



The comparative study on Indonesian and Japanese basic education

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ABSTRACT

This study aims at know the comparison of Basic Education Indonesia and Japan by using five indicators, namely the objectives of Education, education management, education budget, education personnel and salaries, and the process of evaluation of learning. The method used in this research is the study of literature with a qualitative descriptive approach to see the comparison of basic education in Indonesia and Japan, the study of literature using a qualitative descriptive approach is to gather a number of references relevant to the topic of this study. The reference is taken from national journals and international journals which are then reviewed according to the needs in this study. The results of the study shows that the comparison of Basic Education Indonesia can be seen from four aspects, namely This is due to several indicators, namely (1) differences in education objectives, (2) education management; (3) Japan Education budget; (4) his education and salary; and (5) learning processes and evaluations. This study only emphasizes on five indicators of Basic Education of Indonesia and Japan. there are gaps that can be filled by subsequent research, namely curriculum, political system, character education, and so forth. This research should contribute to the policy makers of the Indonesian Education system in order to apply the five indicators of Japanese basic education to the Indonesian basic education system.

INTRODUCTION

The rapid advancement of science and technology (IPTEK) and globalization has a positive and negative influence on people's lives, both individually and in groups. The positive influence of IPTEK in the form of opportunities in the job market in accordance with the needs of everyday people, as for the negative influence in the form of incompatibility of values and norms of life in the community with those that have been implemented in the community. On the other hand, Education has an important role to control and control the norms and positive values of life from the negative influence of science and technology progress and globalization. The process of obtaining and quality of Education can provide provisions to maintain the character of Education from negative influences, individuals, even society and country.

The role of Education is inseparable from people's lives; therefore, education is expected to control the needs of the community towards the development of science and technology. Education improvement for the future needs to be designed to be in line with other fields so that Education can increase community resources and become the object of the improvement of science and technology. In addition, improved Education should take into account the characteristics of each different individual. Thus, the concept of basic education improvement thinking can be accommodated based on each view and function so as to equalize perception in basic education. The function of education and the development of the characteristics of each individual in basic education can be more qualified in designing it so as to contribute to the formation of a great character.

Improvement of the quality of the basic education system requires input from various perspectives, such as the idea of future educational progress. In line with the United Nations through UNISCO has implemented the establishment of the International Commission on Education for the XXI century spearheaded by Jacques Delors. This commission focuses on the interests of the type of Education in the future, unraveling on basic education is one of the inputs in improving basic education in Indonesia. The 21st century Education Commission states that future primary education is an admission ticket for Education for life. Basic education in concept can be the beginning for every child to start education at the age of 3 years to 15 years. This basic education is the entrance ticket to be able to participate in building a great and intelligent society in the future in a sustainable way to continue learning (Delor, 2008). Primary education can provide an important journey for each individual to enter the future. Basic education relates to the equality of rights gained by each individual in obtaining a good Education. Therefore, basic education is strongly related to human rights. In accordance with Beijing's women declaration as mentioned:

Education is a human right and a major goal of equality, improvement, and peace. Equality in the acquisition of Education can have an impact on both women and men, thus supporting the interconnectedness of equality between women and men. Equality can get the target of quality education when the number of women is more than men. This equality is the key in developing health, nutrition, and education in the family can empower women to participate in making decisions in society. Investment Formal and informal education for girls and women can achieve targeted economic growth.

In order for basic education to separate the quality of education that currently divides education into two parts, namely the group of industrialized countries with a high level of education, knowledge, and skills, and b) the group of developing countries with a relatively low level of Education, then basic education is needed to revise the lack of knowledge in developing countries. Understanding cognitive and effective skills is needed to be improved by students through basic education, so education experts can guarantee that every child in primary education can achieve a minimum level of ability in the field of cognitive skills in their lives. This 21st century Education Commission mentions the world declaration on Education for all (Education for all, (1), which contains as follows.

Every child can benefit from educational skills designed to meet key learning needs. These advantages are divided into key learning tools, such as letter recognition, numeracy oral expression, and finding solutions to problems) and learning content, such as knowledge, skills, values, and attitudes) needed by everyone to survive, improve their

capabilities, live and work with dignity, participate, in development to improve the quality of life of those who continue to transform and learn.

The tendency of basic education programs is emphasized on certain people and groups, especially educational institutions that claim to be favorites. Educational Institutions do not provide space for groups for Education. If not resolved, then this situation affects the discriminatory treatment of other children. Jam that, there are many elementary school children cannot feel the basic education program. This is due to the obstacles and obstacles found, both school and psychological to enter the school. This problem needs to be accommodated based on ideas to get the opportunity to experience basic education. Then, it takes a learning atmosphere that provides children's needs based on different social and cultural backgrounds.

To achieve the objectives of quality basic education depends on formal or nonformal Educational Institutions that are under government or private policy. The ability of the Institution cannot reach the geographical and cultural conditions that vary. Thus, the completion of the 9-year basic education program is felt by the community, the utilization of each community institution to become an educational medium.

Unlike Japan has progressed from Indonesia because their basic education focuses on improving character at an early age. Their basic education applies exercising courage, discipline, and discipline. This is implemented to develop the child's overall character, and improve the child's cognitive development to the surrounding environment. Japanese primary education focused on cognitive but was transformed into a reform system involving doing-feeling-thinking and body-mind-soul. There is a renewal of intellectual intelligence, emotional intelligence, and spiritual intelligence (Agus, 2015). Education has an important role to build the country and the quality of education to conquer the nation. Therefore, one of the objectives of this education is to develop the personality of the nation, strengthen national identity, and strengthen identity in a nation (Alrianto, 2017). Education has an important role for the nation and a better future. Education is related to the progress of the nation because early childhood in Japan has implemented the ethics of manners and increased independence for every child. This is evidenced by Japan's enhanced education by characters at an early age.

The lowest level of primary education of the national education system, as decided in law no. 20 of 2003 on the national education system. Basic education is implemented to improve behavior and ability in receiving basic knowledge and skills for life in preparing students to follow the school program to the next level. Primary education is carried out for 9 years, for example 6 years of primary

school, and three years of secondary school or equivalent education units.

Compulsory program of 9-year basic education is the realization of basic education for children aged 6-15 years. The implementation of the compulsory 9-year basic education program was established by the President of the Republic of Indonesia on May 2, 1994, and its implementation was carried out since 1994/1995. Compulsory program of 9-year basic education in Indonesia is not like the compulsory teaching conducted by developed countries, with the following characteristics (1) element of coercion for students to attend school; (2) is governed by a law on compulsory learning; (3) the parameters of success shall be learned in the absence of sanctions given to parents because it does not provide motivation for children to attend school; and (4) there is a sanction given to parents who do not care about their children not attending school.

Compulsory education 9 years in Indonesia emphasizes universal education rather than compulsory education. Universal education strives to provide learning opportunities to develop people's educational aspirations so that children have a mature age in attending Education. Thus, the mandatory program of 9-year basic education in Indonesia focuses on persuasive approach, the moral responsibility of parents and students to follow education that provides convenience, regulation not with special laws, and the use of macro-sized measures of success, namely increasing numbers in following basic education. The form of education unit that supports the compulsory program of primary education for 9 years in Indonesia consists of elementary and junior high school, out-of-school education, elementary and junior high school equality courses, and religious schools, and boarding schools.

To help success in the implementation of quality basic education in the future, the government's efforts in the form of a strategy to complete compulsory basic education, namely (1) the establishment of education priorities 9 years; (2) the provision of scholarships with strategic educational objectives; (3) incentivizing teachers to be given responsibilities in remote areas; (4) strengthen the role of small elementary and junior high schools; (5) avoid package work programs; (6) strengthening the integrated system for children with special needs, and (7) increasing community involvement to support education equality.

Efforts to equalize and open opportunities basic education in Indonesia is not only obtained quantitatively but also qualitatively. The strategy of developing the equalization of the quality of basic education is classified as an improvement of alternative education, used as a medium of realization of Education, such as boarding schools as Islamic Education equal to alternative Educational Institutions, so as not to eliminate the character as an educational medium that strengthens the

national education system. With the enactment of Law No. 22 of 1999 which was updated by law no.32 of 2004 on regional autonomy, the technical control of operational implementation of basic education in Indonesia becomes the authority of the district/city government. The responsibility of the central government in the implementation of Education is to establish the implementation of basic education, such as curriculum content standards, graduate standards, management standards, educators and educational personnel, standards of learning facilities, financing standards, and assessment standards of student learning outcomes. The responsibility of basic education control is decided in government regulation no. 25 of 200 concerning the division of authority and responsibility of central and autonomous governments.

At the central level, the management of primary education is carried out by the Directorate General of Primary and Secondary Education Management, in this case the directorate of kindergarten/elementary education for kindergarten and elementary education units. At the provincial and district/city level, basic education development is carried out by sub-departments of basic education, sub-district education outside schools in the provincial education office and district/city respectively. In that area, the office of the Department of Religious Affairs at the provincial and district/city level through the field of madrasah coaching carried out the construction of education units in RA and MI, as well as MTS. If entering the school there is called the entrance exam in Japan is a problem because students are neglected to prepare for the entrance exam, so that education in Japan is characterized by high competition of each student. Thus, the completion of each student can give a frightening impression for students who take the school entrance exam so that they can proceed to the next level. In 1995 the entrance exam in Japan was a strong pressure for students, this is evidenced by the number of students taking the entrance exam is greatly reduced every year (Nijya, 1993).

LITERATURE REVIEW

In this sub chapter analyzed reviews of a number of national and international articles relevant to the study of this research. Here's the description.

Montanese, Firma, Ahmad (2021) discussion the Comparison of Indonesian and Japanese education systems. The purpose of this study is to find out the comparison of The Indonesian and Japanese Education system. The method used in this research is to use research literature through the collection of theories that correspond to the topics discussed. The elements compared in the Indonesian and Japanese education systems are the Education system in aspects of school hours, discipline ethics, school study, student mindset, transportation, school supplies, lunch

menu, school hygiene, school uniform. The results showed that the Education system in Indonesia focuses on cognitive aspects, especially grades, academics, test scores, and other daily test scores. While the Japanese Education system is better than Indonesia because it emphasizes not only the cognitive aspect, but the affective, psychomotor, polite aspects, manners, discipline, and fostering norms.

Sari (2017) examined about The Comparison of Education system in Indonesia with Japan: Social science as a national character builder. The purpose of writing this article is as a reference revision in fostering social sciences and nationality in Indonesia. The method used is qualitative method through the summation of literature studies from a number of journals and articles related to the topic of research. The results of a number of articles were reviewed and compared to the Indonesian and Japanese education systems, especially national-minded social sciences. The results showed that the youth of the country has grown the character of nationality through formal and non-formal education. Community grows character planting. While Indonesia fosters a character focused on learning in schools or learning in classrooms and extracurricular activities, and is not aimed at the entire community.

Andriyana and Masyitoh (2018) reviewed the comparison of learning civic(s) in Indonesia with Japan. This study aims to find out the comparison of citizenship education in Indonesia and Japan. The methods used in this study are interviews, observations, Library studies, and documentation. The data was analyzed using the triangulation data technique. The results showed that there are similarities and differences in learning given in the materials of citizenship education in Indonesia and Japan. The difference is evident from the use of methods in the teaching and learning process, namely Japan using methods focusing on the student's experience in exploring the materials provided by the teacher. Similarities appear in the scientific Citizenship education separate from the social disciplines in the face of globalists and entrench moral education and the character of citizens.

Khan and Haseeb (2017) analyzed the analysis of teacher training education program: a comparative study of Indonesia, Malaysia, and Pakistan. The purpose of writing this article is to explore teacher education in the context of Indonesia, Malaysia, and Pakistan. The use of the method in this study is a literature review to identify comparisons of teacher education from the three countries in question. The literature review was obtained from several writings published in national and international journals and reviewed according to the analysis of studies in this study. The results showed that Indonesia's literacy rate reached 90% from Malaysia 89% and Pakistan 54%. For public sector expenditure, especially Education Malaysia ranked first at 5.9%, Indonesia 3.6%, and Pakistan 2.1%. The ratio of students and teachers in primary and secondary schools

is still relatively low occupied by Indonesia as much as 12.7% and 13.7% of pupils per teacher, followed by Malaysia and Pakistan. Education indicators make sure to be revised from the education sector because it is based on the level of literacy, public sector spending for Education, and the ratio of students and teachers in schools occupying below Indonesia and Malaysia.

Aziz (2009) discusses a comparative Study on Japanese and Indonesia Elementary School. The purpose of the study was to find out the comparison of primary schools in Indonesia and Japan. The method used is literature study, which is to collect several related Literature studies to study the comparison of elementary schools in Japan and Indonesia. The results showed that Japan prioritizes creativity over intelligence because it can adapt to any condition in order to increase creativity, toughness, and patience. While Indonesia focuses on intelligence rather than personality because it becomes the spearhead for students to be able to master all subjects through the obtained grades.

Nugraha *et al.* (2009) researched on a comparative study of nursing educational system in Indonesian and Japan. This study aims to find out the level of comparison of Japanese and Indonesian nursing education. The method used is the study of the library in the form of collection of several writings that correspond to the discussion in this study. The results showed that the selection of Indonesian nurses and caregivers to meet the demand of Japanese hospitals. This requirement is fixed by the Minister of Health. The Indonesian nursing curriculum focuses on infectious diseases and surgical nursing, while Japan focuses on gerontology nursing and chronic diseases.

METHOD

Article writing uses qualitative descriptive methods with literature studies. Comparative descriptive methods are based on research that seeks to find similarities and differences about objects, people, work processes, ideas, and criticisms of people. This aims to compare the similarity of perceptions and changes in perceptions about people, groups, or countries to cases, events, and ideas. This comprehensive descriptive study emphasizes each topic similarities and differences (Neuman, 2011). This research was conducted to compare the similarities and differences of two or objects analyzed in conjunction with certain concepts of thought (Sugiyono, 2007). Meanwhile, this method of literature study is necessary to collect a number of references that correspond to the topic in this study. The references are taken from books, journals, articles, research reports, and seminars and proceedings obtained from the internet. The comparative descriptive research with the study of literature in question is to collect all references that fit the topic of this research by comparing basic Education of Japan and Indonesia, then described

descriptively relevant to the references that have been found.

RESULTS AND DISCUSSION

The purpose of Japanese Education is set forth in the main law of Education in 1974 paragraph 1 states that Japanese Education aims to increase the precocity of every individual, both physically and psychically, love truth and justice, respect the personal values of others, respect work, have a sense of responsibility with the spirit of independence as the founder of the country and peaceful society. Japanese education focuses on improving basic skills in the younger generation who think that every young generation prepares in accordance with the advancement of science and technology and globalization.

The purposes of Indonesian Education has been stipulated in law No.20 of 2003 on the national education system. In this law contains all the implementation of national education in Indonesia includes the understanding of Education, types of Education, education levels, education standards and so forth. This law mentions that the national education that serves to improve capabilities and form a dignified character and civilization to educate the nation's life. This aims to improve the competence of students to become human beings who believe, fear God almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Sujana, 2019).

Japan's Education Budget is facilitated by the central government, districts, and municipalities. Funds are obtained from taxes and other sources. Japan's Education Budget in 1980 amounted to 16.7 trillion of the total Japanese government budgets with education allocation of 54.55% for compulsory study, 17.9% for secondary education, and 21.1% for higher education, with the Japanese Education budget in 1992-1994 reaching 19.9% of the central government budget. The Indonesian Education Budget includes the mechanism of determining the education budget and the existence of school-based quality improvement management or called school-based management. Education Financing is seen in the BOS (school operational assistance) program. In the manual BOS explains financial management as well as monitoring and evaluation, BOS financial technical guidance, technical guidance on evaluation monitoring. The community, especially the parents of students, has not been given a juridical budget and is involved in the policy through the school committee board (Arifi, 2019).

Elementary school teachers in secondary schools are given education at universities, post-bachelor and junior colleges appointed by the ministry of Education. Furthermore, teachers are given a teaching certificate from the district Board of Education, a teacher certificate is given in accordance with the teaching authority on the subject,

while the secondary teacher on a particular subject is all teacher recruitment performed by the district Board of Education. Teachers are given high appreciation in Japan because teachers are the key to development so that they are rewarded through the acquisition of salaries that deserve to make their families prosperous with an average of Rp 38 million/month with new teachers appointed paid Rp 17 million/month (Mansir, 2019). Elementary school teachers in Indonesia are recruited using CPNS national exams. The fate of Indonesian teachers is a little more difficult than the Japanese because they are only given a salary of Rp.3 million/month.

Learning methods in Indonesia use scientific methods in the form of observing, questioning, trying, negotiating, and communicating. While learning in Japan using peer or group tutor learning methods. The role of teachers in Indonesia tends to be facilitators in the classroom, while Japanese in addition to facilitators, teachers have three principles of teaching teachers, namely creating fun classes, understanding children to the subjects given, and children are encouraged to dare to do all tasks. Basic education in Indonesia is called compulsory learning 9 years through the mastery of materials through materials provided in schools, such as mathematics, Bahasa Indonesia, religious education, Physical education and Health, Pancasila Education and citizenship, arts, science and social sciences. While Japan implements a basic education, program based on the freedom of teachers in providing the curriculum of school subjects. The subjects provided are Japanese, English, history, sports, skills, arts, science, integrated course, and homeroom. The hours of study required by students to study in class are 36 hours of lessons/week while Japan averages 30 hours/week. In mathematics learning Indonesia applies scientific methods in the form of observing, asking, trying, socializing, and communicating. While Japan uses problem solving and contextual methods. The teacher opens the class by giving a brief introduction. Then students are given complex questions that are done independently and in groups. This is done to see the mindset of the child in solving problems and freedom of speech in solving problems.

In the evaluation of Education, Indonesia applies a national final exam to determine the graduation of elementary school students to be able to continue to a higher level. Graduation is determined by the final test score of the school and the score of the report card, while in Japan does not apply the national exam in determining graduation. The assessment is based on the final results of the exams accumulated from daily, extracurricular, and midterm grades. The entrance exam of the University of Indonesia uses national selection of college entrance through the invitation line and written path, as well as independent selection from the intended university. Unlike Japan, university entrance exams use periodic national

exams with two stages, namely the first stage of the question given and compiled by the Ministry of education, and the second stage of the entrance exam conducted by each university. University graduation is determined based on graduate scores from the summation of national entrance and college entrance test scores. Indonesia implements a ranking system and class increase that educates children who have the best grades or the best schools so as to eliminate every child and school. Furthermore, the class increase exam is held annually in order to continue to a higher level of education. Compared to Japan, although the ranking system is applied in the classroom, there is no test of class increase. Students who have conducted class study directly can proceed to the next level without going through the test. The Indonesian basic education assessment system uses assessments that refer to KKM (limit of completion criteria) to be able to pass, while Japan only applies the daily reassessment system.

CONCLUSION

Based on the explanation above, it can be concluded that in general Japanese basic education is better than Indonesia. This is due to several indicators, namely 1) the purpose of Japanese Education is stipulated through the main law of Education in 1974 (1) which focuses on the personality and character formation of children, while Indonesia whose educational objectives are set out from law no. 20 of 2003 on the national education system. The tendency of policymaking in the law, Indonesia seems superior to Japan, in its application Japan is better than Indonesia because Japan personality rather than intelligence, while in Indonesia prioritizes intelligence then personality; (2) Japan's Education management tends to prepare my qualified resources to deal with science and technology and globalization, while Indonesia will only prepare human resources in the face of economic crisis, competent human resources, and education autonomy; (3) the Japanese Education budget is allocated by the government by 54.55% while Indonesia is only allocated Education funds through BOS school management program whose cost does not reach 50%; (4) Japanese education and salaries guarantee their teachers more than Indonesia which has not been able to fully guarantee the welfare of teachers; (and (5) the process and evaluation of learning in Japan is better than Indonesia because the learning methods used are a temporary group of Scientific Indonesia. Feeling stress of counseling guidance teachers inflict a negative impact to optimaize at work. By that matter, if it left by long term would cause a burnout symptoms for someone. Other negative impact of burnout symptoms were cynicism, loss of dignity, decreased morale, feeling of helplessness or hopeless, hopeless towards work, fatigue, and ended up physical disease, for example feeling headache frequently.

As one of counseling approach that has determined to be able to reduce level of burnout symptoms is CBT approach with relaxation technique. Relaxation technique could be done by an easy way because there are some techniques of relaxation, and those techniques could be done individually or group. There some relaxation techniques which could be used to reduce level of burnout symptoms of someone, one of those techniques is guided imagery. Guided imagery technique gives the instruction to someone to be able to practice pleasant things and calming someone mind. If someone has practiced that guided imagery technique expected could reduce burnout symptoms that they felt.

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