

## Analysis of School Health in Surakarta City Indonesia

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### Abstract

*The main purpose of this study was to analyze the health of elementary school organization in the city of Surakarta. Standardized instruments have been used to retrieve data of this study namely the Organizational Health Inventory (OHI-E). This instrument has high validity and high reliability, with Cronbach alpha 0.81. As many as 350 people a state primary school teachers in the city of Surakarta has been chosen as the respondents of this study with stratified random rule. A total of 330 sets of instruments or 94% successfully collected. Nevertheless the 320 sets of instruments that qualify for analysis lebihlanjut. Data were analyzed using AMOS version 6.0 to analyze the Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM). The results of this study is that the state of health of the organization state primary schools in the city of Surakarta is at a high level, but there needs to be improvement in the dimensions of school autonomy and resource support dimension. Factor analysis of the SEM to provide information that all the dimensions measured by the instruments are emerging and measurement models that use statistically acceptable (Probabiliti = .00, RMSEA = .06, GFI = .88, AGFI = .84; Cmin / DF = 2:37), meaning that the dimensions that can be trusted as part of an instrument to measure the health of school organization. Or it can be said that the School Health instrument consists of 22 items (indicators) generated in this analysis can be trusted as a good instrument for measuring kesehatan school organization in the city of Surakarta.*

**Keywords:** School health, Organizational Health Inventory, Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM)

### A. Introduction

Of national education that is based on Pancasila and 1945 Constitution is intended to educate the nation and the people of Indonesia menciptakan whole, namely the community gave birth to a healthy physical and spiritual, faithful and devoted to God Almighty, virtuous noble character, have the knowledge and skills, keberibadian a stable and independent and have a sense of civic responsibility and nationality (Law on National Education System of Indonesia, 2003).

However, these national goals can not be dilaksanakan properly, causing a very serious problem, namely the low academic achievement of students in various educational unit. Low academic achievement can be demonstrated by the low value of the National Examination (UN) held by the government. Even the truth value listed by the UN-values are often becomes perbicangan warm in the discourse of education in Indonesia (Abdullah Alhadza, 2001).

Curriculum as well as the ability of teachers are often the scapegoat as the cause of the problems above, irrespective of the psychological condition as well as interpersonal communication from the school community.

### 1. Background

The study conducted by the Trends in International Mathematics and Science Study (TIMSS), which was published in December 2008 reported that in the field of Science and Mathematics, Indonesia is at number 28 of the 36 countries studied. This position is under the state of Iran and Lebanon, which is at number 26 and 27 (Timms, 2008).

Next is a study conducted by the Centre for Development of Indonesia's National Testing System (Pusbangsijian) in 1999 reported that the academic achievements of students age 13 in Mathematics and Science, Indonesia was ranked fourth out of five ASEAN countries (Pusbangsijian, 1999). This shows that the academic achievement of primary school students and secondary schools in Indonesia in the field of Science and Mathematics is still at a low level.

Also Wayan Koster (2001) suggest that the low quality of education in Indonesia is strongly influenced by the system used by the government in the maintenance of the education system, which has been more emphasis on input and output approach. He also stated that the Indonesian government believes that by improving the quality of the input by itself will improve the quality of output. In fact the approach at the macro inputs and outputs has not menjarerata to improve the quality of schools in order to improve the quality of education (Wayan Koster, 2001). This does not only happen in Indonesia but also occur in countries like the United States and Britain. Results of research to public primary schools in the United States and Britain show that school inputs have little effect on student learning outcomes (Coleman, Campbell, Hobson, McPartland, Mood, Weinfield & York, 1966; Jencks, Smith, Acland, Bane, Cohen, Gintis, Heyns & Michelson, 1972; Scheerens, 1992).

In the input-output approach to macro is not giving enough attention to those aspects that are micro which is a process that occurs in schools even in the classroom. In other words, in developing education, in addition to taking a macro approach needs to address the micro approach that is special attention to the institution or organization as a whole school including school health organizations and individuals involved in it. Brookover (1979) stated that school inputs are important but more important is how to deliver input into the school community who work together with other citizens in school.

Wayan Koster (2001) states that the understanding of the institution or organization as a whole school is very important indeed kerana major basic education is the learning process at school. The importance of understanding of effective schools are consistent with national policy is the decentralization of education in the context of the implementation of regional autonomy. With regard to the decentralization of education, in primary education, the Ministry of National Education has prepared a concept of school autonomy that school-based management (Wayan Koster, 2001).

Husaini Usman (2006) states that school-based management will work well when observing the principles: first, principals and entire school community must have a strong commitment in an effort to implement school-based management, secondly, all citizens of the school must prepare physically and mentally businesses implement school-based management; third, an effective education is education that involves all parties; fourth, the school is the most important institution in the education of effective management; fifth, all decisions made by the concerned schools really understand about education; sixth, the teachers must have kesedaran to assist principals in making decisions and make the curriculum of education programs; seventh, schools should be given broad autonomy that has the ability to make policy and financial management and the eighth, the changes will last longer if it involves a school stakeholders.

## **2. Problem Formulation**

Greenfield (1995) states that the success of a school is not only determined by the school principal but also by teachers and all the processes occurring within the school organization itself. In particular, a study conducted Hoy and Sabo (1998) and Uline and Tschannen-Moran (2008) concluded that School Health affects academic achievement students in the school. More than that school organization is said to affect the health of the maintenance quality of schooling as a whole, including influencing the behavior and attitude of residents who are in school (Hoy & Miskel, 1996).

Because that researchers are interested in: (1) determine the level of organizational health state primary schools in the city of Surakarta, (2) analyze the health of elementary school organization in the city of Surakarta.

## **B. Basis Theory**

### **1. School Organization Health Concept**

Hoy and Hoy (2003) defines that health is a state organization whose existence is important enough to face the future challenges are very severe, this condition is consistently able to develop and expand the organization's ability to defend the existence and welfare of members in it.

Implicitly, this definition states that health organizations promise of success by eliminating the influence from the outside in an effective and direct all their energy to the main objectives of the organization.

In all social systems that grow and thrive, it needs four basic things that must be owned (1) an adequate source of revenue and adjusted to the environment, (2) the establishment and implementation of goals, (3) maintenance of unity and togetherness and (4) build and protect the special values of the organization. By kerana, the organization needs to meet all the facilities necessary to achieve the goal as expected members. Formal organizations including schools required three sections (levels) to handle and control the needs of the organization, namely the teaching techniques (technical level), the management (managerial level) and the institutional (institutional level) (Hoy & Hoy, 2003).

## 2. Health Dimensions of School Organization

Hoy et al. (1991) has managed to develop an instrument to measure the health of the organization high school they called the Organizational Health Inventory for Secondary Schools (OHI-S), which consists of seven dimensions of measurement, namely the independence of schools (institutional integrity), the influence of the headmaster (principal's influence), the principal attention (consideration), the principal initiation (initiating structure), support resources (resource support), moral (morele) and the emphasis on academic achievement (academic emphasis).

OHI-S Based on this, Hoy and Tarter (1997) develop an instrument to measure the health of elementary school organization called the Organizational Health Inventory for Elementary Schools (OHI-E). Although the conceptual framework and the dimensions to construct OHI-E based on OHI-S, but the results of the pilot study only produced five dimensions that emerged in primary schools, namely school autonomy dimensions (institutional integrity), leadership colleagues (collegial leadership), support resources (resource influence), cohesiveness of teachers (teacher affiliation) and the emphasis on academic achievement (academic emphasis).

**Table 1: Examples of Items in Each Dimension in the OHI-E**

Institutional Level (School)
Independence School (Institutional Integrity)
<ul style="list-style-type: none"> <li>• Schools are open to the public's behavior .*</li> <li>• Certain group of society affects schools with money .*</li> </ul>
Managerial Level (Adrerataistration)
Peer leadership (Collegial Leadership)
<ul style="list-style-type: none"> <li>• The school principal to discuss the issues in the classroom with their teachers</li> <li>• The headmaster treats equally to all teachers</li> </ul>
Support resources (Resource Influence)
<ul style="list-style-type: none"> <li>• The school principal to obtain what is asked from his superiors.</li> <li>• Facilities and additional materials needed are available in the classroom.</li> </ul>
Technical Level (Teacher)
Cohesiveness Guru (teacher affiliation)
<ul style="list-style-type: none"> <li>• The existence of feelings of mutual trust and confidence among staff.</li> <li>• The teachers must know about the school.</li> </ul>
Academic Emphasis
<ul style="list-style-type: none"> <li>• Students working earnestly to improve his performance.</li> <li>• Students may work together at the time of learning in the classroom.</li> </ul>

\*) negative statement

Source: Hoy and Tarter (1997)

## 3. Conceptual Framework

OHI is an instrument that has many benefits to three reasons: (1) OHI consistently able to measure the critical dimensions in the health of school organization, (2) conceptual constituent OHI is in accordance with the rules that are used to develop education and learning and (3) healthy school organization can improve academic achievement of students in schools (Hoy & Hannum, 1997; Hoy & Sabo, 1998).

The results of the specialist field of management organizations also strongly support the importance of organizational health as a very important aspect of school life. They find that the health of school organization is having a positive relationship with student achievement, quality and effectiveness of the school, good leadership and a strong school culture (Hoy et al., 1991; Hoy & Sabo, 1998; Hoy & Hoy, 2003).

Perhaps more important is the influence of school organization is healthy, that he is an independent variable capable of predicting the results achieved by schools such as student achievement, student self-confidence, commitment to students, high rates of teacher and student attendance, teacher satisfaction and teacher commitment, school status in the eyes of society, openness in communication and positive attitude of students towards school and teachers (Hoy et al., 1991; Hoy & Miskel, 1996; Hoy & Sabo, 1998).

Therefore the role of School Health to the success of a school so important, then the research on the health of school organization is relevant to do. Moreover, when viewing the academic achievement of our students is less encouraging, it is necessary to find the root causes of health organizations including schools.

### C. Method

#### 1. Population and Sample Research

The population of this study were primary school teachers in the city of Surakarta, 2276 totaled 273 people who teach in elementary school. These populations were taken because they work within the same airport, with a culture that is almost the same, so no differences are too far apart variables under investigation.

The sample in this study amounted to 350 state primary school teachers who were taken by random stratified sampling (stratified random sampling) with the criteria (1) teacher who has taught at the school at least 2 years,

(2) teachers who are in school headmaster memimipin has at least two years and (3) teachers who teach subjects Indonesian Language, Science, Social Sciences, Pancasila and Citizenship Education, and Mathematics, as these subjects are used to assess students' academic achievement. A total of seventy elementary schools have been selected as a sample of fifteen elementary schools average student academic achievement above 7.5, thirty-four elementary schools average student academic achievement between 6.0 and 7.5 and twenty-one elementary schools average academic achievement of students in under 6.0. Each school represented by five teachers from the five subjects tested nationally, so the number of samples of 350 people overall teacher.

#### 2. Research Instruments

School Health Instrument prepared by the Organizational Health Inventory (OHI-E) from Hoy and Tarter (1997) which has 37 items. The teachers were asked to answer the instrument about the health of school organization where they work with the mark 1 (strongly disagree) to 5 (strongly agree). This instrument has been tested (pilot study) in the city of Surakarta, the result is the fifth dimension has  $\alpha$  above .70, but because there are items that have low validity, it would require a second trial so that all items are valid and the result is like Table 2.

**Table 2: Reliability of School Health Instrument**

Dimension	School Health	Item Number	$\alpha$	
			Test 1	Test 2
1	Independence Schools	6	.86	.86
2	Peer leadership	10	.72	.86
3	Support resources	7	.77	.77
4	Compactness Teachers	9	.88	.81
5	Emphasis Academic Achievement	5	.77	.77
School Health Instrument		37	.82	

#### 3. Technical Analysis

SPSS version 11.5 is used to input data and descriptive analysis of average teacher responses to each item in the instrument. Rule used: low ( $1.00 \leq x < 2.33$ ), medium ( $2.33 \leq x < 3.67$ ) and high ( $3.67 \leq x < 5.00$ ). Technical analysis of Structural Equation Modelling (SEM) was used to perform factor analysis on the dimensions of organizational health of schools and to test the measurement model (measurement model) and the possibility of modifying the model simultaneously (Imam Ghazali, 2008; Imam Ghazali & Fouad, 2005; Ferdinand, 2002).

Path diagram of the model constructs to be studied is like figure 1 below.

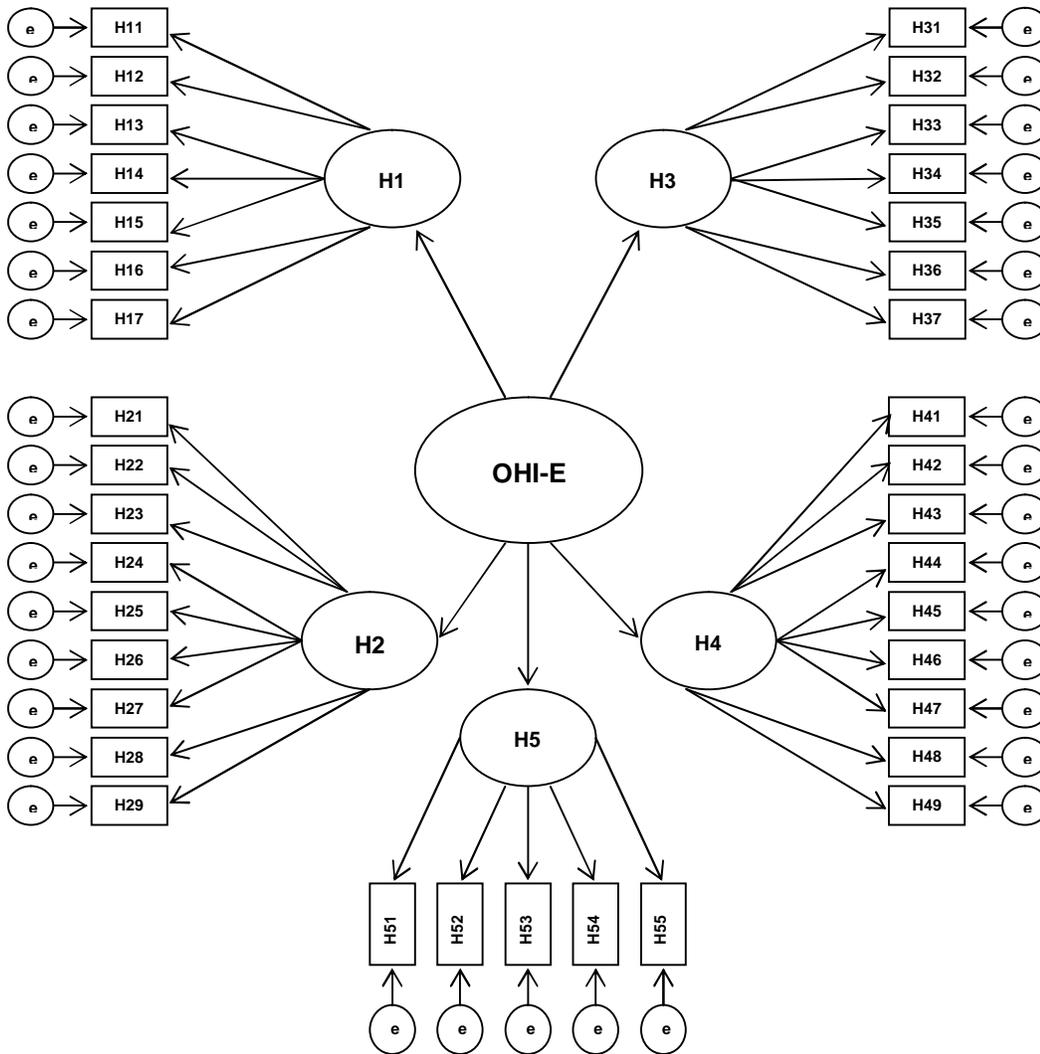


Figure 1: Construct Model School Health

D. Results and Discussion

1. The Result of Descriptive Analysis

a. Dimensions Independence School (H1)

Table 3 shows the average score of teachers' responses to the health of school organization for school autonomy dimension. This dimension consists of six items are statements that are all negative statement.

Table 3: Mean Scores of Dimensions Independence School

Item	Statement	Average
H1.1	A group of elite influence school policy	2.33
H1.2	Schools follow the interests of society.	2.39
H1.3	The teachers feel pressure from society	2.07
H1.4	Schools are vulnerable to outside pressure.	2.47
H1.5	Society demands be accepted although not in line with education programs.	2.25
H1.6	A few vocal parents can change school policy.	2.16

Because all items are negative statements, then for a healthy school organization teachers will give a low response. However, there are two items that the teacher gives an assessment is, that the item H1.1, H1.2 and H1.4. This means that teachers assess the independence of schools in terms of addressing the pressures and keinginginan outsiders still fragile.

Moreover, there is still an elite group of citizens who have a strong influence on school policy. This situation will certainly be difficult for the management of schools to set up her own school, not to mention when the nascent distrust of the school community. Therefore it must be immediately sought the most appropriate solution to overcome this situation.

#### b. Leadership Dimensions Peer Leadership (H2)

Table 4 shows the average score of teachers' responses to the health of school organization for peer leadership dimension. This dimension consists of 10 statements that all items are positive statements and all dimensions were given a positive response by teachers, then the meaning is the teachers considered that a collegial leadership is being run by their school heads are good.

**Table 4: The Mean score of Peers Leadership Dimensions**

Item Statement	Average
H2.1 The school principal pay tribute to teachers	4.22
H2.2 The headmaster treats equally to all citizens of the school.	4.27
H2.3 The school principal to discuss with teachers about issues that happened in class.	4.07
H2.4 The school principal received a question from the teacher without any slur or reject it.	3.97
H2.5 The school principal tried to find the existence of welfare for the citizens of school.	4.28
H2.6 The headmaster explore the entire opinion and acknowledge the existence of other opinions that exist.	3.86
H2.7 The school principal is friendly and easy to work together.	4.53
H2.8 The school principal evaluation wholeheartedly	4.30
H2.9 The school principal let the teacher know what is expected of them.	3.73
H2.10 The school principal to maintain standards in a convincing performance.	4.31

This condition would need to be maintained and even enhanced to ensure that teachers and other school residents support the performance and leadership principals.

#### c. Dimensions Support Resources (H3)

Table 5 shows the average score of the responses of teachers to schools for the dimensional organization of health Resource Support. This dimension consists of seven items are all statements that positive statement.

**Table 5: Mean Scores of Dimensions Support Resources**

Item Statement	Average
H3.1 The school principal can influence the policy of his superiors.	3.22
H3.2 The headmaster obtain what is asked from his superiors.	3.37
H3.3 Recommendations headmaster noticed by his superiors.	3.90
H3.4 Supplemental material available for use in the classroom.	4.09
H3.5 The teachers get the necessary equipment in the classroom.	4.24
H3.6 Tools and supporting materials are available if needed.	3.99
H3.7 The teachers are equipped with adequate materials for their classes.	4.31

Because all items are positive statements, then for a healthy school organization teachers will give a high response. However, there are two items that teachers provide an assessment is even lower, namely items H3.1 and H3.2. This means that teachers assess the resources in terms of the policy of his superiors take advantage of opportunities is still lacking. Conditions necessary to have a solution for their schools to take advantage of opportunities in the form of grants or other grand, though competed. It is quite encouraging is that teachers have felt that the facilities they need for learning in the classroom has met with good.

d. Dimensional Compactness Teachers (H4)

Table 6 shows the mean scores of the responses of teachers to schools for the dimensional organization of health Compactness Teachers. This dimension consists of nine items statement consisting of eight items positive statements and one negative statement items (H4.2: The teachers are indifferent to each other).

**Table 6: Dimension Mean Scores of Teachers Compactness**

Item Statement	Average
H4.1 There is a feeling of trust and mutual confidence among staff.	4.30
H4.2 Teachers are indifferent to each other.	1.65
H4.3 The teachers expressed a sense of pride to the school.	4.23
H4.4 The teachers demonstrate familiarity with each other.	4.49
H4.5 The teachers recognize the school.	4.53
H4.6 The teachers at this school like each other mutually.	3.91
H4.7 The teachers do the job with enthusiasm.	4.43
H4.8 The teachers show commitment to students	4.45
H4.9 Orderly learning atmosphere and sincere.	4.50

As shown in table 6, all the positive statements given the high response turned the teachers and one negative statement given the low response by the teachers. This has meant that the teachers feel a cohesiveness among them and delighted in performing their duties at school.

e. Academic Emphasis Dimensions (H5)

Table 7 shows the average score of the responses of teachers to schools for the dimensional organization of health emphasis of Academic Achievement. This dimension consists of five items a statement consisting of four items positive statements and one negative statement items (H5.4: Students ignore their homework.)

**Table 7: Dimension Mean Scores of Academic Achievement Emphasis**

Item Statement	Average
H5.1 The students respect other students who excel.	4.41
H5.2 The students easily directed during learning.	4.10
H5.3 The students strive to improve the previous performance.	4.10
H5.4 The students ignore their homework.	2.10
H5.5 Students learn to add an hour (private lessons) so they get better performance.	4.07

As shown in table 7, all the positive statements given the high response by teachers and one negative statement given the low response by the teachers. It has makna that teachers feel that free the students have done a good job to improve academic achievement.

Although there are Many diagnostic dimension statement items have a low response by the teacher, but overall health of elementary school organization in the city of Surakarta is in good peingkat. This can be seen from the overall average of each dimension as in table 8.

**Table 8: Mean Overall Dimensions Organasasi Health School**

Dimension	H1		H2		H3		H4		H5	
Statement	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)
Average	---	2.28	4.15	---	3.87	---	4.36	1.65	4.17	2.10
The mean-reversed	3.72		4.15		3.87		4.35		4.11	

**2. Factorial Analysis Results**

Construct school health organization consisting of five dimensions merangkumi 37 indicators. However, after the factorial analysis, this variable still appeared in five dimensions, but the number of items reduced to 22 items. Results of factor analysis for this variable can be seen in table 9.

**Table 9: Dimension and Item Number Factorial Analysis Results**

Dimension	Item Number	
	Tested	Result Analysis
H1	6	5
H2	10	3
H3	7	3
H4	9	7
H5	5	4
Total	37	22

Table 9 shows that free the five dimensions of organizational health of schools appears everything, but not all items (indicators) appears with a weighting factor (load factor) above 0:40. Items (indicators) that appears with the weight factor that meets kriteri, in full can be seen in Table 10.

**Table 10: Results Factor Analysis of School Health Construct**

Item	Statement	$\lambda$
H1.1	A group of elite influence school policy	0.59
H1.3	The teachers feel pressure from society	0.80
H1.4	Schools are vulnerable to outside pressure.	0.67
H1.5	Society demands be accepted although not in line with education programs.	0.68
H1.6	A few vocal parents can change school policy.	0.71
H2.3	The school principal to discuss with teachers about issues that happened in class.	0.63
H2.6	The headmaster explore the entire opinion and acknowledge the existence of other opinions that exist.	0.65
H2.9	The school principal let the teacher know what is expected of them.	0.74
H3.1	The school principal can influence the policy of his superiors.	0.76
H3.2	The headmaster obtain what is asked from his superiors.	0.77
H3.3	Recommendations headmaster noticed by his superiors.	0.56
H4.1	There is a feeling of trust and mutual confidence among staff.	0.60
H4.4	Teachers demonstrate familiarity with each other.	0.76
H4.5	The teachers recognize the school.	0.75
H4.6	The teachers at this school like each other mutually.	0.55
H4.7	The teachers do the job with enthusiasm.	0.79
H4.8	The teachers show commitment to students	0.72
H4.9	Orderly learning atmosphere and sincere.	0.75
H5.2	The students easily directed during learning.	0.73
H5.3	The students strive to improve the previous performance.	0.75
H5.4	The students ignore their homework.	0.67
H5.5	Students learn to add an hour (private lessons) so that they get better performance.	0.56

To ensure that unlicensed each dimension measures a different dimension measurements, can be seen in Table 11.

**Table 11: Correlations between Dimensions of Organizational Health School**

Correlation Between Dimensions		Correlation Coefficient	
Ha	←	Hb	.25
Ha	↔	Hc	-. 25
Ha	↔	Hd	.18
Ha	↔	Uh	.06
Hb	↔	Hc	.34
Hb	↔	Hd	.51
Hb	↔	Uh	.45
Hc	↔	Hd	.11
Hc	↔	Uh	.18
Hd	↔	Uh	.63

Table 11: show that free inter-dimensional correlation coefficient is smaller than 0.70 which means that the five dimensions above measure different things

As for the measure keterterimaan measurement model used can be seen from the criteria of goodness-of-fit Indices structural-model, as shown in table 12. Follows

**Table 12: Goodness-of-fit-model Structural Indices**

Goodness of FitIndices	Cut-off Value	Model	Decision
Chi-Square		392.59	large
Probability	□0.05	0.00	moderate
RMSEA	□0.08	0.07	moderate
GFI	□0.90	0.88	moderate
AGFI	□0.90	0.84	moderate
Cmin / DF	□2.00	2.38	moderate
TLI	□0.95	0.86	moderate
CFI	□0.95	0.88	moderate

Although the measurement model has not met the standard index of goodness of fit is good, but the results are allowed to interpret the results moderat.

**Table 13: SEM Analysis of Measurement Model**

Relationship	Regression Koefien	Probability	Decision *)
H1←School Health	0.20	0.01	accepted
H2←School Health	0.63	0.00	accepted
H3←School Health	0.20	0.03	accepted
H4←School Health	0.82	0.00	accepted
H5←School Health	0.77	0.00	accepted

\*) Is accepted if the probability is less than 0.05

### **E. Conclusion**

Based on the analysis and discussion above, it can be concluded that:

1. State health organizations state primary schools in the city of Surakarta is at a high level. Nevertheless there should be improvements in the dimensions of school autonomy and resource support dimension. On the dimension of self-reliance school teachers considered that the pressure and keinginginan outsiders still high. Moreover, there is still an elite group of citizens who have a strong influence on school policy. While the dimensions of resource support teachers considered that the school is less able to exploit opportunities or policies of the government.
2. Factor analysis of the SEM to provide information that all the dimensions measured by the instruments are emerging and measurement models that use statistically acceptable, meaning that the dimensions that can be trusted as part of an instrument to measure the health of school organization. Or it can be said that the School Health instrument consists of 22 items (indicators) generated in this analysis can be trusted as a good instrument for measuring kesehatan school organization in the city of Surakarta.

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