

FACTORS THAT INFLUENCE THE QUALITY OF GRADUATES OF VOCATIONAL HIGH SCHOOLS IN THE FIELD OF BUSINESS AND MANAGEMENT IN BANDUNG, INDONESIA

Budi Santoso *

Abstract: *This research is about the quality and competences of vocational high school graduates in Bandung city. The objective of this research is to develop the concept of vocational high school education in Bandung that can foster the enhancement of the competence of graduates which in turn will help to create quality graduates who meet job requirements. The research collected data using ordinal scale questionnaire. Meanwhile, the method the method that was used was the Explanatory Survey Method based on 150 respondents who are teachers, drawn randomly from 30 vocational high schools in institutions that specialize in business and management field in Bandung. City. The research used path analysis technique in analyzing the data. Based on the results of the analysis, the conclusions that can be drawn are (1) leadership of school head has a strong, positive and significant influence on the performance of teachers and management of teaching and learning facilities; (2) leadership of the school head , performance of teachers and management of teaching and learning facilities have positive and significant influence on the teaching and learning process; (3) leadership of school head, teaching performance of teachers and management of teaching and learning facilities , and teaching and learning process have positive and strong influence on the competence of graduates. Recommendations that can be drawn include head of school efforts to enhance the competence of graduates can be augmented by reducing intervention of foundation officials in the policies pursued toward eliciting motivation of students and achieving contents that comply with standard set by the government; and the role of teachers in the learning process can be enhanced by providing teaching media to facilitate the delivery of their lessons to students.*

Keywords: *School leadership, teacher performance, teaching facility, teaching and learning process and graduate competence.*

1. INTRODUCTION

This research focuses on the low competence of graduating students. Low competence of human resources has been the cause of ever rising unemployment in Indonesia. High unemployment, thus, is a reflection of the reality that to this day, the quality of graduating students does not meet job requirements on the labor

* Pendidikan Manajemen Perkantoran, Faculty of Economics and Business Education, Universitas Pendidikan Indonesia

market. One of type of education which should create high competence graduates is vocational education. However, the reality shows a different story.

The low quality of vocational high school graduates can be discerned from the suboptimal absorption in the job market. Table below depicts unemployment by highest educational attainment.

Table 1
Unemployment by quality by level of highest educational attainment 2012 -2013 (percent)

Highest educational attainment	2012		2013	
	February	August	February	August
Elementary school to lower levels	3,69	3,64	3,61	3,51
Junior school	7,80	7,76	8,24	7,60
General high school	10,34	9,60	9,39	9,74
Vocational high school	9,51	9,87	7,68	11,19
Diploma I/II/III	7,50	6,21	5,65	6,01
University	6,95	5,91	5,04	5,50

Source: National Bureau of statistics, accessed in 2013

Based on the table above, it is evident that in February 2012 open unemployment rate for vocational high school graduates was 9.51 % and increased by 0.36% to reach 9.87% in August 2012. In February 2013 open unemployment of vocational high school graduates declined by 2.19% from August 2012 figure to 7.68%, but rose again in August 2013 by 3.51% to 11.19%. To that end, the inference can be drawn that open unemployment facing vocational high school graduates shows an upward trend during 2012 and 2013. High unemployment of vocational high school graduates has also been featured in local news as evidenced by TRIBUN-TIMUR.COM 6 November 2014 which reported the fact that many vocational high school graduates have become victims of rising unemployment. The number of vocational high school graduates who are categorized as unemployed reached 813,776 persons, or represented 11.24 percent of total open unemployment in Indonesia of 7.24 million people. The head of national bureau for statistics, Suryamin attributed the problem to the problem of a missing link between skillsets of vocational high school graduates and job requirements in industries (the *link and match* problem).

Meanwhile, other factors, which are equally responsible for low efficiency of education include low management capacity of various inputs into educational process both during the process of learning and teaching and educational management in general at the level of the education unit as well as educational management that holds overall responsibility. Such a problem is reflected in the low quality of supervision function of education, both discharged by functional personnel such as supervisors of study programs at the level of junior school; general

high school and vocational high school. As well as supervision that is undertaken by the head of school in the capacity of the school manager. The low quality of planning has the implication that outcomes of learning and teaching activities are not monitored and evaluated effectively by supervisors with the consequence that problems and weakens that inhere in the teaching and learning process remain undetected, not identified which facilitate correction.

Based on the above empirical facts, an inference can be drawn that several factors influence the quality of education service delivery which among others include: teaching personnel, educational supervisors, educational facilities, media, and cost.

In light of the above backdrop, coupled with results of several relevant previous research that are backed up by opinions of experts, lay the groundwork for an in-depth research which is expected to generate information that is comprehensive concerning problems which Indonesian education face to which solutions can be determined and established.

2. LITERATURE REVIEW

Concept of Leadership

Hasibuan (2007: 170) contends that leadership is “the way a leader influences the behavior of sub ordinates in order to work together productively to enable the organization to achieve its goals”. Meanwhile Rivai (2004, page 2) explains that *leadership is a “process that influences or provides examples for followers through communications for the purpose of achieving organizational goals”*. According to Arep and Tanjung (2006, page 93) leadership is “ability of an individual to exercise control or influence other people or members of society who hail from various back grounds with the purpose of achieving certain organizational goals”.

Yukl (2005) defines leadership as:

..... leadership is defined broadly as influence processes affecting the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work actives to accomplish the objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork, and the enlistment of support and cooperation from people outside the group or organization. The implication of the above definition is that leadership is a process that influences subordinates or followers through (a) interpretation of the organizational environment, (b) choosing goals of an organization, (c) organizing work and motivating followers to achieve organizational goals, (d) maintain cooperation and team work, (e) organize support and cooperation from outside the organization.

The importance of leadership in an organization, according to Yolk (2005) is reflected in the emergency of various theories or approaches that take forms of attitude approach, behavioral approach, power influence approach, situational approach and integrated approach.

Leadership has different meaning to different people. Researchers define leadership in accordance with individual perspectives and aspects of phenomena in which they have most interest (Yukl, 2005).

Yukl (2005) also observes that an integrated taxonomy which is also based on a combination of existing approaches, comprises fourteen categories of leadership behavior which in research parlance is referred to managerial taxonomy. The fourteen leadership behaviors are described below: (a) Planning and organizing, (b) Problem Solving, (c) Clarifying Roles and Objectives, Delegating, (i) Supporting, (j) Developing and Mentoring, (k) Team Building, (l) Networking, (m) Recognizing, (n) Rewarding.

Concept of Teacher Performance

Rivai and Basri (2005) note that the meaning of performance relates to “readiness of an individual or group of individuals to undertake an activity and execute in to perfection, responsibly in accordance with expected outcomes”. Meanwhile according to Bambang Guritno and Waridin (2005), performance is “comparison of work outcome achieved by an employee with the pre-determined standard outcome”.

The performance of teachers has certain specifications. Teacher performance can be gauged and measured in accordance with the specifications or competence that a certain teacher has at his/her disposal. In relation to that, the form that teacher performance takes is manifested in teacher activities during the teaching and learning process. In accordance with the performance standard of a teacher as noted in Sahertian (2008, pge 156), teacher behavior is described as follows:

Teacher performance standard has relationship with the quality of the teacher in conducting his/her activities such as: (1) working with individual students, (2) preparations and planning of teaching, (3) making use of teaching media aids, (4) involving students in various teaching experience, and (5) active leadership shown by the teacher.

Concept of Management of Teaching Facilities

According to Slameto (2010, page 67) “teaching facilities are tools that the teacher uses in the process of teaching and facilities that students use during the learning process of teaching materials that the teacher delivers”. Tools which the teacher

uses in the teaching process influence the performance of students. This is clearly stipulated in chapter IX, Law No 20/2003 concerning the national education system, which states that “facilities and infrastructure constitute part of national education standard, which are minimal criteria education system in all regions that are in unitary republic of Indonesia”.

In order for all facilities to contribute substantially to the teaching process, the school must exercise good management, which in turn is expected to enhance the quality of graduates. The management of school facilities includes: procurement, quality, quantity, maintenance, and keeping in order all educational facilities.

A conclusion can be drawn that the management of teaching facilities concerns the regulation and control of each and every facility that are necessary during the teaching and learning process both those that are fixed in nature and those that are portable, all of which are aimed at achieving the goals of education, effectively, efficiently, orderly, and flawlessly. Thus, smooth conduct and execution of teaching process is only possible if and only if, the process receives all the requisite support that is required.

Concept of Teaching and Learning Process

With the over arching goal of enhancing the quality of education, the government issued government regulation No. 19/2005 concerning National education standard (SNP), which is a manifestation of the implementation of Law on National educational system, which stipulates the establishment of standard. In chapter I, on the general considerations of the law, the law stipulates that standard means national education standard which relates to the implementation of the teaching and learning in an education unit with the purpose of achieving standard competence of graduates. Article 19, clause 1, Chapter IV of the law on the national education system states that the conduct of teaching and learning process is done interactively, imbued with inspiration, an interesting manner, challenging, and motivating to students who are expected to participate actively, and are accorded opportunity for initiative, creativity, and capability enhancement in accordance with their respective talents, interests, physical and physiological development.

The relationship of the standard process with other standards is found in government regulation No. 19/2005 which give details on the components that are used in formulating the education system.

The standard process in teaching and learning system highlights the importance of the learning process. This is because however important the inputs that take the forms of students and instruments that take the form of curricular, personnel, facilities, costs and management, enhancing the competence of students and the

creation of quality graduates who have positive impact on their environment largely depends on the quality of the teaching and learning process.

To that end, the quality of the teaching and learning process is a portrait of the quality of products of the teaching and learning process itself. Schools are considered to be of good quality if they contribute to change in the behavior, attitude and skills of students who pass through them. Subsequently, the quality of education as a system depends on the quality of components that constitute the system as well as the teaching and learning process, all of which contribute to generate the outcomes.

The Concept of Quality of Competence of Graduates

The quality of the competence of graduates in principle concerns the ability that inheres in the qualifications that graduates obtain which include attitude, knowledge, and skills in accordance with the predetermined national standards. With respect to the quality of vocational high school graduates, competence quality relates to the ability that such graduates have in relation to the demands of the job market.

Vocational high school graduates are expected to have the capacity to adapt to developments and advances in technology. Rapid change have significant impact on the competence that is demanded of graduates, the types of jobs they can work in, and demand for quality in various jobs and positions. In light of that, the curriculum for vocational high school must be adaptive and sustainable. Such efforts are intended to ensure that vocational high schools produce graduates that have relevant skillsets that are demanded in the working place. Changing curriculum constitutes an important requirement that must occur to enable graduates of vocational high schools meet the demands of the global working place, which is as dynamic as it is replete with challenges.

Theoretical Framework

The thrust of this research is the quality of competence of graduates of vocational high schools. The quality of competence of graduates is defined as competence standard of graduates of vocational high students at the national level. This is based on government regulation No. 32/2013 on national education standard which in successive sections in chapter I, article I on general considerations stipulates that qualifications constitute the measure of competence standard of graduates that include attitude, knowledge, and skills. Law No. 20/2003, article 3, on National education system states that "to develop the ability and form character as well as foster the sustainability of civilization of the nation that has integrity with the overall framework of creating the conditions that favor the development of the

potential of students to become faithful and God fearing individuals, have high integrity, healthy, religious, creative, have high capabilities, and become responsible democratic citizens”.

Competence of graduates is influenced by various factors. With respect to factors that influence quality of competence in this research, are underpinned by a grand theory of learning behavior. From the perspective of learning behavior, the quality of competence of graduates can be achieved through complex interrelationships of various components that form the quality of the teaching and learning system.

The teaching and learning process stimulates students, which in turn helps to foster change in cognitive behavior that can be measured. The application of teaching and learning in a behavioral manner requires two factors: stimuli-response and reinforcement. The two factors influence the behavior or habit that are exuded by products of the teaching and learning system.

The theory of learning behavior is based on classical conditioning process which was postulated by B.F skinner in Learning Theory and Educational perspective, pg 125), which states that : operant conditioning model is three term contingency: $S^D \rightarrow R \rightarrow S^R$. A certain discriminative stimuli (S^D) prepares the ground for some response (R), which in turn is strengthened through reinforcement of the stimuli (S^R). Reinforcing stimuli includes all stimuli (events, or effects) which enhance the probability that the response will recur in future, whenever the discriminating stimuli is present. Using a common term, we can say represent the process using the A-B-C model, where A (*antecedent*) \rightarrow B (*behavior*) \rightarrow C (*consequence*). This is depicted as follows:

Table 2
Operant conditioning model

S^D Discriminating stimuli	R response	S^R reinforcing stimuli
G gives time for learning on one's own	S learning	G praise S based on the good work attained

*"G" is a teacher and "S" is a student.

Source: B.F Skinner (Skinner (1953:P72-73) in Learning Theory and Educational perspective, page 126).

According to Skinner (1953), the presence of reinforcement and punishment are the most important elements in fostering learning. Reinforcement is a result of increasing the probability that a certain behavior will occur. On the contrary, punishment is a consequence or results that reduces the probability of a behavior to occur.

The theory that lends support to the competence of vocational high school graduates is based on gestalt from Wertheimer, wolfgang kohler, kurt koffka (in

Winfred F.Hill, 2009,page. 136), which in simple terms leads to the inference that the quality of competence of graduates is a product of the activities in a teaching and learning process. The learning process consists of insight, meaningful learning; purposive behavior; life space; and transfer of learning.

The quality of competence of graduates is epitomized by an effective learning outcome. An effective learning outcome in turn, is based on a teaching and learning process which then teacher delivers to students. The essential aspect in a teaching and learning process, according to Laurillard (2002) is the existence of ample opportunity for discussion between the teacher and students, which fosters effective interaction and communication.

Based on the various empirical sources on factors that play an important role in the quality of the competence of graduates, this research focuses on the following factors: school head leadership, learning facilities, performance teachers and the teaching and learning process. The above factors are hypothesized to be determinants of competence of graduates. The above factors are subsequently categorized into three groups *interalia*; driver, process, and outcome factors. Driver factors consist of leadership of the school head, while the process factor is embodied in learning facilities and performance of teachers, while output factors consist of the teaching and learning process and outcome factors relates to the quality of competence of graduates.

Research Methods

This research uses quantitative approach which involves by testing the hypothesis. In order to achieve the objectives of this research, the research uses an *Explanatory Survey Method*, which is survey research method that conducted testing of hypothesis

Which is based on observation of the effects that occur and glean through data to search for factors that possibly are the causes of the aforementioned effects (Rusidi, 1993:19). Explanatory Survey Method involves the collection of data directly from the primary source using written questions that are in the form of questionnaires. As a consequence, using this method requires the operationalization of variables into measurable quantitative indicators that can be measured using quantitative tools.

Subject of the Research

Population of this research is the entirety of the normative, adaptive, and productive, teaching manpower, who are charged with teaching courses or lessons in vocational state and private vocational high schools in the field of business and management in Bandung city.

Research Findings and Results

Response variable results which were obtained, based on average of values, percentage, and category of dimensions on competence of graduates, are presented in the table below.

Table 3
Recapitulation of Response variable of competence of graduates

<i>Dimension</i>	<i>Average</i>	<i>Percent</i>	<i>Category</i>
Continued with advanced education	3.10	62%	Moderate/modest
Normative aspect	3.77	75%	High
Adaptive aspect	3.60	72%	High
Productive aspect	3.73	75%	High
Personal aspects	3.49	70%	High
<i>Total</i>	3.57	71%	<i>High</i>

Source: Analyzed data 2014

The results of the response variable of the quality of competence of graduates in the table above generated an average score of 3.57 or 71%. Based on the interpretation scale table, the response from respondents fell within the range of 3.40–4.19. The results shows that respondents perceive the competence of graduates of vocational high school in Bandung to be high. Meanwhile, results gleaned from the perception of respondents based on achieved, percentage, and category of teaching and learning process, are presented in the table that follows.

Table 4
Recapitulation of Perception of respondents about the process of teaching and learning process

<i>Dimension</i>	<i>Average</i>	<i>Percentage</i>	<i>Category</i>
Planning	3.29	66%	Moderate/modest
Implementing	3.62	72%	High
Evaluation	2.84	57%	Modest/moderate
<i>Total</i>	3.43	65%	<i>High</i>

Source: Data analyzed 2014

Based on the results from the perception of respondents about the teaching and learning process variable as showed in the table above, an average score of 3.43 or 65% was obtained. In accordance with the interpretation table scale in table 3.8, the value that falls within the range of 3.40–4.19 is categorized as high. The results, thus, indicates that respondents perceived the process of teaching and learning in vocational high school in Bandung to be high. The results of the perception of respondents about the quality of teaching and learning are accordingly presented below.

Table 5
Recapitulation of the Perception of Respondents about the
Variable of management of learning facilities

<i>Dimension</i>	<i>Average</i>	<i>Percentage</i>	<i>Category</i>
Availability	3.43	69%	High
Usage	3.37	67%	Modest/moderate
Maintenance	3.37	67%	Modest/moderate
Inventorization	3.47	69%	High
<i>Total</i>	<i>3.41</i>	<i>68%</i>	<i>High</i>

Source: Data analyzed Data 2014

Based on results gleaned from the perception of respondents about the quality of management of teaching facilities variable shown in the above table, an average score of 3.41 or 68%. In line with the interpretation table scale, an average score that falls within the range of 3.40-4.19 is categorized as high. Thus, respondents perceived the quality of management of teaching facilities in vocational high school in Bandung to be high. Results from perception of respondents about the average score, percentage, and category on the quality of teacher performance are depicted below.

Table 6
Recapitulation of Respondents about the variable
of the quality of teacher performance

<i>Dimension</i>	<i>Average</i>	<i>Percentage</i>	<i>Category</i>
Ability to formulate teaching plan	2.59	52%	Low
Ability to implement teaching	3.14	63%	Moderate/modest
Ability to forge interpersonal relations	3.37	67%	Moderate/modest
Ability to evaluate students tasks /output	3.20	64%	Moderate/modest
Ability to effect enrichment	2.86	57%	Moderate/modest
Ability to undertake corrective/remedial activities	3.68	74%	High
<i>Total</i>	<i>3.17</i>	<i>63%</i>	<i>High</i>

Source: Data analyzed

Based on results gleaned from the perception of respondents about the quality of teacher performance variable shown in the above table, an average score of 3.17 or 63%. In line with the interpretation table scale, an average score that falls within the range of 2.60-3.39 is categorized as modest. Thus, the perception respondents about the quality of teaching facilities in vocational high school in Bandung to be modest/average. Results from perception of respondents about the average score, percentage, and category on the quality of school head leadership are presented below.

Table 7
Recapitulation of Perception of school head leadership variable

<i>Dimension</i>	<i>Average</i>	<i>Percent</i>	<i>Category</i>
Determining common direction	3.39	68%	Modest
Developing human resources	3.25	65%	Modest
Developing organizational culture	3.45	69%	High
<i>Total</i>	3.35	67%	<i>Modest</i>

Source: Analyzed data 2014

Based on results gleaned from the perception of respondents about the quality of school head leadership variable shown in the above table, an average score of 3.35 or 67%. In line with the interpretation table scale, an average score that falls within the range of 2.60-3.39 is categorized as modest. Thus, the perception respondents about the quality of teaching facilities in vocational high school in Bandung to be modest/average. Meanwhile, results of correlation coefficient and path analysis, can help to estimate both direct and indirect influence between driver, process and output variables. Results are presented in Table 10 below.

Table 8
The direct and indirect influence of driver variables on process variables

<i>Influence of Variable</i>	<i>Causal influence</i>				<i>Total</i>
	<i>Direct</i>	<i>Indirect</i>			
		<i>Through X₂</i>	<i>Through X₃</i>	<i>Through X₄</i>	
X ₁ on X ₂	0,933	-	-	-	0,933
X ₁ on X ₃	0,686	-	-	-	0,686
X ₁ on X ₄	0,901	0,883	0,493	-	2,277
X ₁ on Y	0,947	0,879	0,578	0,839	3,243
X ₂ on X ₄	0,946	-	-	-	0,946
X ₂ on Y	0,942	-	-	0,881	1,823
X ₃ on X ₄	0,718	-	-	-	0,718
X ₃ on Y	0,843	-	-	0,668	1,511
X ₄ on Y	0,931	-	-	-	0,931
X ₁ X ₂ X ₃ X ₄ on Y	0,98	-	-	-	0,980

Based on Table 10, it is apparent that school head leadership (KSS) as the driver variable, and process variables which consist of teaching performance of the teacher (KMG), learning facilities management (PFP) and learning process (PP) on the quality of competence of graduates is 0.98 or 98.0%, while the indirect influence through X₂ is 0.883 (88.30%) and 0.879 (87.9%), through X₃ is 0.493 (49.30%) and 0.578 (57.8%), through X₄ is 0.839 (83.9%), 0.881 (88.1%) and 0.668 (66.8%). To determine the level of significance of the proposed hypothesis, test of the path analysis is done, using F and t tests. Table 11 presents results of the tests.

Table 9
Results of the tests of significance for the hypotheses

<i>Variable</i>	<i>F Test</i>	<i>F-table</i>	<i>t-calculated</i>	<i>t-table</i>	<i>Explanation</i>
KKS-MKL			16,090		Significant
KMG-MKL	2523,637	2,2568	4,013	1,971271	Significant
PPF-MKL			21,934	($\alpha = 0,05$)	Significant
PP-MKL			5,169		Significant

Source: Data analyzed based on field data

Results of the model significance tests (F test) for the two hypotheses shows that estimated F value and F table values (2523, 210 \geq 2, 2568), which means that the model is very significant. The same applies to the *t* tests for the two hypotheses both of which show the value of 1,971271. The above results show that the variable of school head leadership (KSS) as the driver variable and process variables that comprise teacher teaching performance (KMG) and teaching facilities management (PPF), have significant influence on the process variable that in this case takes the form of teaching and learning process as the outcome variable. To that end, all the three sub hypotheses are not rejected. Based on estimated regression coefficient results, path analysis and coefficient of determination and significance tests.

The practical benefits that can be derived from the model on the competence of graduates is that its existence can help in efforts to enhance the competence of graduates by achieving the pre-determined curriculum standards that were set for education units that fall under the vocational high school education level, by among others through improving attitude, knowledge and skills". Other benefits , include the fact that competence quality achieved can achieve and fullfil several aspects which among others include social, cultural, academic, and personality. Thus, the quality of competence can be enhanced and forest improvement in all other aspects which include but limited to its determinants such as school head leadership, teacher teaching performance, teaching and learning facilities management and the teaching and learning. The structural model among factors which can foster enhancement in the quality of competence of graduates is based on an international framework , which among others entail (1) Framework A Systemic Framework For Quality Assurance For Learning And Teaching (2) Framework Principles Of Effective And Development (3) Framework For Understanding Quality Of Center-Based ECE Services (4) The Learning Environment, Learning Processess And Learning Outcomes (LEPO) Framework (5) Representation of Biggs' 3-P model (6) The extended Laurillard conversational framework. What is more important, however, is the fact that the above model is based on theory and other reference materials that are considered relevant and have influence on the quality of competence of graduates.

3. CONCLUSION

Based on the structural model between the variables that has been elucidated above, the conclusion that can be drawn is that there is an interrelationship among structural variables, both directly and indirectly, in influencing the quality of competence of vocational high school graduates program in the management and business field in Bandung city. The variables among others include leaders of the heads of schools, the teaching performance of teachers, the management of teaching and learning facilities, and the teaching and learning process. The more detailed account is presented below.

The leadership of the school head, teaching performance of teachers, management of teaching and learning facilities, and the teaching and learning process in vocational high schools in the field of business and management in Bandung city have high quality.

The leadership of school head in vocational high schools in the field of business and management in Bandung city has strong and significant influence the teaching performance of teachers, teaching and learning facilities, and the teaching and the learning process. The above results indicate that school head leadership which consists of determining collective direction, developing human resources, and developing organizational culture. To that end, the higher the level of leadership quality of the school head, the higher the teaching performance of teachers, the better the quality of management of teaching and learning facilities, and the better the quality of the teaching and learning process in vocational high schools in the field of business and management in Bandung city.

The quality of leadership school heads in vocational high schools in the field of business and management in Bandung city, the performance of teachers, and teaching and learning facilities quality have positive and significant influence on the competence of graduates. The findings on the quality of competence of graduates is influenced by quality of leadership of school heads, teaching performance of teachers, management of teaching and learning facilities, and the teaching and learning process. To that end, the higher the quality of such variables the higher the quality of competence of graduates.

Reference

- Cateora, R. Philip, and Graham, L. John. 2007. *Pemasaran Internasional*. Jakarta: Salemba Empat.
- Christopher R.W. 2006. *The School Leader's Tool: for Assessing and improving school*.
- Departemen Pendidikan Nasional. 2007. *Peraturan Menteri Pendidikan Nasional Nomor 41 Tahun 2007 tentang Standar Proses untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Badan Standar Nasional Pendidikan.
- Danielson C. 2007. *Teachers as Leaders*. *Journal of Educational Leadership*. Vol. 65, ISS 1.
- Day, C and Sammons, P. 2013. *Successful leadership: a review of the international literature*. The University Nottingham: CFBT Education Trust.

- Gasskov, Vladimir. 2000. *Managing Vocational Training System: Hand Book For Senior Administrators*. Geneva: International Labour Office.
- Gaspersz, Vincent. 2001. *Total Quality Management (TQM)*. Jakarta: PT. Gramedia Pustaka Utama.
- Hargreaves, A. 2005. *Sustainable leadership and social justice: A new paradigm*. *Independent School Magazine* 64(2).
- Hargreaves, Ian. 2005. *Journalism: A Very Short Introduction*. New York: Oxford University Press.
- Hasibuan, Malayu. 2007. *Organisasi dan Motivasi: Dasar Peningkatan Produktivitas*. Jakarta: Bumi Aksara.
- Husaini Usman. 2009. *Manajemen: Teori, Praktik dan Riset Pendidikan*. Jakarta: Bumi Askara.
- Kotler, Philip. 2002. *Manajemen Pemasaran, Analisa perencanaan, Implementasi dan control, Edisi Kesembilan, Jilid 1 dan jilid 2*. Jakarta, Prehalindo, alih bahasa oleh Hendra Teguh S.E., A.K., dan Ronny A. Rusli, S.E.
- Lang, Helmut R & David N. Evans. 2006. *Models, Strategies, and Methods*.
- Leithwood, K., Louis, K.S., Anderson, S., and Wahlstrom, K. 2006. *Review of research: How leadership influences student learning*. Learning from Leadership Project. Center for Applied Research and Educational Improvement, University of Minnesota. Ontario Institute for Studies in Education, University of Toronto. Commissioned by The Wallace Foundation.
- Liang, The Gie. 2002. *Cara Belajar Yang Efisien*. Yogyakarta: Pusat Kemajuan.
- Lunenburg, Fred C & Beverly J. Irby. 2006. *The Principalship. Vision to Action*. USA: Cengage Learning.
- Pemerintah Republik Indonesia. 2003. *Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta.
- Piet A. Sahertian. 2008. *Konsep Dasar dan Teknik Supervisi Pendidikan dalam rangka Pengembangan Sumber Daya Manusia*. Jakarta: PT Rineka Cipta.
- Render B & Heizer J. 2001. *Prinsip-prinsip Manajemen Operasi*. Jakarta: Salemba Empat.
- Reynolds, Cecil R.&Elaine Fletcher Janzen (penyunting). 2007. *ENCYCLOPEDIA of Special Education*. New Jersey: John Wiley & Sons, Inc.
- Rivkin S.G., Hanushek E.A., and Kain J.F. 2005. *Teachers, Schools, and Academic Achievement*. *Journal of Econometrica*. 73: 417-458.
- Robbins, Stephen P. 2003. *Organizational Behavior*. New Jersey: Pearson Education International.
- Slameto. 2010. *Belajar & Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Siagian, Sondang P. 2002. *Organisasi, Kepemimpinan dan Perilaku Administrasi*. Jakarta: Gunung Agung.
- Sudjana, Nana. 2010. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Sudarwan Danim. 2002. *Inovasi Pendidikan dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan*, Bandung: CV Pustaka Setia.
- Sudjana, Nana. 2013. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT. Remaja Rosdikarya.
- Usman. 2006. *Manajemen Teori, Praktik dan Riset Pendidikan*. Jakarta : PT Bumi Akasara.
- Vincent Gaspersz. 2002. *Total Quality Management*. Jakarta: PT Gramedia Pustaka Utama.
- Winkel, W., S. 2007. *Psikologi Pengajaran*, Yogyakarta: Media Abadi.
- Yukl, Gary. 2005. *Kepemimpinan Dalam Organisasi, edisi kelima*. Jakarta: PT INDEKS.