

SCHOOL PRINCIPAL LEADERSHIP STRATEGY IN INCREASING ACADEMIC QUALITY (Case Study at SMK Negeri 1 Karawang)

Dedeh Auliatul Latifah¹, Resty Gustiawati²

¹Universitas Singaperbangsa Karawang

e-mail: Dedehauliatullatifah@gmail.com

²Universitas Singaperbangsa Karawang

e-mail: resty.gustiawati@fkip.unsika.ac.id

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ABSTRACT

Education at the upper secondary level is the initial foundation in a process of the life of students where this is a serious matter in the management of educational institutions at the vocational level. Therefore, an education at the vocational level requires a competitive leadership quality in being able to build a new strategy in improving the quality, where if we observe the quality of the vocational high school in the Karawang district in particular, it really needs freshness in an education management process, where every educational institution needs a leader. which can improve the quality of academic quality. So here a school leader must have a strategy in managing his institution, so this researcher aims to find out the extent to which school leadership strategies have been carried out in improving the quality of academic quality in Karawang. The research methodology that will be used is qualitative descriptive. The research was carried out on the leadership of the SMK 1 Karawang school, with the research time from March to December 2016. While in the preparation of this study the authors took field research where to obtain accurate and objective data, the researchers came directly to the research location, namely in the Karawang regency.



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INTRODUCTION

Education is a very important factor for human life, with education humans have a high degree and with education humans become cultured and are able to continue to develop culture in order to achieve a better life. Education plays a role not only in the formation of individuals but also in the formation of a society's culture towards a better quality of life, with an increasing quality of human life, humans can actualize themselves continuously in maintaining and improving quality towards a better quality in various fields of social life.

National Education System Law No. 20 of 2003, states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills. what he, society, nation and state need. From this understanding it can be understood that education is an effort or activity to form human beings who are intelligent in various aspects, both intellectual, social, emotional and spiritual, skilled and have personality and good morals. Therefore, all educational efforts must be a step for the realization of good human beings in all their dimensions who will be able to fill their lives productively for the life of themselves, society and the nation. (Uhar, 2015:1).

The development of quality demands and also the encouragement of technology in various fields, makes tertiary institutions must continuously develop in order to be able to produce academic products that are useful for society. In the management of higher education, these demands for change can be carried out effectively when leadership and governance are well developed. Various internal conflicts in the management of education generally occur due to poor leadership. It can be seen that the 4 main issues in educational development below are quoted from Abin Syamsudin in strategic management.



Picture 1. Main issues of educational and cultural development
Source : Abin Syamsudin

Strategic education issues written in HELTS (Higher Education Long Term Strategy) are quality attainment supported by 4 pillars, namely: accountability, autonomy, evaluation, and accreditation. The elaboration of this issue at the tertiary level is how to encourage tertiary institutions to be able to design activities that are oriented towards achieving the specified performance. The role of higher education leaders in managing and managing institutions and also the real role of these leaders will greatly determine the success of educational institutions. Leadership ability in determining policies in what areas will significantly boost performance will be a direction for lower structures. An educational institution management system capable of managing performance indicators will be able to unite all organizational activities into a joint movement to achieve the organization's vision. (Sulisworo D., 2012).

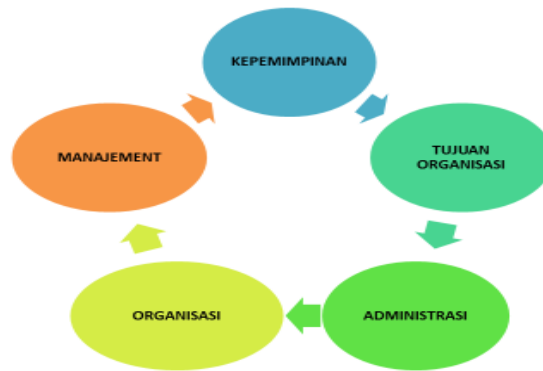
Some of the problems encountered in the management of educational institutions are how to ensure that the performance set by the organization at the top level can be reduced to performance at a lower level, how to determine key performance indicators that are supported by other indicators that influence each other, how to measure key indicators that have been determined. Organizational ability to determine and manage performance by taking into account the specified indicators is very dependent on the leadership and governance of educational institutions. Leaders have very important roles and functions for the growth and development of educational institutions, leadership abilities that exceed others are the first aspect that must be owned, for example; with the existence of the Law No. 9 of 2009 concerning BHP policy, the first thing that must be done by leaders is to study and analyze the Law regarding the influence, impact and opportunities for educational institutions. His ability to predict the right steps to anticipate them will create further steps towards the realization of changes in his vision and mission.

The leadership model needed to bring the institution to world class is leadership based on culture and values, this leadership is a combination of several leadership models that the author feels are right to bring the institution to grow and develop. The essence of this leadership is the creation of value that is transformed into an institutional culture related to perceived value which involves the emotional impression of everyone, be it the academic community, customers, stakeholders and users of education. (Eka Prihatin, 2012, October). Therefore school leaders must have a strategy in managing the schools they lead so that schools are able to compete in improving the quality of their academic quality. So here researchers feel interested in examining school leaders in Karawang, taking the theme: "Leadership Strategy of the Principal of SMK 1 in Improving Academic Quality".

LITERATURE REVIEW

A. The concept of leadership

In an organization, whether formed formally or informally requires a leadership to be able to achieve the goals of the organization. If depicted in a circle, where there are 4 aspects namely leadership, administration, management, and organization, then the location of the leadership aspect is in the most central position, as illustrated below:



Picture 2. Aspect of leadership

Source : Bambang Ismaya.(Pengelolaan Pendidikan :2015)

From the picture above it can be seen that the aspect of leadership is the core of the organization which plays a very important role, because the leader is the main person who determines the black and white of the organization he is subordinate to. Leadership is an activity of influencing other people so that the person wants to work together to achieve the goals that have been set. Leadership is also often known as the ability to gain consensus from members of the organization to carry out management tasks so that organizational goals are achieved.

According to George Terry, leadership is an activity to influence other people to want to work voluntarily to achieve group goals, while Cyriel O'Donnell defines leadership as an effort to influence other people to participate in achieving common goals. Based on these two definitions, it can be concluded that leadership consists of the following elements:

1. Influence others to want to do something.
2. Obtaining a consensus or a work.
3. To achieve the manager's goals.
4. To obtain mutual benefits.

So, when viewed in the context of leadership, things that are interrelated are the elements of a driving cadre, the existence of mobilized participants, the existence of communication, the existence of organizational goals and the benefits that are not only enjoyed by some members. Leadership can be seen as two things, namely as a process and an art. Leadership as a process according to J. Robert Clinton is as follows Leadership is "a complex process in which a person influences other people to carry out a mission, task, or goal and directs an organization that makes it more cohesive and coherent." Those who hold office as a leader applies all the attributes of leadership (beliefs, values, ethics, character, knowledge, and skills). So a leader is different from an employer, and different from a manager. A leader makes people want to achieve high goals and objectives, while an employer orders people to accomplish a task or achieve a goal a leader does things right whereas a manager does things right (Leaders do right things, managers do everything right).

Leadership as an art is "the art of making a map of desires about the future of the organization, and the ability to translate this map into a framework of real desires, and the strength or power of using all resources to implement the map into an effective product. There have been many experts, researchers and academics who try to map or formulate the definition of leadership. Leadership is a decision and is more the result of a process of changing character or internal transformation within a person. Leadership is not a position or title, but a birth from a long process of change in a person. When a person finds the

vision and mission of his life, when there is inner peace and forms a strong character building, when his every word and action starts to have an impact on his environment, and when his presence encourages change in his organization, that's when a person is born to be a leader. true. So a leader is not just a title or position given from outside but something that grows and develops from within a person. Leadership is born from an internal process. As an illustration, several definitions of leadership can be found as follows;;

1. "Interpersonal influence that is exercised in a given situation and directed through the communication process, toward the attainment of one or more specific goals" (Tannenbaum, Weschler & Massarik, 1961).
2. Increasing the influence of the piecemeal, mechanical compliance with the routine changes of the organization (Katz&Khan, 1978).
3. "They consistently make effective contributions to the social order, are expected and perceived to do so" (Hosking, 1988).
4. A process of giving meaning (meaningful direction) to collective effort, and resulting in a willingness to make the desired effort to achieve goals (Jacob & Jacques, 1990).
5. Business uses a style of influencing and not forcing to motivate individuals in achieving goals (Gibson, Ivancevic, Donnelly, 1997).

Precisely often a true leader is not known by those he leads. Even when the mission or task is completed, all team members will say that they did it themselves. A true leader is an encourager, motivator, inspirer and maximizer. The concept of thinking like this is something new and may not be accepted by conventional leaders who actually expect respect and praise (honor and praise) from those they lead. The more praised and even worshiped, the higher the heart and forget yourself a leader. Precisely true leadership is leadership based on humility. Many leaders have the ability of this leadership method. Because this has never been taught formally. Therefore, we often on various occasions encourage formal institutions to pay attention to skills like this which we call soft skills or personal skills. In one of the articles on economist.com there is a review entitled Can Leadership Be Taught. It is clear in the article that it is discussed that leadership (in this case the leadership method) can be taught so that it complements those who have leadership character. There are three important things in the leadership method, namely: Effective leadership starts with a clear vision. This vision is a power or force to make changes, which encourages a process of tremendous creative explosion through the integration and synergy of various expertise from existing people. within the organization. Even it is said that nothing motivates change more powerfully than a clear vision.

B. Definition and Function of Leadership

Leadership (leadership) is different from the leader (leader). Leadership is the ability to influence the behavior of people or groups with the intention of achieving a common goal. While the leader is a person or group of people such as the head, commander, chairman and so on. From some of the definitions above, it can be concluded that leadership is a process of influencing the activities of a person or group in certain situations for a common goal. This means that there is a process of interaction between the leader, the led, and the situation. So simply the leadership process can be formulated through the following formula:

$$L = F (l,f,s)$$

Noted:

L = Leadership

F = Function

l = Leaders

f = Follower

s = Situation

Thus, leadership should be attached to the leader in the form of personality, ability, and capability to realize quality leadership or Total Quality Management (TQM). Leadership is an important ingredient in TQM. It is said that, an effective leader according to the TQM concept is a leader who is sensitive or sensitive to changes and leaders who do their work in a focused manner. In the TQM

concept, leading means determining the right things to do, creating the desired organizational dynamics so that everyone is committed, working with enthusiasm and enthusiasm to realize the things that have been set.

Leadership includes the process of influencing in determining organizational goals, motivating the behavior of subordinates to achieve goals, influencing to improve the group and its culture, as stated by Robbins (1998): "Leadership is the ability to influence a group toward the achievement of goals". Rivai dan Mulyadi (2003) defines leadership as follows:

1. Leadership is sometimes understood as the power to move and influence people. Sometimes it is also interpreted as a tool to persuade people to be willing to do something voluntarily/joyfully.
2. Leadership is also said to be the process of directing and influencing the activities that have to do with the work of group members. Three important implications are contained in this case, namely: (a) leadership involves other people, both subordinates or followers, (b) leadership involves distributing power between leaders and group members in a balanced way, because group members are not powerless, (c) the ability to use different forms of power to influence the behavior of followers in various ways.

Therefore, leadership is essentially, first, the process of influencing or giving examples from leaders to their followers in an effort to achieve organizational goals; secondly, the art of influencing and directing people in a way of obedience, trust, respect, and enthusiastic cooperation to achieve a common goal; third, the ability to influence, inspire, and direct the actions of a person or group to achieve the expected goals; fourth, it involves three things, namely leaders, followers, and certain situations; fifth, the ability to influence a group to achieve goals. This leadership is directly related to the social situation in the life of each group/organization, which implies that every leader is inside and not outside that situation. The leadership function is a social phenomenon, because it must be manifested in interactions between individuals in the social situation of a group/organization. The leadership function has two dimensions such as:

1. Dimensions relating to the level of ability to direct (direction) in the actions or activities of leaders
2. Dimensions related to the level of support or involvement of the people who are led in carrying out the main tasks of the group/organization.

Operationally it can be distinguished in five main functions of leadership (Rivai dan Mulyadi, 2003) such as:

- **Instructions Function**
This function is one-way communication. The leader as a communicator is the party that determines what, how, and where the order is carried out so that decisions can be implemented effectively. Effective leadership requires the ability to move and motivate others to carry out orders.
- **Consulting Function**
This function is a two-way communication. In the first stage in an effort to make a decision, leaders often need material considerations that require them to consult with the people they lead who are considered to have various information materials needed in making decisions. The next stage of consultation from the leadership to the people being led can be carried out after the decision is made and is being implemented. The consultation is intended to obtain input in the form of feedback to improve and perfect the decisions that have been determined and implemented. By carrying out the consultative function, it is hoped that the decisions of the leadership will receive support and make it easier to instruct them, so that leadership takes place effectively.
- **Participation Function**
In carrying out this function the leader tries to activate the people he leads, both in participating in making decisions and in carrying them out. Participation does not mean that you are free to do whatever you want, but it is done in a controlled and directed manner in the form of cooperation by not interfering with or taking on other people's main tasks. The participation of the leader must remain in the function of a leader, not an executor.

- **Delegation Fuction**
This function is carried out by providing delegation of authority to make/stipulate decisions, either through approval or without approval from the leadership. Delegation function basically means trust. The people who receive the delegation must be believed to be leaders' assistants who have the same principles, perceptions, and aspirations.
- **Control Function**
The control function means that successful/effective leadership is able to manage the activities of its members in a directed manner in effective coordination so as to enable maximum achievement of common goals. The control function can be realized through the activities of guidance, direction, coordination and supervision.

All of these leadership functions are carried out in integral leadership activities. Its implementation takes place as follows:

1. The leader is obliged to describe the work program.
2. Leaders must be able to provide clear instructions.
3. Leaders must strive to develop freedom of thought and expression.
4. Leaders must be able to develop harmonious cooperation.
5. Leaders must be able to solve problems and make decisions within the limits of their responsibilities.
6. Leaders must utilize supervision as a means of control.

In carrying out leadership functions, leadership activities will take place. If these activities are sorted out, you will see a leadership style with each pattern.

RESEARCH METHODS

In this study using a descriptive method, namely a research method that seeks to describe and interpret objects according to what they are. This descriptive research method is used with the main objective of describing systematically, facts and characteristics, objects or subjects studied accurately. Besides that, the descriptive method is very useful for getting a variety of problems related to the "School Principal's Leadership Strategy in Improving Academic Quality (Case Study at SMK Negeri 1 Karawang)". In this research, the researcher describes what it is about "School Principal's Leadership Strategy in Improving Academic Quality (Case Study at SMK Negeri 1 Karawang)".

RESULTS AND DISCUSSION

1. Educator Strategy Function

The results of the study show that there are educational functions implemented by the principal of SMKN 1 Karawang, including by setting an example for his subordinates to have mental discipline and providing support for activities that are able to build the mentality of school members, such as school participation in good competitions. locally, regionally or nationally. The principal also tries to instill positive moral values both culturally and religiously. Whereas in relation to instilling physical values the school principal tries to adopt a healthy life even though it is a little difficult, this is done more in the form of a personal approach. Furthermore, the involvement and role of the head of the school in instilling artistic and cultural values can be seen from the support for artistic and aesthetic values, as well as for a growing local culture. This support is in the form of activities that prioritize local cultural customs, such as traditional art performances for class XII students, or theater extracurricular activities.

It seems that in relation to the meaning of guidance, it cannot be separated from the notion of guidance put forward by Ki Hajar Dewantara in his among the system. The three well-known solid sentences in the system are *ing ngarso sung tulodo*, *ing madyo mangun karsa*, and *tut wuri handayani*. These three sentences mean that education must be able to set an example, must be able to influence, and must be able to control students. This is illustrated by the attitude of the principal of SMKN 1 Karawang who provides examples, guidance and direction and appeals in carrying out their duties and functions as leaders in SMKN 1 Karawang. So in general the principal of SMKN 1 Karawang has carried out his function as an educator who prioritizes mental values, moral values, physical values and artistic values.

Furthermore, this is the principal's strategy in increasing the competitiveness of SMKN 1 Karawang, for example by involving SMKN 1 Karawang in various competitions, in addition to increasing mental value it also increases competitiveness and experience. In addition, the existence of a preserved religious culture provides added value as an educational institution.

2. Manager Strategy Function

As a manager, the principal must be able to manage all the resources in the school, in this regard the principal of SMKN 1 Karawang performs managerial management of school development by forming a special team. This is in order to achieve the educational goals that are programmed and their implementation cannot be separated from the legitimacy, supervision and direction of the school principal, the Principal of SMKN 1 Karawang makes it happen in the personal organization of the school in a structured and efficient manner adapted to personal abilities. In addition, the principal of SMKN 1 Karawang also looks at the educational background and experience in organizing school personnel, with the hope that there will be a suitability of the main tasks and functions with personal abilities. Furthermore, the results of the study stated that all of the organizing activities were planned in detail, directed and evaluated on a regular basis.

So it can be concluded that in general the manager's function has been carried out and is running well at SMKN 1 Karawang with personal organization, evaluation, direction and prioritized assignment patterns according to personal capabilities related to school development which is the aim of the school program. Thus, the principal of SMKN 1 Karawang has functioned as a manager in accordance with the applicable rules. In addition, with the determination of development efforts by forming a special team, it is clear evidence that with the ability of a school principal manager at SMKN 1 Karawang has special attention to the development of SMKN 1 Karawang, or by involving teachers in training so that the quality of education at SMKN 1 Karawang can be awake and even enhanced` ` .

3. Administrator Strategy Function

As an administrator, the principal of SMKN 1 Karawang can be said to have fulfilled these criteria, although in practice it is more likely to delegate administrative tasks to designated representatives, even so, the principal of SMKN 1 Karawang continues to provide oversight and direction for the delegation of duties and responsibilities. So even though administrative tasks are delegated to his subordinates with supervision and direction, it shows the ability of the principal as an administrator, because without good administrative skills, supervision and direction of administrative matters will not run well.

The results of the research show that there is an integrated management of school information systems between sections, although for information systems that are broader in nature (for the general public or parties outside the school it still seems conventional) and there is management of school resources, both maintenance and procurement of needs. The simplest thing about good administration is documentation of school activities, both academically and non-academically, for example, neatly arranged student ledgers, well-documented archives of student activities.

So, from the results of the study it can be concluded that the administrator's role has been carried out by the principal of SMKN 1 Karawang. Even though in reality this function is carried out by elected representatives, it is still under the supervision and direction of the school principal of SMKN 1 Karawang. Furthermore, with good administration, the weaknesses and strengths of SMKN 1 Karawang can be easily inventoried, so that it is possible to facilitate improving the quality of education by preparing appropriate and accurate strategies based on an inventory of problems and constraints.

4. Supervisor Strategy Function

Academic supervisors can be formal or informal. Formal supervisors are supervisors who are appointed by the education office at the provincial, district and sub-district levels from outside the school. Informal supervisors are supervisors who come from within the school itself, namely the principal, vice principal, unit heads, and senior subject teachers (Pidarta, 2012:62).

In this regard, the principal of SMKN 1 Karawang supervises the planning, implementation and evaluation of teaching and learning. Furthermore, the principal provides recommendations on the results of the supervision, which ones need to be improved, which ones need to be maintained and which ones need to be left behind for the advancement of education at SMKN 1 Karawang. Apart from that, there are efforts to improve the quality of education at SMKN 1 Karawang by involving teachers in training related to developing the quality of education, introducing new teaching methods or targeting the level of graduation achieved. The nature of supervision that can be concluded from this study is consultative

supervision in which the principal provides recommendations as a form of openness and encouragement to move forward.

From the above understanding, it can be understood that the principal's supervision principle is carried out based on the needs of teachers in developing their abilities, carried out in a democratic and non-rigid way, but can be consultative in two directions with the hope of improvement in the quality of teaching and learning activities. So it can be concluded that the principal of SMKN 1 Karawang has carried out the supervisory function quite well.

5. Leader Strategy Function

The role of the principal as a leader in educational institutions is as an effort that must be able to influence, encourage and mobilize all school members in an effort to achieve common goals. Principals must also collaborate with staff, utilizing the potential of staff to help formulate new ideas in an effort to improve the quality of education. Communication that is built between the principal as the leader and his subordinates must be built in two directions so that a conducive interaction relationship occurs. In this regard, the principal of SMKN 1 Karawang, based on the results of the research, has carried out his leadership function with the delegation of tasks in a structured manner as well as the good relations that have been established between the principal and his subordinates. A conducive and professional relationship without compromising a sense of kinship. Although this cannot be separated from the obstacles that arise, and from the results of the research, most of the obstacles arise due to miss communication and lack of clarity about the tasks delegated.

Concluding from the research results, the principal of SMKN 1 Karawang has leadership abilities, both emotionally and intellectually. This is clearly illustrated in the research results which state that there is a good relationship that is built between leaders and subordinates without prejudice to professionalism and mutual respect, and there is selective delegation of tasks, thus the role of the leader here can be interpreted as authority aimed at improving the quality of education. associated with selective delegation of tasks and active communication.

6. Innovator Strategy Function

Broadly speaking, innovation is an idea, item, event, technique, method or practice that is observed, realized, felt, accepted and used as something new by a person or group as a result of discrepancies and inventions. In the social context, innovation is given an understanding as social change that is used to achieve certain goals or to solve a certain problem. This social change includes the dimensions of the creative process, changes, leads to renewal, and has added value.

In innovating the obstacles faced by the principal of SMKN 1 Karawang, where the results of the research show that the obstacle faced is the problem of financing which is still insufficient to finance the programs that have been prepared. In addition, in the matter of improving the quality of education, school principals innovate by involving the active participation of parents of students to be able to participate in the success of achieving and improving the quality of education.

The ability of the principal as an innovator means also being able to carry out reforms or changes to keep up with the developments in the world of education. Where the principal has been able to identify the problems faced and try to provide alternative solutions to the problems that arise. So from the research results the function of innovation has been carried out by the principal of SMKN 1 Karawang through problem identification and problem solving.

7. Motivator Strategy Function

A school principal as a motivator must have the right strategy to motivate educators in carrying out their various duties and functions. Structuring the physical environment, namely in this case study rooms, teacher rooms and other infrastructure will provide a comfortable work environment, and this will generate work motivation. Furthermore, a pleasant working atmosphere, frequent cooperation and mutual assistance are also able to generate motivation in carrying out the duties and functions of educational staff in the school environment. Discipline also needs to be applied as a form of efficiency and effectiveness that will motivate work productivity, further followed by encouragement through attention and guidance and given awards according to the achievements made by educational staff. And this is aimed at improving the quality of education at SMKN 1 Karawang.

This is in line with what was carried out by the principal of SMKN 1 Karawang which from the results of the research showed that it provided a conducive and comfortable work environment and also tried to uphold work discipline contained in the main tasks and functions of each field as well as contained in the school rules as a reference the discipline of the school community as a whole. In

addition, there are motivational factors in the form of rewards for the success achieved both verbally and non-verbally, both morally and materially. So from the results of the study it can be seen that the role of the motivator has been carried out by the principal of SMKN 1 Karawang well.

CONCLUSION

Based on the results of observations made at SMKN 1 Karawang, it can be concluded that improving the academic quality of the school is not only the responsibility of the head or school leadership, but the responsibility of all school personnel who work together to achieve the vision by carrying out the mutually agreed upon mission. To realize a school that has high competitiveness and integrity, cooperation from various parties is certainly needed, especially to develop the organization. Collaboration needs to be done to create opportunities and make the organization grow rapidly. SMKN 1 Karawang has collaborated with various parties, both industry, society and inter-agency parties as a form of widening the wings of the organization it runs. In addition, to improve academic quality it is also necessary to design an effective program. The implementation of the programs that have been designed also needs to be monitored and evaluated because not all programs that have been made have run as expected and intended. For this reason, cooperation is needed, both leaders and members in realizing the program design.

However, achieving the vision and mission is not easy, obstacles often arise in realizing the vision and mission. The resource person explained that these obstacles could come from within and outside the school. From within, the obstacles that often arise come from the teacher's human resources. Meanwhile, external obstacles most often come from other parties, such as journalists, one of them. In anticipating this, school leaders usually approach through communication and provide understanding to all parties as a form of solution in resolving these obstacles.

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