Central Java

**B. Discussion**

The results described above, it can be concluded that in general the management of special schools in Central Java has been going well. However, in some aspects there needs to be improvement and improvement so that the management of special schools can run better and in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 19 Year 2007 on Education Management Standards by Primary and Secondary Education Units. When viewed from the results of the questionnaires that have been filled in aspects of planning, school A does not have a medium-term work plan that describes the goals within a 4 years. School C has no mission to achieve within a certain timeframe, no socialization has to do with school missions, no review of missions made to adapt to global challenges, and has no medium-term work plan. School D in the planning aspect only there is no mission to be achieved within a certain period of time. While schools B and E have implemented the program in accordance with the planning aspect in the standard of special school management according to

the Regulation of the Minister of National Education Republic of Indonesia Number 19 Year 2007.

In the aspect of the implementation of work plan in some schools also still need improvement because there are still shortcomings. In School A does not have standard management guidelines, the development of educators and education personnel has not been done systematically, the placement of educational personnel is not adjusted to the needs, has not utilized the vice principal as a principal assistant, the school has not utilized counselors, library staff, learning resource technicians, and administrative staff, and schools did not set up school investment and operational cost management guidelines. Then the school B that needs to be repaired is the implementation of school activities that are not in accordance with the established plan, the school has not utilized laboratory personnel, has not set policy in writing about the management of facilities and infrastructure, has not provided operational guidance of lending books and equipment loan facilities between libraries, and the school partnership system is not established by agreement in writing. For school C have the deficiency of student acceptance is not

based on the criteria of national exam results, the school has not done curriculum development to suit the condition of the students, the school does not make the lesson schedule, the learning program has not guaranteed the quality of student learning activities, the teacher has not been responsible for the quality of the activity learning, no socialization of learning outcomes program, schools have not provided guidance and book loan facilities, schools have not established and implement school rules, schools have not made a code of ethics for teachers who do nepotism by entering teachers individually or collectively, and has not involved citizens schools in the academic management of students. While the school D has a shortage of schools have not developed a curriculum in accordance with the potential and characteristics of each individual, and the management of school libraries have not provided borrowing services with libraries from other schools. And for school E has a school shortage has not compiled academic calendar, school has not compiled the schedule of each semester lessons, not all teachers return the results of student learning value, the school has not set and implement the guidelines governing student dissatisfaction mechanism and assessment of learning outcomes, has not implemented minimum requirements attendance students, schools have not utilized counselors and technicians of learning resources, schools have not provided guidance on the implementation and borrow books, laboratory development has not paid attention to science and technology advancement, schools have not made and implement a code of ethics to regulate teachers in prohibiting nepotism in school. If seen from the shortcomings that exist most of the shortcomings that occur one of them curriculum development that has not been adapted to the characteristics of students. Implementation of the curriculum is applied in school learning to achieve the goals to be achieved by learners (Susetyo, 2016). Therefore, it is necessary to adjust the curriculum to the characteristics of learners.

In the aspects of supervision and evaluation, school leadership, and management information systems conducted by schools, in general every school has been carrying out management well and in accordance with the Minister of National Education Regulation Number 19 Year 2007 on Education Management Standards by the Elementary and Secondary Education Unit. In the supervision and evaluation aspects of each school has conducted monitoring programs, self-evaluation both program evaluation, curriculum, educators and education personnel. In the aspect of school leadership, the principal has done a good job, but needs to be evaluated properly so that the performance of the principal is more optimal. Good evaluation can help

the school system to ensure they have a good and effective school (Thomas, Holdaway, & Ward, 2000). That's because the principal must be an instructional leader in particular with regard to school performance (Grissom, Loeb, & Master, 2013). The principal needs to have the ability to educate himself by using knowledge or experience, so that the educational process takes place such as doing practical tasks, being active in the education process, considering problem solving, evaluating outcomes, conducting assessments of teachers, etc. This leads the school principal to learn leadership, as there are spontaneous actions of participation and responsibility together in managing the school, where there must be provocations and opportunities for dialogue reflection and various problem solving among teachers, students and other schoolchildren (Fung, 2016).

In the aspects of management information systems, each school has managed information, providing effective and efficient information facilities, and communicate among the school people in the school environment well. Effective school effectiveness can be used to manage school outcomes and quality, where school improvement systematically alters the internal processes of schools aimed at achieving more effective educational goals. Therefore, with improvements made to schools can improve student achievement through improving school capacity (Harris, 2001; Kyriakides & Campbell, 2004). Improvements can be made by improving school performance in managing the existing system at the school. Enhancement can take many forms such as schools to improve the performance of individual teachers, and other educators (administrators, support personnel), schools improve programs and services to students, parents, and communities, and improve the ability of schools to achieve their mission (Stronge, 2006). Because all educational policies, however, are not good, they will not result in optimal achievement, as long as teachers have not had the opportunity to realize their pedagogical autonomy, namely the independence of teachers in the realization of the performance of teachers as individuals, as citizens, as employees and as professional teachers (Karweti, 2010).

Therefore evaluation should also be emphasized on the evaluation of educators and education personnel. Evaluations are also conducted for educators intended to provide relevant information on which educators play mentoring, family relationships, and responsibilities for student learning (Master, 2014). School evaluation is conducted to foster self-esteem both school and teacher, so that will create a climate of satisfaction in the workplace by communicating between school residents and learners well, so that school goals can be achieved (Stronge,

2006). Through performance evaluations that have been assumed as profiles in government education reform platforms can be done to improve the quality of teachers (Hallinger, Heck, & Murphy, 2014) so that school management can be well managed because it creates competent resources and will impact on the achievement of goals to be achieved by the school.

#### IV. CONCLUSION

Based on the results of the data presented, it can be concluded that the standard of management of special schools in Central Java is good and accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 19 Year 2007 on Education Management Standards by Primary and Secondary Education Units. But if examined there are still shortcomings that need to be improved especially on the aspects of implementation of the work plan. In that aspect there are still deficiencies so that service to students and school management become less maximal. The most deficiencies in managing the school are in the field of curriculum and learning, the field of educators and education personnel, the field of facilities and infrastructure, as well as school culture and environment. Therefore it is necessary to evaluate to decide what recommendations are appropriate so that the special school management standards will be better.

Suggestions for further research for researchers to further refine the aspects of the implementation of the work plan, any factors that affect the implementation of the work plan cannot be implemented optimally. Secondly, to conduct research is not on the stylized management alone but on other standards in accordance with the prevailing education policy in Indonesia. And thirdly, further research can examine more deeply why in special schools the standard of management is very good, compared to schools for other special needs.

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