

## **Implementation of Headmaster as a Manager in Increasing the Professional Competence of Educators at MTsN 1 Kediri City and MTsN 2 Kediri City**

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**Abstract:** Qualified educators are the main factor in the quality of education. Within the framework of increasing professionalism of educators, the headmaster of the Madrasa has an obligation to increase the competence of educators. The success of the headmaster as manager in a systematic manner does all his efforts to increase the competence of professional educators. The success of the headmaster of increasing educator professional competence will influence the method, good planning, good implementation plan, and evaluation of results by educators. Based on this phenomenon, this research improving management of headmasters has implemented a program of professional competence of educators at MTsN 1 Kota Kediri and MTsN 2 Kota Kediri. This research method uses a qualitative approach with type study multisite studies. The data collection techniques used are participant observation, interview depth and documentation. Techniques data analysis using individual data analysis and analysis cross site. Check data validity with credibility, transferability, dependability and confirmability. Research results show both the two sites do implementation of improvement programs competence professional educators by compiling an evaluation self, educator program.

**Keywords:** Headmaster, Implementation, Professional Competence

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### **1. Introduction**

Leadership in educational institutions is the expected causal variable bring aspect changes \_ other good field economic, legal, political, social culture, and so on. Aspect this will experience positive and constructive change \_ when Educational Institutions have quality leader. \_ In based on professional leadership experience, education and skills. Even believed that educational leadership is the main pillar in realize progress civilization nation and state. (Patoni, 2017)

Ability and skills leadership in direct is Thing urgent in effectiveness manager. When institution education could identify related quality \_ with leadership so that called technique leadership effective. Leadership or *leadership* is *being a leader power of leading or the qualities of leader*. (Hornby, 1990) According to George R Terry Leadership is activity influence people so directed reach purpose organization. (Terry, 1968)

The principal of the madrasa is working no only develop however as leader education, the head of the madrasa must capably use democratic processes on base quality his donation. (Soetopo, 2010) The principal of the madrasah acts as consultant for helping teachers solve problem them. The principal of the Madrasah should attempt increase teachers' ability to work and think together. Implement, evaluate together his team and help the teacher participate active in teaching programs. (Ta'alum, 2020)

Head of Madrasa in role as leader education must could interpret role for motivating madrasa residents dedicated each task so could carry out his job with maximum. The head of the madrasa in operate trust education, driven by its community, under leadership headmaster of madrasa. Strong motivation \_ in carry out tasks learning for teachers can increase productivity performance so that produce quality maximum education.

The headmaster of madrasa has role urgent in ensure the continuity of the learning process participant educate, fine from aspects of process, implementation, evaluation and supervision academic, so the madrasa will make enhancement achievement study participant educate be the main target \_ in outcome learning. The principal of the madrasa is leader one of the highest madrassas \_ required tasks and competencies \_ owned is ability do supervision to teachers and staff education in madrasahs.

The role of teachers and personnel important education \_ the make teachers and workers education as component to be focus attention in enhancement quality education especially concerns competence participant educate. So, corresponding with Regulation of the Minister of Religion Number 38 of 2018 about the

Professional Program Sustainable teacher that the teacher has obligation professional in develop competence corresponding with implemented needs \_ in a manner gradual and continuous.

Development Profession Sustainable conducted based teacher needs for increase professional competency. *Permenpan RB* no 16 of 2009 about Position Functional Teachers and Credit Scores, PKB is element main whose activities are also given number credit for development teaching career, besides second element main others, education; learning / mentoring and assignments additional and/ or other relevant tasks. According to *Permenpan* that has also been explained that development profession sustainable management (PKB) consists of from three component, development self, publication science and work innovative.

Development self is the efforts made a teacher for increase his professionalism. With thus he will have competence corresponding with regulation legislation, which in the end will could carry out Duty principal and obligations in learning / coaching, incl in carry out task's relevant additions \_ with function school /madrasa.

Activity development self consists from two type, training functional and activities teacher collective, intended for teachers to be able reach and/ or increase competence teaching profession that includes competence pedagogical, personality, social, and professional as mandated \_ in Constitution Number 20 of 2003 concerning National Education System.

Study this leads to madrasah tsanawiyah namely state Madrasah Tsanawiyah 1 of Kediri city and Madrasah Tsanawiyah 2 of Kediri city. these two madrassas the fans are great normal many, even Madrasah Tsanawiyah 2 became a reference madrasa national. one \_ advantages of MTs Negeri 1 Kediri apply yellow book learning inside \_ the extracurricular. Teaching Learning possible no so common implemented in public madrasahs. Usually carried out in pesantren, however it turned out that *MTs Negeri 1 Kediri* was able presenting learning boarding school into the curriculum them. Reality this of course no regardless from collaboration madrasa principal \_ apply style leadership in the madrasa. Teacher motivation in work no can forgotten so that quality madrasah education \_ trusted by society.

## 2. Method

This research method uses qualitative approach with type study multisite studies (Moeloeng, 2006). The data collection techniques used are participant observation, interview depth and documentation. Data analysis techniques using individual data analysis and analysis cross site (Margono, 2004) Check data validity with *credibility, transferability, dependability and confirmability*.

## 3. Results and discussion

Document plan madrasah work called RKM. validated and implemented then explained in plan work (RKT) and plans work madrasah budget (RKAM) each year. Activity enhancement competence professional stated educator \_ in document planning realized with various way. At the start year whole educator do self-evaluation related results evaluation performance and achievements target performance then be dealt with followed by the coordinator development profession sustainable development (PKB) with record and see activity appropriate collective \_ with needs and other supporting activities enhancement competence professional educator. From the findings cross site implementation madrasa principal \_ increase competence professional educator various way.

### a. Partnership

Partnership is one method choice give weight more in a number of aspects. Although need relative cost \_ big however results from partnership give a number of inherent advantages \_ administrative, technical, and *outputs*. MTsN 1 Kota Kediri and MTsN 2 Kota Kediri made partnership as part from management in increase competence professional educator. The partnership between the 2 madrassas focusses on improvement source power educator and based thinking that educator must *upgraded* \_ in a manner sustainable in shape education and training with competent agency \_ in their field.

Purpose from partnership that expected appear community professional educator in operate Duty professional and capable produce good learning and making \_ participant target development \_ quality. Research results (Carpenter and Sherretz, 2015) give description that school that teaches own community strong professional that includes \_ learning continuing educator \_ own achievement participant learns more \_ tall from school \_ with community more professional \_ weak. Educator given chance for participate in development professional in turn give educator knowledge, skills, and beliefs self for then Becomes leader education at school /madrasa.

The partnership carried out by the head of the madrasa has been be a priority program annual because give benefits to institutions, educators, and understood in a manner widely by stakeholders. this \_ in line with view fierce that's done madrasah head \_ deal Among institution education and stewards interest working education \_ same going to purpose together, for increase education. (Smith, 2016).

Partnership built \_ for enhancement competence professional educator give opportunity to headmaster for \_ do bill form product or results real from partnership MTsN 1 Kota Kediri and MTsN 2 Kota Kediri respectively routine do partnership with Hall Training Religion (BDK) Ministry of Religion and Higher Education. Although there is difference but estuary from partnership is enhancement competence professional educator. Partnership this usually embodied in shape activity collective educator form training with specific targets and limited participants \_ corresponding standard hall training. Implementation training in partnership after the signing of the MoU between madrasah and BDK, meanwhile Theory training sourced from recommendations and actions carry on results evaluation teacher performance (PKG) and ongoing supervision with evaluation teacher self (EDG).

Most \_ Theory training is competence direct professional \_ related with Duty principal and function educator. kindly general partnership in enhancement competence professional educator is for increase service learning better from previously so achievement participant students also increased and activities collective educator the give opportunity educator for in a manner collective do and practice results the training. Results are in line with studies (Carpenter and Sherrest, 2016) empirical investigations method head schools, educators, staff and schools / madrasahs as community study build leadership educator find three important things, i.e chance for development professional, teaching together, and benefits from teacher collectivity.

Appearance collectivity educator in operate his job give birth to compactness in give service learning and education, which in the end participant educate could increase achievement learn it. In build partnership this role headmaster as \_ leader instructional focuses on learning, building public learner, share taking decision, support continuous professional development for all educator and create climate integrity, do research, and improvement sustainable. (Halawah, 2019)

Partnership done \_ MTsN 1 Kota Kediri and MTsN 2 Kota Kediri have purpose main enhancement competence professional educator. The more increase competence professional educator the more increase not quite enough answer gives service learning to participant learn more \_ ok. In the end good service \_ they can increase achievements and results study participant educate. Achievement participant increased education \_ means also increased education in the madrasah.

**b. Evaluation teacher performance (PKG)**

Evaluation teacher performance (PKG) is an annual agenda or purposeful routine \_ do evaluation on related teacher performance with competence, competence pedagogy and competence professional. Evaluation this mandate regulation at a time as reference performance and professionalism.

Evaluation performance started with making self-evaluation (ED) and activities evaluation normative at the outset year together with drafting target work employee (SKP) for MTsN 1 Kota Kediri and MTsN 2 Kota Kediri. Evaluation formative this is reflection by educators \_ \_ trusted alone \_ own benefit for educators and madrasahs within determine desired direction \_ achieved in one year forward together with development programs profession madrasah sustainable development program (PKB). this \_ corresponding with Elliot's opinion that give useful reasons \_ in aspect formative assessment and the extent to which the educator believes that process \_ help in develop practice of teacher. (Eliot, 2015)

Self-evaluation and assessment formative determine type development self that can be dealt with followed by the principal of the madrasa. follow continued by the madrasa normally in shape activity collective development profession sustainable management (PKB) that is stated in workplan. From the initial process the ED and assessment is evaluation self from educator. Procedure the initial work carried out by the head of the madrasa in the PKG process is network that doesn't inseparable with enhancement competence professional educator. From there it is known profile performance year previously for interest in years next can be described as following:

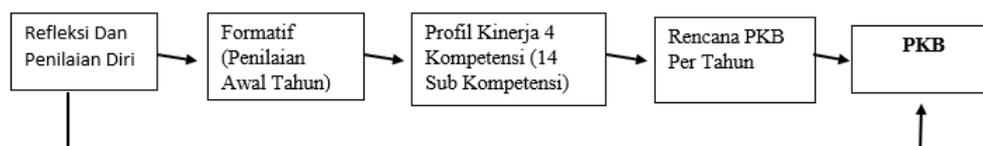


Chart 5.1: PKG Preliminary Scheme for PKB

The head of the madrasa involves the teacher or other qualified educators condition regulation appointed Becomes appraiser. Element seniority, rank, and competence Becomes condition main for appointed Becomes

member team evaluator in implementation evaluation performance. Appointed educator \_ as member team evaluation rated performance by the head of the madrasah himself. Engagement educator in the appraisal process performance Becomes inevitability because besides as the object being appraised is also partial Becomes subject at a time object appraisal.

Engagement educator in the appraisal process capable increase role as well as understanding and most important trust to necessary assessment \_ about necessity evaluation performance in receptacle development profession educator. Opinion (Isore, 2009) confirm that engagement educator push reflection between educator own \_ \_ chance for disclose perception and attention they during the process own confidence in judgment that alone.

Evaluation teacher performance (PKG) to be part from enhancement competence professional educators at both madrasah tsanawiyah because the process of planning, implementing, and evaluating PKG is carried out in a manner routine and ongoing every year with mechanism already \_ raw. The principal of the madrasa takes advantage results and understanding educator on achieved results \_ as part from scheme enhancement competence professional in a manner institutional (formal) and individual (informal). Besides for need institution basically PKG is \_ for educator 's personal needs.

PKG at MTsN 1 City of Kediri and MTsN 2 City of Kediri was carried out in a manner routine every year with same mechanism \_ do integration with supervision in Thing administration learning. The results of the PKG became ingredients for do reflection and action carry on development form profession sustainable development (PKB) in the form of activity collective nor collective. \_ From the description the PKG goals at least there is two that is responsible answer Duty tree educator (accountability) above profession and development profession own (self-improvement). Second corresponding with opinion (Kimshanov, 2015) that PKG has implication development and improvement competence professional educator in Thing attitude knowledge and skills with identification gap with learning through evaluation performance.

### **c. Supervision academic**

Implementation supervision academic is activities and tasks tree madrasa head. Supervision is also part from competence madrasa head. It means supervision, fine academic nor managerial no can ignore and should carried out by the principal of the madrasa. Competence supervision carried out by the head of the madrasa is believed capable increase competence professional educator. Headmaster of MTsN 1 Kota Kediri and MTsN 2 Kota Kediri carry out supervision with same patterns and procedures \_ though there is a little difference. Although in a manner regulatory and theoretical no there is difference in purpose but in the practice, there is a little difference.

Planning beginning in supervision academic covers drafting team madrasa supervision, preparation of supervision programs, implementation and evaluation as well as follow carry on results supervision. Target supervision is educators do \_ During one year lesson. Madrasah principal \_ team and in accompaniment supervisor build The Ministry of Religion did supervision document learning educator, implementation learning, and action continue.

Implementation supervision academic is for increase the quality of the learning process and coaching programs technical to educator. Purpose supervision academic the two tsanawiyah madrasahs conducted in framework construction and improvement quality learning. In line from results research (Noor et al, 2020) that the gist of supervision is for increase the quality of the learning process to be obtained results study participant more optimal learning.

Implementation supervision characteristic flexible because headmaster can \_ carry out in class outside \_ class nor in the laboratory. Headmaster of MTsN 1 Kota Kediri and MTsN 2 Kediri city in carry out supervision form team supervision with criteria certain for help implementation activity. Implementation supervision too \_ become an awareness medium for educator the importance enhancement competence professional in possible learning \_ increase compactness educator. Research results Treasure et al show that with supervision bring up exists motivation and readiness educator for supervised exists response positive on supervision and creation good and harmonious relationship \_ Among educators and principals of madrasahs, and educators with other educators, too could help educator develop ability because assessment conducted in a manner objective to ability educator in carry out his job , so necessary aspects \_ repaired and developed could more good identified and acted on continue. (Khasanah et al, 2019).

Guidance madrasa head on the team supervision educator will could produce good supervision \_ corresponding hope. Task team is do planning, scheduling, implementation, drafting report and do follow continue. Headmaster of madrasa with competence supervision supported competence managerial carry out internal processes' rules managerial as a sub of enhancement competence professional educator in it covers planning, implementation, and evaluation. Skills communication and roles manager as well as designer attached to yourself principal of the madrasa, in activity managerial and academic, especially supervision. (Khun-

inkeeree et.al, 2019) in his research emphasized necessity skills, interpersonal, and technical (conceptual, interpersonal, and technical skills) in implementation supervision effective academic.

Supervision academic MTsN 1 Kota Kediri and MTsN 2 Kota Kediri held every year aim for increase quality ultimate learning \_ as an enhancement medium competence professional educator. If quality learning increase so results study participant students also increase in the end quality Madrasah education has also increased. increasing quality madrasa education only could achieved by educators professional so that supervision can be one \_ instrument in increase competence professional educator.

Implementation supervision academic MTsN 1 Kota Kediri and MTsN 2 Kota Kediri conducted evaluation in implementation and subsequent results \_ used for follow continue. follow carry on in a manner nondescription becomes not quite enough answer madrasa head. follow further to do from results supervision can form gift example, discuss with educator on outcomes, consulting, and conducting training or do activity collective development profession sustainable in the form of MGMP, IHT, *workshops*, technical guidance, as well as training functional. In line with results study about supervision that almost all head schools in Indonesia take action continue results supervision.

#### **d. Collective Activities of teacher - PKG**

Development profession sustainable development (PKB) is estuary from whole enhancement competence professional educator MTsN 1 Kota Kediri and MTsN 2 Kota Kediri. The headmaster of the second madrasah unit education the carry out the PKG program on an ongoing basis routine be an annual program. Part of regulation for educators in Indonesia, variations and models of PKB also depend capacity and capability madrasa principal \_ translate results of related madrasah programs with educator, that is evaluation teacher performance (PKG) supervision academics who have recommendation or follow carry on based on results initiative educator in a manner independent for develop self.

PKG results that contain competence pedagogic, social, personality and professional in follow continue with evaluation teacher self- assessment (EDG) and assessment formative by educators who are then coordinated by the PKB team or deputy head field curriculum for conducted planning continued.

Supervision results academic recommend a number of follow carry on including discussion, giving \_ examples, consulting and training. Second program results \_ the usual PKB program is carried out dominant in shape activity collective. Activity organized collective \_ in shape training, workshops, IHT, MGMP and personal activities for educator, that is mentoring, peer tutorials and implementation of PKG supervision next.

Besides that, initiative independent educator in enhancement competence professional varies but Thing that could see from target work employee (SKP) for education or colleague footsteps activity development already self-done. In the SKP there is planned components \_ by the educator himself namely PKB. PKB planning by educators later synchronous with plan madrasah work so there is PKB at the educator level and PKB at the institutional level. more institutions prioritizing PKB with activity collective and individual educator including from the madrasah collective PKB and activities outside the madrasah.

PKB educators can effective and different between institution education. Not there is a development model best educator and can \_ implemented all madrasah. Madrasah are different and even distinguished educator \_ possible own different needs. \_ Educator recommended for analyze need them regards shape evaluation self, so them could determine type development professional that appropriate for applied. Development profession educator must appropriate and effective \_ \_ for help educator in change activity learning, belief, understanding and attitude. (Mitchell, 2003).

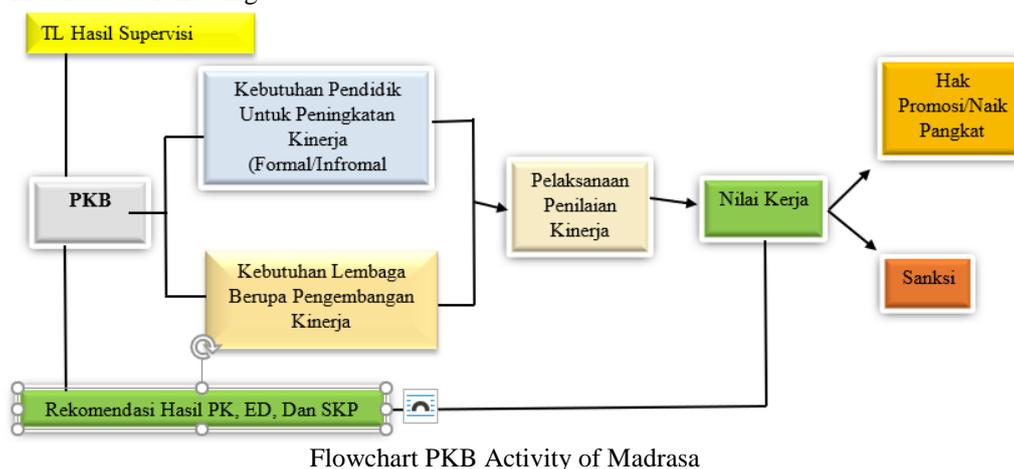
PKB program good level policies and implementation, educators are positioned and discussed as participant educate at a time as basically educators \_ them be in position neutral as intermediary as results study participant educate could achieved. On educators tend treated by the team developer professional no problem, teacher will study what is taught and practiced in activity PKB collective and apply it in class with similar way \_ with all educator other (Petri, 2012).

PKB madrasah as object study use various pattern in a manner institutional and individual. kindly institutional evaluation activity collective be the main one with partnership or non -partnership. Activity collective Becomes instrument main enhancement competence professional educator because own a number of consideration main that is factor convenience execution, supervision, and billing or follow continue.

Activity collective PKB in madrasah object study conducted for develop competence educators, especially on competence professional. Partnership with institution also deep training framework increase competence. Activity training, technical guidance, IHT, webinars, FGD, MGMP/MGBK, and activities collective other is type activity collective for develop competence professional.

Educators at MTsN 1 Kota Kediri and MTsN 2 Kota Kediri have defined activities as activity collective for development social and personality. PKB boils down to two needs and goals, ie need educator in framework enhancement performance through formal and informal stages, madrasah needs in development performance.

Second needs and goals the can is known from implementation evaluation summative or appraiser teacher performance at the end year for is known performance good or otherwise. kindly regulatory, divide ASN educators exist right for promotions and promotions if achievements score performance good and sanctioned if otherwise. However achievements good permanent there is recommendation or follow carry on good from assessed teacher \_ through PKG or through supervision so that PKB is in the form of activity collective permanent Becomes Thing main in increase competence professional educator. Suite activity Madrasah PKB collective illustrated as following:



**e. Initiative Personal (self -incitive)**

Awareness individual educator for develop himself Becomes hope all stakeholders interest especially madrasa head. initiative for development emerging self-based on personal awareness that give service the best quality learning \_ only can give by educators’ professionals who are always upgrading competence and updating information related developments and demands profession then take action continue with do change be more ok. Awareness individual for develop self in framework going to professional show ability educator in do action reflective.

Educators who are also practitioners’ education must capably do action reflective reflecting \_ practice peacock alone for increase quality practice they. Ability develop yourself and facilitate self alone is level highest somebody in implement draft study throughout life. As example, educator pushed for do research, too study action, so them could increase quality practice learning based on experience. Function development professional educator is for help educators \_ in update and build knowledge them good theory nor practice (Hammond, 1999).

The head of the madrasa in increase professionalism teacher at madrasah tsanawiyah conducted with various that way everything is reflection action professional a headmaster as \_ manager. Competence managerial madrasah head \_ reject measuring his professionalism in manage source power man on duty educating and teaching, that is educator. Success madrasa principal \_ increase professionalism educator no seen from given activities \_ head educator but ability form awareness educator in a manner independent and individually owned internal awareness that study is throughout life for reach life baraka (ziyadatulkhair) or more and more ok. Bless inside draft professional there is enhancement professionalism from time to time the better and ability serve participant educate with better so in the end quality madrasah education increased.

Partnership evaluation teacher performance (PKG), supervision facilitated academics \_ madrasa principal \_ shape activity collective development profession sustainable development (PKB) is Suite from management built by madrasah-based need regulation and context environment both madrassas are located.

Individual initiative is born because exists encouragement and motivation from outside. Madrasa head other than facilitate PKB needs educators also do personal approach, individual evaluation, and motivating educator for develop in a manner independent. Educator 's individual initiative for develop self-good in shape activity collective nor individual can is fruit from management headmaster as \_ manager in increase competence professional educator.

Emerging awareness \_ from educator for develop capable form something community learning. Research results (Madrikan,2017) that is a model of the learning organization, a model of improvement competence professional educator conducted with method Keep going continuously improve and develop competence, have motivation for develop pattern think critical with look impact period long, as well own awareness self with self-discipline, awareness and ability build cooperation (with each other educators) for reach purpose.

#### 4. Conclusion

In implementation leadership headmaster as \_ manager in increase teacher 's professional competence among them Activity collective development profession sustainable (PKB) to be method main in enhancement competence professional educator. activity mentioned conducted in shape partnership education and training (training). with institution competent education \_ in the field enhancement competence professional educator. Activity collective other form guidance technical learning, *workshops* program preparation, MGMP/MGBK, Webinars, dissemination results development self-educators, and meetings together *stakeholders* and ministries. Besides that, assessment teacher performance (PKG) and supervision academic too \_ method for increase competence professional educator because recommendation PKG results and follow up carry on results supervision leads to inner PKB shape activity collective. The head of the madrasa also builds awareness self-educator with motivating, supporting, and facilitating educator for do development self on initiative private (*self-initiative*) outside the madrasah program.

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