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THE PRINCIPAL LEADERSHIP TO DEVELOPMENT OF QUALITY CULTURE IN SCHOOL

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Abstract

The school principal as a leader in the school should be aware that its role in the development of quality culture in schools is very important. In the development of quality culture in schools, principals are required to have management skills and strong leadership to be able to take decisions and initiatives of interest poured school initiatives in leadership development strategy of the quality culture of school. The success of school leadership in the development of quality culture will be shown how far the school is allowed to achieve a successful education.

Quality culture includes the context and the process continues to develop, in the context of education, especially in schools. Improving the quality of learning that takes place in schools is a collective effort and shared responsibility of all components in the schools where the achievement required the ability, willingness, and commitment.

Quality culture in schools should be developed with reference to the vision and mission that has been set, while the vision and mission should focus on costum er (service users) both internally and externally. Salain it, the values and beliefs that should be able to increase the involvement of the school community, stakeholders and the public.

Keywords: leadership, development, quality culture of schools

PRELIMINARY

. Background

The quality of education in Indonesia at this time has been a concern of various circles, not only in the education community, but also the community. They want the appearance of a change in an effort to increase the quality of education. The demands on improving the quality of education is increasing. This is due to (1) the progress of science and technology (2) the increasingly fierce global competition, and (3) public awareness (parents) will be higher quality education. Advances in science and technology that occurred in lately has brought the impact of changes in various aspects of human life, so that the problem can be solved by seeking mastery and improvement of science and technology. Without mastery of science and technology, a person is less able to anticipate changes in everyday life and not be able to cope with the problems of life are always evolving rapidly.

The global competition in the era of free markets, caused a very tight competition. To be able to participate in global competition, a person is required to have a greater ability /

quality, which have communication skills, have the ability to collaborate, have a skill or a particular skill, individual perseverance, discipline, work ethic is high, good at capturing opportunities, and has spirit to move forward. In order to prepare a generation ready with these challenges, the school cultured quality is an absolute thing developed.

Development of quality culture in schools is the most important factor in shaping students into a strong power (optimistic, brave, skilled, cooperative behavior, and academic and personal skills are good). School principals, teachers, school community, school or related stakeholders including supervisors, and managers / supervisors of education need to understand the true concept of quality culture and development, as well as the concept of quality school. By having an understanding of the concept of good principals as manager of education providers are supported by the school community (teachers, staff, students), school stakeholders or other related will be able to develop a quality culture of the school in order to develop quality school, including supervisors, and managers / supervisors will be able build education effectively and efficiently.

Therefore, needs to be addressed will be the existence of an effort to develop quality culture in school in order to develop the organization / management of a good school. Thus, management of education in school can exist effectively and efficiently. To realize the cultural school quality will be largely determined by many factors, one of among these factors is the effectiveness of leadership applied by the principal.

2. Problem Formulation

Based on the background of the problem, the formulation of the problem in writing this paper is:

- a. How does the concept and development of the quality culture in the school?
- b. How can school leadership in managing quality school?
- c. To what extent are the principal leadership role in the development and implementation of quality culture that has been implemented in schools?

3. Purpose

The purpose of writing in this paper are:

- a. To illustrate the concept and development of the quality culture in schools.
- b. To illustrate the principal's leadership in managing quality school
- c. To illustrate the role of school leadership in the development and implementation of quality culture implemented in schools.

DISCUSSION

A. The concept of Quality Culture School

Schools that have an edge or educational success by Owens, (1995) is more affected than the performance of the individual and the organization itself, which included values (values), beliefs (beliefs), culture, and norms of behavior that is referred to as the human side of organization (side / human and organizational aspects).

Thus, school culture can be said where possible to develop grade school in achieving educational success. Culture is the overall quality of school physical aspects, the environment, the atmosphere, the taste, the nature, and productive school climate capable of giving out the experience and development of the school to achieve educational success based on the spirit and the values espoused by the school.

The process of cultural development of school quality can be done through three levels, namely (1) the development at the level of the spirit and values; (2) development at the technical level; and (3) development on the social level.

At the first level, the process of cultural development of school quality can be started with the development at the level of the spirit and values, namely by identifying various spirit and values of the quality of life of the school adopted a school, like the spirit and the values of discipline, spirit and values the value of responsibility, the spirit and values of togetherness, spirit and values of openness, the spirit and values of honesty, spirit and values of the spirit of life, spirit and social values and respect for others, as well as the unity and integrity (Torrington & Weightman, in Preedy, 1993). Therefore, there is no cultural development of school quality systematically without identifying the spirit and values that may be invoked.

At the second level, is the development of the technical level. Development at the technical level is made after the principal stakeholder has success identifies the spirit and values, namely by developing various working procedures of management (management work procedures), facilities management (management toolkit), and work habits (management work habits) based schools that truly reflect the spirit and values that will be cultivated in the school.

While the third level is the level of social development. The level of social development in the context of the development of the school culture is the process of implementation and institutionalization so that it becomes a habit (work habits) in school and outside of school.

B. Development of Quality Culture in Schools

In order to develop quality culture can be reached by school principals through the steps as follows:

1. The principal together with all relevant stakeholders to evaluate the extent to which the overall school system components, such as school organizational structure, job descriptions schools, school systems and posedur work, policies and rules of the school, pollutes school, formal and informal relationships, has to reflect the spirit and the basic values that are very functional for the growth and development of the school.
2. Further, the principal with relevant stakeholders to develop a wide range of all technical policies on each system component that truly reflect the spirit and values highly functional base for the growth and development of the school. For the components of the school system has to reflect the spirit and values that are very functional for the growth and development of the school should be retained and implemented, and if not should first do a variety of changes and updates as needed, and then the school principal as school managers in authority to immediately makes a variety of technical policy

C. Characteristics of Educational Quality Culture

Quality school or often called by the superior school. Actually there are two models are very useful approach in determining the grade school or effective schools according to Hoy & Ferguson (1985), quoted Danim (2006), which is a model approach to the process. Model the process approach, looking at the organization as an open system consisting of input transformation, and output. Further stated that the effectiveness of the system model of organization is seen is not of the level of achievement of the goals but the internal

consistency, efficiency of use of all available resources, and success in their mechanism of action (Hoy & Ferguson, 1985). The basic measure that can be used as guidelines to see if the school effectively it or not, the school was qualified or not, Danim (2006) gives the criteria of the school as follows: (1) has a work standards high and clear for students, (2) encourage activities, an understanding of multicultural, gender equality, and to develop appropriate learning according to the standard potential possessed by students, (3) expects students to take on a role of responsibility in learning and behavior itself, (4) have the instruments of evaluation and assessment of student achievement, (5) use methods of learning that is rooted in educational research and sound professional practices, (6) to organize schools and classes to be creative environment that is providing support for instructional activities, (7) decision making in a democratic and accountability, (8) creates a sense of security, the nature of mutual respect, and accommodate the environment effectively, (9) have high expectations for all staff, (10) actively engage families in helping students to achieve success, and (11) in cooperation or partnership with the community and hand the other parties.

Almost similar to what is proposed by Danim on the criteria for effective schools above, Sammons (MacBeath & Mortimore, 2005) analyzed the effective school was determined 11 important factors, namely: professional leadership, vision and a common goal, a learning environment, concentration on learning and teaching, high expectations, positive encouragement, meminitor progress, rights and obligations of pupils, teaching has a purpose, a learning organization, and home school partnerships.

Next, Elfahmi (2006) asserts that the school excels have certain characteristics, namely: (1) has the academic culture that is strong, (2) have a curriculum that is always relevant to the development of science and technology, (3) have a school community which always creates ways or learning techniques for innovative learning, (4) oriented towards the development of hard knowlegde and soft knowlegde in a balanced manner, (5) the process of learning to develop students' potential in a holistic manner, and (6) develop the process of developing the skills and competencies air-communication students globally.

Characteristics of quality school can be basically classified into three perspectives. First, the internal factors of the school; include the leadership of the principal, the professionalism of teachers, support staff were excellent, adequate funding, facilities and good teaching facilities, as well as school climate conducive. External factors school; is the support of the school board (board of school), support of business / industry, government, community economic and social environment. Second, the whole process of learning activities or interactions that lead to the achievement of educational goals. In it involves skilled teachers, curriculum, student readiness, including a good teaching tool. Third, learning outcomes, that achievement can be measured. Achievement is what most people associated with quality. This achievement not only in the academic field, is also reflected in the behavior and personality of students (Syafaruddin, 2002).

In line with the above description, Lezotte (1983) found in his research that the quality of schools that have characteristics, namely: (1) the school environment safe and orderly; (2) climate and high expectations; (3) instructional leadership logical; (4) a clear mission and focussed; (5) the opportunity to study and work on assignments for students; and (6) frequent monitoring the progress of students, and home-school relationships that are supportive. In this study, no mention about the effectiveness of teachers in particular, so shall the reward

regarding incentives, which in other studies sufficient to contribute to the achievement of students in the school.

Subsequently (Moedjiarto, 2002) suggests that schools that successfully demonstrated the interdependence in respect of certain practices in the organization of the school. In this regard, the characteristics found in grade school, is (1) a strong instructional leadership; (2) development program, planning of teaching; (3) expectations of high performance; (4) the belief that all students can learn the basic skills; (5) a favorable climate; (6) oversight of the functions of running a good school, curriculum and staff development programs are clear and measurable; (7) the strong support staff; (8) the encouragement of the leadership; and (9) the responsibilities and participation of students is high.

Thus schools can be called a school that has a quality culture when it has the characteristics of effectiveness is high, namely: school climate conducive, the process of school planning involves the entire school community, high expectations for academic achievement, effective monitoring of student progress, the effectiveness of teachers , principal leadership oriented academic achievement, involvement of parents maximum in school activities, opportunities, responsibilities and participation of students in school, their rewards and incentives in schools, which is based on the success, discipline and discipline at school, and the implementation of a clear curriculum.

D. Principal Leadership and Culture Development Education Quality.

Quality educational institutions can be achieved if supported by leaders who understand management as one of the most important aspects that affect the quality of education is the quality of leadership and management. The purpose of quality management education is to maintain and improve the quality of education (sustainable), which is run systemically to meet the needs of stakeholders. Achieving this requires an effective management and strong leadership so that these objectives to meet the expectations and desires of the community. So that the desire is achieved, it is needed a leader rich educational ideas, and dare to take strategic decisions.

Culture of quality in the sphere of education is an issue that is very important and complex as it involves various components and dimensions are related to each other. Quality culture includes the context and the process continues to develop, in the context of education, especially in schools. Improving the quality of learning that takes place in schools is a collective effort and shared responsibility of all components in the schools where the achievement required the ability, willingness, and commitment.

The principal as school leaders have a high responsibility and full, directly in building commitment and cooperate with all components in the school in the development of the culture of quality education. Without an effort to build a high commitment among these components, especially by the principal as the school's top leaders in efforts to develop quality culture of education than a recorded fantasy.

The principal as school is a component which plays an important role in the cultural development of the quality of education. The school principal has a strong role in coordinating, mobilizing, and harmonizing all the educational resources available to support the cultural development of the quality of education. School leadership is one factor that can encourage schools to be able to realize the goal of schooling through programs implemented in a planned and phased. The school principal goal setting programs tailored to the vision and

mission of the school in which is the foundation of education, legislation and regulations, future challenges, values and expectations of society. Then there is also the principal attention to the challenges of the real and the output schools in setting school goals.

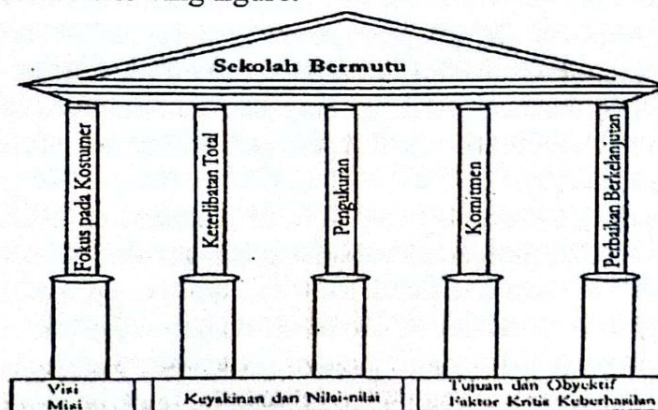
School principals are required to have management skills and strong leadership to be able to take decisions and initiatives of interest poured school initiatives in the cultural development strategy the quality of school leadership. The success of school leadership in the development of quality culture will be shown how far the school is allowed to achieve a successful education.

Talking about the cultural development of the quality of education is very complex and diverse as among the factors interplay with each other. But the key factor is the most dominant leader in this regard the principal. Quality schools are expected, surely we would want something ideal. Ideal means meeting the standards in accordance with the needs of schools categorized minimum quality cultured. Leadership is an ideal school principals meet the standards of competence principal. A school principal must have the ability manjerial good school and has a role as an educator, manager, supervisor administrator, leader, innovator and motivator.

In the effective school management and educational quality-oriented culture requires an earnest commitment in the cultural development of quality, long-term (human investment) and in need of equipment and certain techniques. This commitment must be upheld by the leadership, supported by a high dedication to quality through continuous process improvement by all parties involved are known as MMT (Total Quality Management).

E. Principal Strategies for the Development of Quality Culture in Schools

Good quality culture is fully developed and integrated as a system. Quality culture in schools should be developed with reference to the vision and mission that has been set, while the vision and mission should focus on the customer (service users) both internally and externally. Salain it, the values and beliefs that should be able to increase the involvement of the school community, stakeholders and the public. Beliefs and values to be able to encourage and enhance the work commitment to avoid and anticipate the aspects that may interfere with the realization of the school's objectives. All problems should be evaluated and followed up with the principle of continuous improvement. With regard to the quality of school culture, there are some characteristics that are stated by Jerome S. Arcaro (2007) of which can be seen in the following figure:



1) Vision and Mission

School principals are required to formulate and set the vision and mission of the school as a unity of ideas and adhesives for the school community. To realize the vision and mission of the school which has been formulated need to be assigned tasks and functions of each individual.

According Siagian (1995) vision and mission is the purpose and main activities that make the organization has a distinctive identity that distinguishes it from other organizations as well. Similarly, the school, the vision and mission that has been formulated must describe the unique characteristics of schools that can be translated into activities more operational.

According Yukl (1981) to understand the vision and mission are inextricably fused, because the vision is a source of pride and a common goal for the school community. Vision as an attractive and intuitive picture of how the school towards a better future. Vision can be articulated in the form of a mission statement (mission statement) that contain values and the main themes. Simano (in Asrin, 2006) distinguishes the vision and mission within the framework of their respective goals. Vision related to what is desirable (what do we want to have) in the future, and the mission is the desire of how to realize the vision for the future (what do we want to be).

2) Beliefs and Values

Beliefs and values are the fundamental ideas as desired, that is true, and is considered by most of the school community. The school as an organization has values that are believed by the citizens that manifested itself in ways of thinking, acting and addressing matters related to the school. Value and confidence in leadership is the foundation of philosophical school spirit (spirit of school), so that the school can move in accordance with the vision and mission that is expected. Values and beliefs principals about his school is the deepest dimension of universal values carried, as well as a reflection of the values and beliefs of the school community.

Values and faiths owned principals, usually manifested within schools. In which the principal seeks to values and beliefs can be hope and school property. Roles and responsibilities of the principal is to transform values and beliefs in order to materialize as a form of school behavior. The school principal directs values and beliefs to build a school culture that is superior (culture of excellence school).

Values and beliefs will make a major contribution in moving the school depends on the roles and responsibilities of school principals. He is required to communicate the values and beliefs of the school in order to provide a positive impact on the behavior of its staff. Students, teachers, staff, parents, and communities must understand, appreciate and articulate the value and confidence to mobilize all the resources of the school in achieving its objectives.

School principals are required to build a school that values and beliefs solid as the foundation to realize the good school (good school). Values and beliefs can be the cornerstone of the moral behavior of the school community. The school principal members build values and beliefs are based on the vision and mission of the school.

Norm can be understood as a set of provisions which occur naturally or be set by a group to be adhered together. Norma can be customs, mores and norms can be a reference peraturan.13 members to think and act on what will be achieved at the school.

That is, schools that have norms would give birth to the cultural characteristics of quality schools.

The school, which has a quality culture can be seen from the school's ability to create a set of norms as a reference in the school community to behave in school. Principals, teachers, students, and others without norms embedded in everyday activities then it will be difficult to measure in the school's objectives effectively and efficiently. This is where the principal is required to build the school in order to create the climate norm quality school.

A set of school rules is a form of organized norm in schools both written and unwritten. The stronger the norms stipulated in the school it will wake up the quality culture is good quality too.

3) The symbol system

Symbols that action or material objects that are socially accepted as a vivid description of something (Zendin). The symbol of the school may be a form of meaning that is more concrete than the desired goal. Symbols can be any real measures that could have implications schools in tackling the factors inhibiting success. School activities can be displayed in the form of a clear symbol that can give meaning and hope to the citizens of the school so that it becomes its own characteristics in the development of the quality culture of the school effectively and efficiently.

School principal leadership success can be seen from the strong symbol system (distinctiveness) were created in schools that can differentiate with other schools. It is intended to increase the appreciation of students, teachers, staff, parents, and the community school of excellence. Symbolization can be illustrated through something that is valued, meaningful and desirable in achieving the goals of the school.

4) Choice System

Choice can be intrinsic and extrinsic. Intrinsic rewards are rewards given for carrying out its tasks so that the motivation is increased, whereas extrinsic rewards can be in the form of direct and indirect compensation. Direct compensation can be given wage or additional duties, whereas indirect compensation benefits granted in the form of both verbal maupun nonverbal.

Awards as a form of reward given to all teachers and staff in the form of money, promotions, awards or recognition will provide a strong motivation for the realization of a good culture. Salary is one factor that can influence the increase penyehat morale of teachers in the school. While the awards at the school can be done in a simple form such as praise, encouragement and motivation conducted by the principal. Similarly, the award can be given by teachers to their students in the classroom.

5) Social and Emotional Relationships

Emotional and social relationship with a subordinate principals should be able to create a healthy school climate (Goleman, 2001). Kemampuan principal in building social relationships and emosiaonal good in school is largely determined by the aspect of interpersonal and intrapersonalnya. Interpersonal aspects related to the ability to establish relationships with other people. While the intrapersonal aspects associated with the principal personalities. Interpersonal and intrapersonal aspects will affect the principal in creating an emotional connection with teachers, staff and students.

Social and emotional relationships between teachers, students and staff are good, will give birth to a healthy school culture for the realization of quality education process.

At least three components, namely school teachers, students and staff can create a productive environment. This relationship would be more meaningful if the principal gave a positive appreciation to all of the educational process at school. For that is the task and responsibility of the principal to be a big influence for the realization of social relationships and emotional health.

Principals in the social and emotional relationships should pay attention to the behavior and needs of his staff, to be directed to the creation of a harmonious social environment of the school. In this framework, the principal can do constructive criticism, enhance personal integrity, and develop a pattern of human relationships.

6) Accountability

School accountability as a highest recognition, both internally and externally in society at large (MONE, 2001). A school accountability and performance measurement activities to meet quality standards (Watson & Supovitz) especially the school's ability to focus on customer needs (customers needs). Power of the school that focuses on customer service will provide a satisfactory education.

According to Murgatroyd and Morgan (1994), quoted Daim (2006) in his research on school effectiveness school has found the main cause of high performance, namely; (1) cultural or school climate; (2) leadership and school systems; and (3) the support of parents. That is the importance of accountability of the school to provide quality service to customers.

7) Continuous Quality Improvement

The commitment and effort to make continuous improvements to the quality of attention should be given all the components of the school. Therefore, schools are required to continuously improve the educational resources so that the quality of schools is constantly increasing. Teachers, staff, and students should strive to intensively develop its competence in order to improve the quality of schools. The school principal as a leader who is responsible for leading the improvement of the quality of schools are required to make efforts systemic in improving school quality measures improvement processes and quality improvement in schools include: (1) understand the problems of the school, (2) identification and document processes, (3) to measure performance, (4) develop ideas; and (5) implementing solutions and mengevaluasi.² For that the principal needs to have a strong commitment to continuous quality improvement school. The school's commitment to quality improvement is expected to be shared by all the components of the existing school. With a strong commitment then the school will always be a response to the developments and demands of science and technology that support school improvement as the development of science and technology so rapidly

CONCLUSION

To foster and develop the quality culture in schools is the role of the principal as school leader. The school principal as a leader, is expected to always strive to improve the quality of leadership that led to the establishment of an effective quality culture school. Culture of quality in the sphere of education is an issue that is very important and complex as it involves various components and dimensions are related to each other. Quality culture includes the context and the process continues to develop, in the context of education, especially in schools. Improving the quality of learning that takes place in

schools is a collective effort and shared responsibility of all components in the schools where the achievement required the ability, willingness, and commitment.

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