

The Development of Models of Instructional Leadership in Teacher Training and Education at Muhammadiyah University Sumatera Utara

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The purpose of this research is to improve the quality of the culture in the Faculty of Teacher Training and Education at the Muhammadiyah Sumatera Utara University by developing collegial leadership models. The type of research used is development research (r and d) with ADDIE development models. The activities carried out in the first year only analysed the needs and preparation of instructional leadership model instruments in the Faculty of Teacher Training and Education at the Muhammadiyah Sumatera Utara University based on the quality of culture by taking into account the achievement of study program accreditation standards. The results show that in the planning activities carried out by the Head of the Study Program the components of the Study Program are: (1) compiling the program as discussed with the lecturer team, (2) updating the program and implementing the approved program, (3) the Head of the Study Program seeks solutions to any inhibiting factors found in the implementation of the program (4) and then take action to implement the agreed upon solution and oversee the preparation of the program. The expected target is to prepare a study program performance based on the implementation of accreditation standards in developing the quality of the Faculty of Teacher Training and Education at the University of Muhammadiyah Sumatera Utara. Thus, the results of long-term research in the form of accreditation-based program is designed as outlined in the Strategic Plan, Renop, RIP Lemlit and LPM.

Key words: *Model instructional leadership, quality culture, accreditation.*

Introduction

A leader is someone who is wise, dares to take decisions and most importantly is authoritative and can lead others to achieve common goals. There are very few people who have the characteristics of a good leader in organisations and business entities, business, and government. A leader must have a very broad expertise and knowledge gained through personal development. This self-development produces technical, human resource management, and conceptual skills. These skills will assist in leading the institution into future successes (Thompson & Miller, 2018: 7-8).

Leadership is the power to influence another, whether in doing something or not doing something. The higher the position of a leader in an organisation the greater the demand for the ability to think conceptually, strategically and within a wide perspective. In the educational world, leader and leadership are very important to enhance the quality of education (Nugraha & Jabeen, 2020). The higher the position in the organisation, the greater the responsibility, whereas the lower the position in the organisation, the greater importance of becoming a specialist.

Based on the description stated above, a solution was sought in developing instructional leadership models in improving culture, quality, for better management of management and to provide solutions to improve the quality of the Faculty of Teacher Training and Education at the Muhammadiyah University of North Sumatra.

Review of Literature

Instructional Leadership

One of the important concepts that has been studied widely in the business and educational sphere is the concept of leadership (Smith & Squires, 2016: 65). Understanding leadership according to Gunter (2001: 2) is an activity to influence people, so they like trying to achieve group goals. Whereas according to Cezmi Savas and Toprak (2014), leadership is the effort of directing the organisational activities to achieve a goal. Leadership in its various roles and functions is the focus of group processes, acceptance of one's personality, the art of influencing behaviour, a tool to influence behaviour, an act of behaviour, persuasion and the ability to form strong relationships, as a means of achieving goals as the result of interaction, and differential roles and structures.

The one who practice the leadership are well-known as a leader. Yukl (2001: 3) defines the leader is the behaviour of an individual who leads the activities of a group to a goal to be achieved together. From that definition we can conclude that the focus of leader is on the people

(Winston, 2018: 1), that is: influencing and motivating others to act for achieving goals (Daniëls et.al., 2019: 111). In an educational institution, the success or failure in achieving its educational goals depends very much on its leader (Smith & Squires, 2016). A leader plays an important role through his leadership competences and practices, in which management or leadership (power behaviours) skills are exercised (Ellis & Abbott, 2020; Leithwood, 2017). It is an aspirational and inspirational person that influence others (groups, organisations) and also systems. A driver who will drive the processes of goals achievement (Grunberg et.al., 2019). To be a reliable leader in general one must be a PEMASSLEC, (personnel, educator, manager, administrator, supervisor, social, leader, entrepreneur, and ‘climator’) (Usman, 2011: 277).

As a person, he/she must have integrity, personality and be of noble character, be a cultural developer, role model, have a strong desire to self-develop, be open to carrying out basic tasks and functions and display self-control in dealing with work problems. As an educator, he/she has the role of planning, implementing, evaluating learning outcomes, guiding and training, researching and serving the community. As a manager, he/she carries out planning, organising, directing, and supervising (Nurdin & Usman, 2013: 209). As an administrator, he/she must be able to manage school administration (routinisation of task and accepting problems as attributed in the system) in supporting the achievement of school goals (Winston, 2018: 1). As a supervisor, he plans and conducts supervisors and follows up on the results of supervisors to improve the professionalism of lecturers. Meanwhile, as a social person, he/she cooperates with other parties for the benefit of the school, participates in social activities and has social sensitivity towards people or groups of people. As a leader, he/she must be able to lead the school in the context of utilising school resources optimally. As an entrepreneur, he/she must be creative, innovative, work hard, work ethic, resilient and entrepreneurial instincts. As for the ‘climator’, he/she must be able to create a conducive climate for educational institutions as the quality and character of the institution (Collie et.al., 2012: 1190-1191).

Based on the description above, it can be concluded that leadership is a form of individual behaviour in the interaction within social systems to achieve a goal. Whether or not an organisation's goals are achieved depends on the leadership played by its leader or in management, managers.

In the higher educational institution or university level, many styles of leadership can be used for educational goals. One of the style is the instructional leadership which was developed in 1980s by Hallinger & Murphy (Bashir & Khalil, 2017: 179; Ersozlu & Saklan, 2016: 2), and started to be introduced in Indonesia in the year 2010 (Sukmawati & Herawan, 2016: 1). This style of leadership emphasises the process of learning and teaching improvement. The instructional leadership focused on the direct effects to student successful achievement as the process of effective school (Ersozlu & Saklan, 2016: 2).

There are three dimensions included in the instructional leadership. First is about defining missions, second is about managing programs and the last is promoting academic environments/climates (Bashir & Khalil, 2017; Ersozlu & Saklan, 2016; Sebastian et.al., 2019; Shaked et.al., 2018). Institutional vision is an important part that is concentrated on the students learning processes (Smith & Squires, 2016: 68). A sound vision will make the instructional process well directed. Then, well managed instructional programs which are based on the vision will serve the instruction well, with control and coordination. Whereas academic climate designed by the leader will improve collaboration among lecturers that can encourage the student achievement (Ross & Cozzens, 2016).

Quality Culture

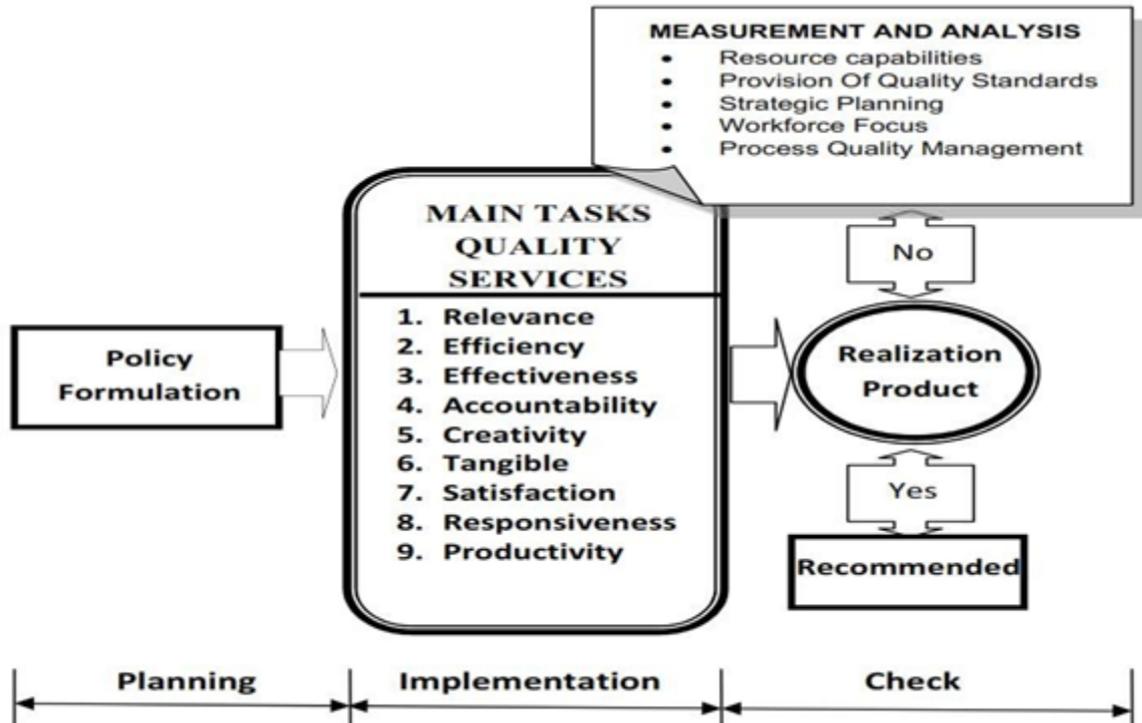
Quality culture is a part of Total Quality Management concept. As an important aspect of human needs, quality culture concept emerge as the starting point of quality assurance (Sattler & Sonntag, 2018: 313). Quality assurance is about accountability that's related to account to some authority (Ghaffar & Abrizah, 2017: 122). Quality culture implies a structured process to improve the resulting output. Quality culture is the fulfillment of stakeholder needs. This concept according to Sattler & Sonntag (2018: 314) consisted two distinct levels, they are objectively evidence of quality management and organisational-psychological aspects. Quality evidence encompasses tools and procedures to perform quality management. Whereas organisational-psychological aspects built by values, beliefs, expectations, and commitment to quality, this level is called culture of quality (Absah et al, 2019).

When the concept will be built in an institution, the basic thing that must be understood is how to work it successfully (Lycke & Tano, 2017). According to the Ministry of National Education's limits (Sukamto. 2002: 5) the quality of a tertiary institution is highly influenced by internal factors, namely internal and external awareness such as curriculum structure and content, institutional policies, teaching staff qualifications, academic climate, standardisation of processes and quality, community support , financial guarantees and institutional support.

Higher Education chooses and sets its own higher education standards for each education unit. This standard is needed by Higher Education as a basic reference in order to realise its vision and carry out its mission (Nugraha & Jabeen, 2020). The basic references include the minimum criteria of several aspects related to the implementation of higher education, besides that the standard is also intended to spur on the private universities in order to improve their performance in providing quality services as a tool to encourage the realization of transparency and public accountability in the implementation of their main tasks (Absah et al, 2019).

Rinda Hedwing and Geraldus Polla have made a model of quality assurance that can be implemented by university. The dimensions of quality assurance stated can be the standard model of management to build the quality culture in practice (Pulungan, 2018: 9).

Figure 1. Higher Education Quality Assurance Model which is used as a research reference.



Sources: Rinda Hedwing and Geraldus Polla

High quality education is understood as an educational institution that is managed in such a way as to be able to produce high education services that fit the needs of its customers. University quality attributes as follows:

- a. Relevance is the suitability to needs, including curriculum relevance, relevance of academic policies, relevance of lecturer competencies, relevance of graduate competencies.
- b. Efficiency is efficiency in the use of resources (funds, energy, time, etc.) for the production and presentation of Higher Education services that are in accordance with customer needs. This efficiency includes the efficiency of funds, time, advice and infrastructure, and human resources.
- c. Effectiveness in the sense that there is conformity of planning with the results achieved, or the speed of the system, method, and or process (process) used to produce the planned service. Effectiveness includes the effectiveness of systems, methods, and processes.
- d. Accountability is whether or not the performance and product of the Private University, including the behaviour of managers, is legally accountable, academic ethics, religion, and

- cultural values. Included in this accountability is the accountability of the teaching and learning process, behaviour (attitude),
- e. Creativity is the ability of private universities to carry out innovation, renewal, or create something in accordance with the development of the times, meant the ability to self-evaluation.
 - f. Appearance (Tangible). Included in the appearance are the neatness, cleanliness, beauty, and physical harmony of the tertiary institution, especially the managers (leaders, lecturers, administrative staff), which make the situation and service more attractive.
 - g. Satisfaction, namely the ability of universities, especially the managers, to provide satisfying services with sincere heart to all customers. This includes attention to subordinates, hospitality and courtesy, serving wholeheartedly, academic atmosphere, harmonious relationship atmosphere, open attitude, pleasant atmosphere.
 - h. Responsiveness is the ability of tertiary institutions, especially managers, to pay attention and respond to the conditions and needs of customers quickly and accurately.
 - i. Productivity, namely the ability of universities and all management staff (lecturers, etc.) to produce products that meet customer needs according to the plan that has been set, both quantitatively and qualitatively.

Research Method

This research is conducted at the Faculty of Teacher Training and Education at the University of Muhammadiyah Sumatera Utara, North Sumatera which is located on Muchtar Basri Street No. 3 Medan. The research will be carried out over the course of a year. Starting in November 2017 and continuing until July 2018. The type of research used is development research (R and D) with ADDIE development models. This model includes Analysis, Design, Development, Implementation, and Evaluation (ADDIE) components in ensuring analogy among the goals, strategies, evaluation as well as the effectiveness of the resulting instructions (Bamrara & Chauhan, 2018: 26). Data collection techniques used in the series of research activities carried out is a questionnaire. The questionnaire instrument is used to analyse and evaluate collegial leadership conducted at the Faculty of Teacher Training and Education at the University of Muhammadiyah Sumatera Utara. Data analysis techniques according to Borg & Gall in Nana Syaodih Sukmadinata (2006: 169-170) describe the ten steps of implementing research and development strategies as follows:

- a. Research and data collection which includes measurement of needs, study of literature, research on a small scale, and considerations in terms of value.
- b. Planning.
- c. Develop preliminary form of product.
- d. Preliminary field testing.
- e. Main product revision.

- f. Main field testing.
- g. Operational product revision.
- h. Operational field testing.
- i. Final product revision.
- j. Dissemination and implementation.

Discussion

Analysis of Quality Culture Problems in the Faculty of Teacher Training and Education University Muhammadiyah Sumatera Utara

Based on the results of interviews with 5 study program leaders (namely: 1) Indonesian Language and Literature Education Study Program, 2) English Language Education, 3) Citizenship Education, 4) Counselling Education, and 5) Mathematics Education) in the Faculty of Teacher Training and Education at Muhammadiyah University Sumatera Utara about planning education service programs with orientation towards continuous improvement, it is obtained information that the Study Program has sought to make continuous improvements by identifying the needs of students and lecturers and evaluating. Program planning is carried out by reviewing the development of the implementation of the three-tridharma of higher education carried out during the last two years and carried out at work meetings at the beginning of each semester.

In the planning activities carried out by the Head of the Study Program along with all components of the Study Program are: (1) compiling the program discussed with the lecturer team, (2) updating the program and implementing the approved program, (3) the Head of the Study Program looks for failure or inhibiting factors of the implemented program, then look for a solution, (4) take action to implement the agreed upon solution and carry out the preparation of the program. The observations and documentation that the researchers did obtained data that the Head of the Study Program had a meeting with the lecturer council in each study program to discuss the steps in planning the implementation of the three-pronged Higher Education program that is oriented toward sustainable improvement.

Analysis of Problems of Study Program Leaders and Lecturers' Understanding in the Faculty of Teacher Training and Education at the University of Muhammadiyah Sumatera Utara towards Quality Assurance Based on Study Program Accreditation

- a. Standard 1: Vision, Mission, goals and Targets, and Achievement Strategies

Performance measurements must use standards. The difficulty of study programs in meeting accreditation standards becomes an obstacle to obtaining maximum accreditation scores. The first accreditation standard is the vision, mission, goals and objectives, and achievement

strategies. Vision is only a series of words in one sentence, but vision has major consequences for study programs to achieve it. The vision must be the foundation of program planning and the formulation of strategies for program achievement.

Identifying the concepts and references used by study programs in the Faculty of Teacher Training and Education is carried out with an evaluation to see the study program's understanding of the accreditation assessment that has been carried out by BAN-PT. The sample of this research is the Study Program at the Faculty of Teacher Training and Education which has been accredited by 5 study programs. Of the number of study programs that have been accredited with B accreditation value.

Based on responses from research respondents to the statement "Study program has a clear and realistic vision and mission" 7.3% The study program stated to agree, while 92.7% of study programs stated that they were very much in agreement with the statement. This shows that 92.7 study programs in the Faculty of Teacher Training and Education University Muhammadiyah Sumatera Utara have understood the importance of developing clear and realistic vision and mission in the preparation of study program accreditation boring.

Table 1: The frequency distribution of respondents' perceptions of understanding the vision and mission of study programs are clearly and realistically arranged

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	7.3	7.3	7.3
	Strongly Agree	51	92.7	92.7	100.0
	Total	55	100.0	100.0	

The standard of vision, mission, goals and objectives, as well as strategies for achieving the study program are number 1 standard. Based on the results of data analysis, the highest frequency of answers (80%) of respondents who stated strongly agreed to involve all academics / lecturers in the preparation of the vision, mission and objectives of the study program, while 16% of respondents stated agree involved all academics / lecturers in preparing the vision, the mission and objectives of the study program and 3.6% of study programs who responded to include academicians in the preparation of the vision, mission, goals are not agree.

Table 2: The frequency distribution of respondents' perceptions of understanding the formulation of the vision and mission of the study program involving all academics / lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Agree	2	3.6	3.6	3.6
	Agree	9	16.4	16.4	20.0
	Strongly Agree	44	80.0	80.0	100.0
	Total	55	100.0	100.0	

In compiling the vision, mission, goals and objectives, and strategies for achieving the study program, it is necessary to formulate a vision and mission that is in line with the university's vision and mission. Based on the results of data analysis, almost all lecturers / study programs in the Faculty of Teacher Training and Education formulated a vision and mission that is in line with the vision and mission of the University. The frequency of answers that stated Strongly reached 90.9% while only 9.1% of study programs answered Agree 80%)

Table 3: Frequency distribution of respondents' perceptions of the study program target achievement strategies according to clear and realistic time stages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	21	38.2	38.2	38.2
	Strongly Agree	34	61.8	61.8	100.0
	Total	55	100.0	100.0	

In compiling the vision, mission, goals and objectives, and strategies for achieving the study program, it is necessary to socialise the vision and mission that are understood by all academicians and education staff. Based on the results of data analysis, almost all lecturers / study programs in the Faculty strongly agree on the importance of understanding the socialisation of vision and mission that is in line with the vision and mission of the Muhammadiyah University. The frequency of answers that stated strongly agreed reached 61.8%, agreed reached 34.5%, and only 3.6% study programs answered less agree.

Table 4: The frequency distribution of respondents' perceptions of the socialization of study program goals and objectives throughout the academic community and education staff.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Agree	2	3.6	3.6	3.6
	Agree	20	36.4	36.4	40.0
	Strongly Agree	33	60.0	60.0	100.0
	Total	55	100.0	100.0	

In compiling the vision, mission, goals and objectives, and strategies for achieving the study program, it is necessary to socialise the goals and objectives of the study program that are understood by all academics and education staff. Based on the results of data analysis, almost all lecturers / study programs in the Faculty of Teacher Training and Education strongly agree to understand the socialisation of vision and mission that is in line with the vision and mission of the Muhammadiyah University . The frequency of answers that stated strongly agree reached 60%, agree reached 36.4%, and only 3.6% study programs answered less agree.

Table 5: The frequency distribution of respondents' perceptions of civil service procedures guarantees the implementation of study programs that are credible, transparent, accountable, responsible, and fair.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Agree	3	5.5	5.5	5.5
	Agree	20	36.4	36.4	41.8
	Strongly Agree	32	58.2	58.2	100.0
	Total	55	100.0	100.0	

In compiling the study program administration process, the study program achievement requires the civil administration system to guarantee the implementation of a credible, transparent, accountable, responsible and fair study program. Based on the results of data analysis, almost all lecturers / study programs in the Faculty of Teacher Training and Education strongly agree to hold a credible, transparent, accountable, responsible and fair study program. The frequency of answers that stated strongly agreed reached 58.2%, agreed reached 36.4%, and only 5.5% study programs answered less agree.

Table 6: Frequency distribution of respondents' perceptions of study program leadership has operational leadership, organisational, and public leadership characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Agree	1	1.8	1.8	1.8
	Agree	14	25.5	25.5	27.3
	Strongly Agree	40	72.7	72.7	100.0
	Total	55	100.0	100.0	

In compiling study program leadership, study program achievement requires the characteristics of operational leadership, organisation, and public leadership. Based on the results of data analysis, almost all lecturers / study programs in the Faculty of Teacher Training and Education strongly agree to hold leadership programs that have the characteristics of operational leadership, organisation, and public leadership. The frequency of answers that stated strongly agree reached 72.2%, agreed reached 25.5%, and only 1.8% of study programs answered disagreement.

Table 7: Frequency distribution of respondents' perceptions of the functional management system of the study program running according to the SOP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	34	61.8	61.8	61.8
	Strongly Agree	21	38.2	38.2	100.0
	Total	55	100.0	100.0	55

In composing functional management system of study programs in accordance with the SOP. Based on the results of data analysis, almost all lecturers / study programs in the Faculty of Teacher Training and Education agreed to manage the study program's functional management system in accordance with the SOP. The frequency of answers stating strongly agreed reached 38.2% and agreed reached 61.8%.

Table 8: Frequency distribution of respondents' perceptions of the study program feedback collection obtained from lecturers, alumni, and users is followed up on an ongoing basis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Agree	2	3.6	3.6	3.6
	Agree	2	3.6	3.6	7.3
	Strongly Agree	27	49.1	49.1	56.4
	Total	24	43.6	43.6	100.0

In compiling the operational management system, the study program runs according to the SOP. Based on the results of data analysis, almost all lecturers / study programs in the Faculty of Teacher Training and Education strongly agree to manage the operational management system of study programs that are in accordance with the SOP. The frequency of answers that stated strongly agree reached 49.1%, agreed reached 43.6%, and only a few disagree reached 7.3%. Results of the analysis of the frequency distribution of respondents' answers to the operational management system of the study program in accordance with the SOP.

Table 9: The frequency distribution of respondents' perceptions of the study program makes efforts to improve the quality of guarantees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	28	50.9	50.9	50.9
	Totally Agree	27	49.1	49.1	100.0
	Total	55	100.0	100.0	

In improving the quality of management study programs need to make various efforts. Based on the results of data analysis, almost all lecturers / study programs in the Faculty of Teacher Training and Education agree to work on improving the quality of management. The frequency of answers stating strongly agree reached 49.1% and agree reached 50.9%.

Table 10: Frequency distribution of respondents 'perceptions of written guidelines on the implementation of monitoring and evaluation of lecturers' complete and consistently implemented work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.8	1.8	1.8
	Less Agree	4	7.3	7.3	9.1
	Agree	33	60.0	60.0	69.1
	Strongly Agree	17	30.9	30.9	100.0
	Total	55	100.0	100.0	

Arrangement of Control Instruments and Models Used to Capture the Level of Lecturer Understanding at the Faculty of Teacher Training and Education University Muhammadiyah Sumatera towards Quality Culture Based on Study Program Accreditation

The process of developing control instruments and models to capture the level of accreditation value conformity with the actual conditions through several stages. The initial stage is the material collection stage. This stage is done by reading various accreditation manuals issued by BAN-PT.

The next step is to carry out an exploratory study that is by carrying out a literature study and field study. Literature study is done by searching and reading various books about accreditation and field study is done by interviewing the head of the study program at the Faculty of Teacher Training and Education at the Muhammadiyah University of Sumatera.

The instruments compiled refer to the items / questions submitted by BAN-PT for the accreditation of study programs. This instrument is expected to be able to measure and serve as a control and model to capture the level of accreditation with the actual conditions. The instrument items arranged can be seen in the following table.

Conclusion

Thus, the second-year research as a continuation of this research is planned as follows:

- a. Analysis of program needs according to the problems and difficulties faced by the accreditation-based Study Program so that instructional leadership models can be developed at the Faculty of Teacher Training and Education at the Muhammadiyah University in Sumatera based on the quality of the Study Program accreditation.
- b. Testing external validity in developing models carried out to develop Institutional quality.



- c. Preparation of research and community service strategic planning and RIP documents related to future research development in accordance with research and service standards analysis.
- d. Preparation of Study Program Strategic Plan documents that set strategies and targets for the achievement of indicators for improving the quality of the Study Program.
- e. Publication of research results in international journals and accredited journals.
- f. Generating ISBN books.

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