

LEADERSHIP IN HIGHER EDUCATION MANAGEMENT SYSTEM

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ABSTRACT:

Failure to manage higher education will impact the loss of the higher education institution in producing quality human resources. This study explores leadership in the education management system at the Hindu Religion College (STAH) Dharma Sentana, Central Sulawesi. This research was conducted using a mixed-method with research subjects, all lecturers and employees who work at STAH Dharma Sentana Central Sulawesi, with as many as 41 respondents. Data were obtained through the distribution of questionnaires and interviews. The results of the partial analysis of research data indicate that two variables significantly affect the education management system: visionary and unifying. While the other three variables, namely empowering, controlling ratios and emotions, and integrity, in statistics do not significantly affect the education management system at STAH Dharma. Central Sulawesi Sentana. The results of the coefficient of determination of the value of R square indicate that the variation of the independent variables used in the model, namely visionary, unifying, empowering, controlling ratios and emotions, and integrity, contribute to or have an effect of 45.4% on the education management system variable. In this study, the role of the leader in improving the quality of the education management system that most dominantly influences is the unifying variable, where the leader can unify the diversity of employee characteristics. Leaders provide opportunities for employees to contribute to achieving organizational goals. This study provides a model of leadership in education management. This study provides a leadership model in education management in higher education to improve the quality of education.

ARTICLE HISTORY:

Received: 22 January 2022

Accepted: 19 April 2022

Published: 31 May 2022

KEYWORDS:

Leader Role, Higher Education Leadership, Education Management System.

ABSTRAK:

Kegagalan mengelola perguruan tinggi akan berdampak pada kegagalan perguruan tinggi tersebut dalam menghasilkan sumber daya manusia yang berkualitas. Penelitian ini bertujuan untuk mengeksplorasi kepemimpinan pada sistem manajemen pendidikan di Sekolah Tinggi Agama Hindu (STAH) Dharma Sentana Sulawesi Tengah. Penelitian ini dilakukan menggunakan mix method dengan subyek penelitian yaitu seluruh dosen dan pegawai yang bekerja di STAH Dharma Sentana Sulawesi Tengah, yakni sebanyak 41 responden. Data diperoleh melalui penyebaran kuesioner dan wawancara. Hasil analisis data penelitian secara parsial menunjukkan bahwa dua variabel secara signifikan berpengaruh terhadap sistem manajemen pendidikan yaitu visioner dan pemersatu, sedangkan tiga variabel lainnya yaitu pemberdaya, pengendali rasio dan emosi, dan integritas, dalam statistik tidak memiliki pengaruh signifikan terhadap sistem manajemen pendidikan di STAH Dharma Sentana Sulawesi Tengah. Hasil dari koefisien determinasi nilai R square menunjukkan bahwa variasi variabel independen yang digunakan dalam model yaitu visioner, pemersatu, pemberdaya, pengendali rasio dan emosi, dan integritas, berkontribusi atau berpengaruh sebesar 45,4% terhadap variabel sistem manajemen pendidikan. Dalam penelitian ini peran pemimpin dalam meningkatkan kualitas sistem manajemen pendidikan yang paling dominan berpengaruh adalah variabel pemersatu, dimana pemimpin mampu mempersatukan keberagaman karakteristik pegawai. Pemimpin memberikan kesempatan pegawai untuk berkontribusi dalam mencapai tujuan organisasi. Penelitian ini memberikan model kepemimpinan dalam manajemen pendidikan.

Kata Kunci: Peran Pemimpin, Kepemimpinan Pendidikan Tinggi, Sistem Manajemen Pendidikan.

INTRODUCTION

Good management in higher education is a must-have to get good quality from the indicators set. In this case, the management of teaching in higher education is a necessary effort to achieve educational goals. Education management is a series of processes involving planning, organizing, mobilizing, and supervising related to the area of Education (Abidin, 2017). The element of management in education is the application of management principles in the field of education.

Leadership in higher education management is essential, considering that universities are educational institutions that will produce the nation's successors by improving the quality of human resources in science and technology (Fitriani & Kemenuh, 2021). Failure to manage universities will impact the loss of these universities to produce quality human resources,



which will also affect the nation to create a quality generation. Therefore, higher education leaders responsible for managing universities should explore *leadership* and college management.

Leadership in higher education has an essential role in managing quality higher education. Leadership carrying out leadership that is not good and unprofessional will negatively influence the achievement of quality education in higher education. All policies in the management of higher education lie in leadership, so good leadership will be the basis for achieving the quality of education itself. A leader needs the ability and quality to manage, guide, foster, and direct every element of higher education in achieving educational goals. Leadership in universities has a positive influence that is significant on involvement lecturer work (Patras & Hidayat, 2019).

Leadership has a positive and significant contribution and influence on the quality of education. Thus leadership contributes to improving the quality of education. An increase will follow improvement in administration in the quality of education. Thus, leadership predicts higher education's high and low quality (Prihatin & Khoiroh, 2021; Razak, Syah, & Aziz, 2017).

Syuaiban also provides an explanation of leadership in the higher education quality assurance system, namely, as follows (Muhammad, 2014): *First*, the leadership of the institution, the leadership of the Head of Study Program, and the leadership of the lecturers, at the level of their respective duties, play a significant and necessary role in the higher education quality assurance system. *Second*, the institutional leadership and the chairman of the study program leadership are apart from carrying out their respective internal tasks in the higher education quality assurance system. They are also responsible for changing the work culture for all parties within their authority to carry out higher education quality assurance. *Third*, as the spearhead of the basic academic unit of higher education, the leadership of the Head of Study Programs in the higher education quality assurance system is partly manifested as the task of controlling the implementation of lecturers' duties within the framework of implementing higher education quality assurance.

An organization or college needs a leader who can direct all the elements or resources in the organization or college to achieve the functions, goals, and benefits of education management. Machali and Hidayat said that

educational leadership plays a significant role in directing and moving educational organizations to achieve the expected goals (Machali & Hidayat, 2016). Meanwhile, According to Asmara, educational leadership is all activities to influence individuals in the academic environment in a certain way so that they work together, take responsibility, and are sincere in achieving educational goals (Asmara, 1985).

Higher education leadership has two functions in developing educational institutions: (1) Strive for the effectiveness of educational organizations, which includes having a good work ethic, well-managed management, and seeking educators with high expectations. higher education, developing educators as positive role models, providing favorable treatment to students, providing good working conditions for educators and administrative staff, giving responsibility to students, and sharing activities between educators and students. (2) Strive for successful educational institutions/schools, which include carrying out the leadership function by placing curriculum implementation as the primary goal, emphasizing the quality of teaching and learning, having clear goals and high expectations for educators and students, developing a sound and conducive organizational climate, conduct monitoring and evaluation as part of the organizational culture of education in the institution, manage staff development, and involve stakeholder support (community) in its development (Machali & Hidayat, 2018).

The position of educational leaders is very strategic in the context of the tri dharma of higher education. A leader is expected to be able to supervise and protect all human resources in an institution. In this role, a leader is responsible for implementing the entire education and teaching process carried out by all campus residents. An educational leader has several essential functions or roles in carrying out his duties.

In addition to having a role and function in carrying out their duties, educational leaders must have leadership principles. The leadership principles include constructive, creative, participatory, cooperative, integrative, rational, and objective. (Purwanti, 2013) The existence of a leader at every level of education is significant. With the centralized authority in the hands of the leader, an educational leader becomes a central figure as a top manager and



determines the institution's success in achieving the expected goals. Successful management of education is primarily determined by the leadership and ability of a university leader (Jannana, 2021; Mustapa & Maryadi, 2018).

An educational leader must have a clear and measurable vision and mission and a planned work program and targets that must be met during his leadership period. Therefore, he must have a good understanding of the vision, mission, and ability to analyze the work to be carried out.

Higher education as an organization cannot be separated from the need for good leadership and management. Higher education leaders must know higher education leadership and management. Universities that do not have control and supervision will be fatal because they will experience powerlessness in producing quality human resources. A further consequence is that the college will be destroyed (Abbas, 2008).

The existence of *leadership* and higher education management is essential, considering that universities are educational institutions that will produce national cadres by improving the quality of human resources in science and technology. Failure to manage universities will impact the loss of these universities to make quality human resources, which will also affect the nation to create a quality generation. Therefore, higher education leaders responsible for managing higher education institutions should explore higher education leadership and management.

From the description of the thought above, it can be clarified through the variables of the influence of the leadership role on the higher education management system, schematically depicted as in figure 1 (Tampubolon, 2001).

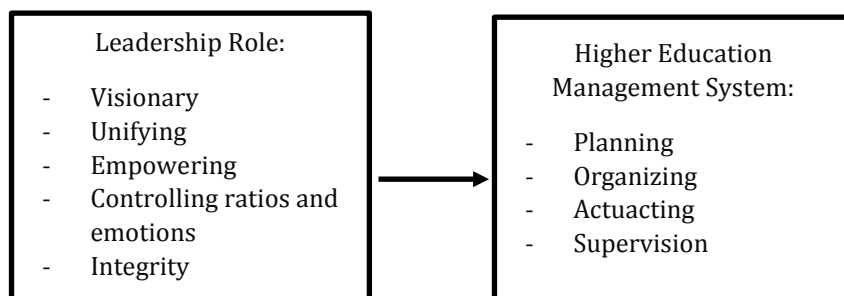


Figure 1. The Influence Variable of Leadership Role

Based on the background and significance of the implementation of education management and educational leadership in higher education, this research is focused on the role of leadership in the education management system at the Hindu Religion College (STAH) Dharma Sentana, Central Sulawesi. This research is essential to describe the role model of higher education leadership, especially the leadership of the head of the Dharma Sentana Hindu High School (STAH) Dharma Sentana Central Sulawesi. It is an effort to achieve a competitive advantage that will strengthen and improve the quality of Indonesian higher education management and encourage change. And the development of higher education through the role of leaders.

METHOD

This research was conducted using *mix-method*. The subjects are lecturers and employees who work at STAH Dharma Sentana Central Sulawesi. Data was obtained through the distribution of questionnaires and interviews. Questionnaires were given to research samples selected through the Nonprobability technique, namely saturated samples, often called total sampling, which amounted to 41 samples. The number of questionnaires distributed was 41.

The variable in this research is leadership role as an independent variable and education management systems as the dependent variable. The leadership role has five dimensions. There are visionary, empowering, unifying, controlling ratios and emotions, and integrity. At the same time, the education management systems variable consists of four dimensions, planning, organizing, actuating, and supervision. For the framework of this research, see figure 2.



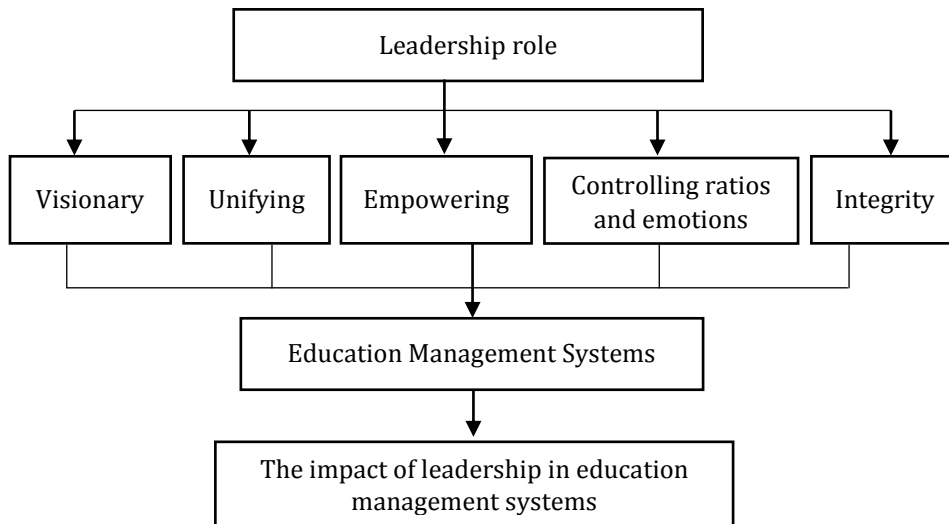


Figure 2. Framework of Research

The questionnaire validity test uses the Pearson Correlation method with the SPSS (Statistical Product and Service Solutions) program. The reliability test uses used one-shot technique. The multiple regression analysis is used for the data analysis in this research.

FINDING

The research results are grouped based on the formulation of the problem, namely the leadership of the STAH Dharma Sentana chairman, the influence of the leadership role of the chairman or leader on the education management system, and the leadership role of the STAH Dharma Sentana chairman in improving the quality of the education management system at STAH Dharma Sentana Central Sulawesi. Each will be explained as follows:

The leadership role of the chairman of STAH Dharma Sentana Central Sulawesi

The results of the research data analysis indicate that the current chairman of STAH Dharma Sentana tends to have a proactive leadership role. The average choice of respondents' answers is to agree on the part of visionary leadership with the highest score on the respondent's assessment, namely 4.2073.

The indicators on the visionary variable are the most chosen. The respondents' answers indicate that the leadership role at STAH Dharma Sentana follows the vision, mission, and goals of STAH Dharma Sentana itself. The leader who inspires the progress of education management (63.4%). The leader has a clear vision and mission (61.0%), makes changes every period (51.2%), and invites the academic community to implement changes (51.2%). This finding provides an understanding that the leadership of STAH Dharma Sentana has broad and mature insight to predict the future, formulate the university's vision and mission, and act and act proactively following the definition of visionary according to Tampubolon (2001).

The head of STAH Dharma Sentana tends to have a visionary leadership role supported by the results of an interview with the director of STAH Dharma Sentana. He said that the leader plans the goals and objectives of the organization (university) through the senate meeting. In addition to making new plans, the leader refers to the program the previous leadership has prepared. It shows that the administration of STAH Dharma Sentana plays a role as a carrier of change in management at the university.

The influence of the leadership role of the chairman/leader on the Education management system

The results of the research data analysis showed that the leadership role (visionary, unifying, empowering, controlling ratio and emotion, and integrity) obtained an F arithmetic value $> F$ table ($7.647 > 2.485$), which means that the leadership role together affects the education management system in Indonesia. STAH Dharma Sentana Central Sulawesi. In the results of the analysis of the coefficient of determination, a score of 0.454 (45.4%) means that the percentage contribution of the influence of the independent variables in this study is visionary, unifying, empowering, controlling ratios and emotions, and integrity to the education management system of 45.4%.

These results provided an understanding that the role of leadership (visionary, unifying, empowering, controlling ratios and feelings, and integrity) has a significant effect on the education management system, as proposed by Tampubolon's (2001) theory, namely the five main characteristics and the role of leadership in managing higher education institutions. A university is said to



be successful if a leader can control the input, process, output, and outcome that play a vital role in the university's success.

Only the role of visionary and unifying leadership affects the management system at STAH Dharma Sentana, which has a value of $t\text{-count} > t\text{-table}$, meaning that the more significant the role of visionary and unifying leadership, the higher the education management system. It means that the role of empowering leadership, controlling balance and feeling, and goodness does not significantly influence the education management system at STAH Dharma Sen. Meanwhile, empowerment, ratio and emotion controller, and integrity have statistics $t\text{-count} < t\text{-table}$.

The role of leadership in improving the quality of the education management system

The role of leadership in improving the education management system based on research findings illustrates that leadership reflects five dimensions: visionary, unifying, empowering, controlling ratios and emotions, and integrity. It judging from the results of the average respondents' answers, the leadership role can be explained as follows:

The first visionaries in improving the quality of the education management system by inspiring the progress of education management, leaders have a clear vision and mission, consistent leaders and commitment to the advancement of education management, and involving the academic community in formulating university strategic plans.

The second, unifying role of leadership in improving the quality of the education management system, on average, respondents' answers indicate that leaders can unite the diversity of employee characteristics and leaders provide opportunities for employees to contribute to achieving organizational goals. The leader can combine all the different elements and potentials to become strengths for all parties.

The third is empowering. It shows that the leaders at STAH Dharma Sentana can imply the existence of democratic, open, delegation, communicative, empathetic, responsive, and facilitating characteristics for employees and lecturers. The leader establishes good communication with employees and lecturers, and the leader plans and implements education management

development programs. The average respondents answered that the leader regularly meets with lecturers.

*The fourth, **controlling ratios and emotions*** in improving the education management system, the average respondent answers that the leader agrees to take a personal approach with lecturers and employees. The leader gives attention (sympathy) to lecturers and employees. It means that the leaders at STAH Dharma Sentana always try to understand the thoughts and feelings of others, in this case, lecturers and employees, so they can determine the best approach to negotiating and fostering mutually beneficial relationships.

*The fifth is **integrity***. The integrity of the leadership role, respondents' answers are average, and they choose to agree that the leader is honest and fair and the leader has the willingness to respond to the smooth affairs of lecturers and employees. The leader dares to take risks against all policies and decisions of higher education institutions. In this way, the leader shows that he is always obedient to moral and legal principles in all aspects of academic life.

DISCUSSION

Based on the above data processing results, it can be concluded that the role of leadership in improving the quality of the education management system follows Tampubolon's theory. The success of higher education is highly dependent on input, process, output, and outcome, where all of these processes are controlled by a leader who is a couple in the field (Tampubolon, 2001). It can be seen from the average response of respondents who agree that the leadership role at STAH Dharma Sentana follows the five main characteristics and the part of leadership in managing universities, namely visionary, unifying, empowering, controlling ratios, emotions, and integrity.

Mintzberg's research also supports these results in Luthans, which provides empirical evidence about the role and activities of leaders, namely interpersonal roles, which means the leader can use his influence to motivate and encourage his subordinates to achieve organizational goals. These informational functions mean the leader spends time giving and receiving information. The decision-making role means the leader is a decision-maker and acts based on data. As a monitor that continuously observes the



environment and keeps an eye on subordinates, bosses, and outside contacts for information (Luthans & Youssef, 2007).

Abbas also stated that effective leadership has a decisive role in the survival of an organization (university) (Abbas, 2008). Effective leadership can be identified with several leadership abilities that coordinate, resolve conflicts, build communication, motivate and mobilize employees to increase their productivity, develop staff and realize the welfare of organizational members.

Universities as educational institutions must have clear leadership and management. Ted Wall in Abbas stated that the leadership and management learning process in higher education is accumulated in the VALUE concept, which stands for View, Appreciate, List, Understand, and Evaluate. Eating values are an essential element in higher education leadership and management. Higher education leaders must base their leadership and management practices on these critical elements to lead universities to good administration (Abbas, 2008).

Education Management System

Abbas said that universities need exemplary management implementation. (Abbas, 2008) In its activities, universities implement general management functions in higher education management, consisting of planning, organizing, mobilizing, and supervising. The following is an explanation from the chairman of STAH Dharma Sentana and the chairman of the Foundation regarding the implementation of the management system at STAH Dharma Sentana through an interview with the Chairperson of STAH Dharma Sentana and the chairman of the Foundation:

Planning

Planning includes several things, among others; (1) determination and purpose of the organization; (2) environmental estimates (sources and constraints) in terms of goals and objectives to be achieved; (3) determining the determination to achieve the goals and objectives (Sutisna, 1983).

As also explained by the head of STAH Dharma Sentana in the interview as follows:

"All planning goes through the senate meeting, in this case, improving the education management system, whether it's work programs, vision, mission, and institutional goals. Currently, several work programs still refer to the management that the previous leaders have prepared. To deal with obstacles and obstacles, we finalize all the programs that have been prepared by STAH Dharma Sentana and then expect synergy from the Foundation and the Central Sulawesi Hindu Community Guidance."

The Chairman of the Foundation also expressed a statement regarding the future planning of the Foundation and STAH Dharma Sentana, which are as follows:

"For the time being, there is no program running because he has just served as chairman of the Foundation. However, the initial plan from the Foundation will be to evaluate until it finds things that are not following their respective main tasks and functions. After the evaluation, a strategy for planning, processing, documenting (checking) and reporting will be made."

From the results of interviews with the chairman of the Foundation and the head of STAH Dharma Sentana, it can be concluded that both parties have strategic planning to improve the existing management system at STAH Dharma Sentana. This strategic plan is very closely related to decision making regarding the policies to be implemented so that future prospects can be enlarged and risks to be achieved can be minimized. (Kerzner, 2009)

The results of data processing also support this statement. The effects of respondents' assessments of the Education management system variable show the highest score on statement points 1 (Leaders make plans for organizational goals and objectives) and 3 (Leaders plan approaches to deal with administrative problems) with a score of 70.7. It shows that the leaders of STAH Dharma Sentana and the foundation chairman have plans to improve the education management system for a better future.

Organizing

Organizing is an important management activity. Organizing is done to collect and arrange all the resources required in the plan, especially human resources, in such a way so that the actions to achieve the goals that



have been set can be carried out effectively and efficiently (Kurniadin & Machali, 2012). As stated by the head of STAH Dharma Sentana as follows:

"The chairman cannot do everything alone, so by Deputy I, II, and III, the chairman is assisted, each of whom is given tasks according to their main duties and functions. For example, vice-chairman I is in charge of the education sector, vice chairman II is in charge of personnel and finance, and vice-chairman III is in charge of student affairs and BEM. So between wakes I, II, III, and leaders coordinate, leaders expect support from all circles, both lecturers/staff and students."

From the interview above, it can be concluded that the statement of the chairman of STAH Dharma Sentana follows the theory put forward by Abbas regarding the organization of a sound education management system so that activities to achieve goals can be carried out effectively and efficiently. Likewise, with the results of the questionnaire data processing, respondents agreed with the questionnaire statement item, namely "The leader gives authority to each person in charge of the higher education structure," with the highest score of 56.1. It shows that the leaders at STAH Dharma Sentana implement the general management function in higher education management, as stated by Abbas. (Abbas, 2008) .

Actuating

Drivers in management realize the results of planning and organizing (Siregar et al., 2021). Actuating is an effort to move or direct the workforce and utilize existing facilities to work together. Mobilization in the organization is also commonly defined as the whole process of giving work motives to subordinates so that they are willing to work earnestly to achieve organizational goals (Ulinafiah & Wiyani, 2019). As stated by the head of STAH Dharma Sentana as follows:

"Employees and leaders must work with full responsibility and discipline and can solve problems. Therefore, leaders always provide support and encouragement to employees/lecturers to always be able to work well." to support employees/lecturers and leaders in completing the assigned tasks, STAH Dharma Sentana has provided a computer lab for the team to handle journals and

research. The head of STAH Dharma Sentana is also still trying hard to get assistance in the form of funding for rebuilding because the facilities that were built now cannot be used due to the earthquake.

Likewise, the chairman of the Foundation gave the following statement:

"Currently, the Foundation is still trying to find ways to deal with obstacles and obstacles due to being new to the office, perhaps by providing reward/punishment. But to encourage employees/lecturers at STAH Dharma Sentana to do their job well, I will implement a performance system, one of which is making daily agendas for employees/lecturers and leaders at STAH Dharma Sentana. In addition, each will make a work program following their main duties and responsibilities, so that employees and leaders will see their performance and evaluate if there are obstacles."

From the interviews above with the chairman of STAH Dharma Sentana and the chairman of the Foundation, it can be concluded that these leaders can mobilize their subordinates to work with discipline and responsibility following the assigned tasks. The results of the interview are also supported by the results of the respondent's answers to the questionnaire, with the average response of respondents choosing in agreement with the statement item "leaders provide examples of leadership traits (65.9) and leaders provide motivation to each higher education structure (61.0)". According to Abbas, it follows the theory of movement in the education management system, where a sound management system has leaders who can move their subordinates to work seriously (Abbas, 2008).

Supervision

Supervision serves to measure personal work effectiveness and the efficiency level of using specific methods and tools to achieve organizational goals so that supervision is a measuring tool for organizational effectiveness, efficiency, and productivity (Haryadi & Sugiarto, 2009). So it is known that supervision contains aspects of measurement, observation, achievement of goals, specific tools or methods, and is related to all activities carried out. The following are the results of an interview with the head of STAH Dharma Sentana, who stated as follows:



"Several developments can be monitored online, such as new student admissions and central data submission by the IT department, and then reported to me. For the performance of the employees themselves, I am just planning to evaluate the results of the tasks I have given following the main tasks and functions that I explained earlier. As well as the development of the education management system at STAH Dharma Sentana which we continue from the previous leader."

Likewise, the chairman of the Foundation also gave the following statement:

"The Foundation's duty as a father is to facilitate STAH Dharma Sentana as a child, but STAH Dharma Sentana is obliged to make a report to the Foundation. Here the Foundation will only supervise while STAH Dharma Sentana will do it. To measure the performance of STAH Dharma Sentana, as I explained earlier, we will develop a performance system (daily schedule). In addition, we will conduct an internal audit that will be conducted every three months."

The interview results regarding the supervision above show that the chairman of STAH Dharma Sentana and the chairman of the Foundation conduct management or assessment to see the progress and development of STAH Dharma Santana's performance and employee performance. It shows that the leaders are following the theory put forward by Abbas. Namely, a sound management system has good supervision or assessment to see the progress of the work program that has been planned and carried out (Abbas, 2008).

The results of the questionnaire data processing regarding the Education management system also support the leader's statement at STAH Dharma Sentana, with the average answer of respondents agreeing with the statement item "leaders supervise the performance of the higher education structure 70.7). It means that STAH Dharma Sentana leaders implement management functions in higher education, as stated by Abbas (Abbas, 2008).

CONCLUSION

The leadership role of the head of the Hindu Dharma Sentana High School, Central Sulawesi, based on the results of descriptive analysis, the average respondents' answers per variable were declared good and agreed because the average value was in the range of 3,41-4.2 in the visionary leadership role category. The influence of the leadership role of the STAH Dharma Sentana chairman on the education management system based on tests conducted by researchers, the leadership roles (visionary, unifying, empowering, controlling ratio and emotion, and integrity) together have an effect on the education management system at STAH Dharma Sentana Central Sulawesi. The results of the partial analysis of research data indicate that two variables significantly affect the education management system, namely visionary and unifying, while the other three variables, namely empowering, controlling ratios and emotions, and integrity in statistics, have no significant effect on the education management system at STAH Dharma Sentana. Central Sulawesi.

The leadership role variables, namely visionary, unifying, empowering, controlling ratios and emotions, and integrity in improving the quality of the education management system at STAH Dharma, each have a significant role. In this study, the role of leadership in improving the quality of the education management system that most dominantly influences is the unifying variable, where the leader can unite the diverse characteristics of employees and provides opportunities for employees to contribute to achieving organizational goals.

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