

## Strategy of the head of madrasah in improving teacher performance

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### ABSTRACT

This study aims to determine the leadership strategy of the Head of Madrasah in improving teacher performance in MITQ Al Manar Klaten. This type of research uses a qualitative approach to case studies with informants of madrasah heads, teacher councils and staff. The data source consists of primary and skunder data. Data collection uses observation, interview and documentation techniques. Data analysis techniques are carried out by means of data reduction, data presentation, and data verification. Triangulation techniques are used to test the validity of the data. The results showed that the leadership strategy of the head of the madrasah in improving teacher performance was carried out by compiling a plan to improve teacher performance, carried out by increasing discipline, providing motivation, being an example for all madrasah residents and conducting regular supervision, and carried out by supervising teacher performance. Thus, teacher performance can be improved by the strategy of the head of the madrasah who is able to condition, supervise, assess and evaluate the program used properly.

### KEYWORDS

Strategy; Leadership; Teacher Performance

Received: 1 November 2022

Accepted: 10 December 2022

Published: 30 January 2023

## Introduction

Introduction Strategy is a very important case in the management of an institution. Strategy is a comprehensive plan to achieve organizational goals. Also also intended to maintain the sustainability of the organization in the environment where the organization runs its activities (Amirullah, 2015). Leadership has a very basic role in developing educational institutions. According to Swansburg, leadership is a process that affects the activity of a group organized in its efforts to achieve the determination and achievement of the goal (Suhardi, 2018: 191).

The achievement of educational goals is highly dependent on the leadership policy of the Madrasah head in the Sisdiknas Act Number 20 of 2003 mentioned education is a conscious and planned business to realize the learning and learning process for learning participants to actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble morals, as well as the skills necessary, community, nation and country. Education is believed to be a strategic tool of improving the living of the living man, through human education to be intelligent, has a skill, a good life attitude so that it can mingle well in the community and can help himself, family, and society (Engkoswara, 2012: 1).

Cituel Heads of Education Institution so that the educational institution requires a leader who is able to implement the right strategy to overcome various problems that occur in Madrasah. The ability of the madrasah head in managing any complaints of madrasah is very influential on the success of education and learning in Madrasah (Mulyasa, 2003). To realize the best educational institution, inseparable from the guidance and leadership of the madrasah which is the main role in the educational institution. The madrasah head has an important role in coordinating, moving and aligning the education resources in an institution. In addition, the head of madrasah became one of the drivers in achieving the vision and mission of madrasah, bringing changes in better direction, can improve teacher performance, have responsibility in education and learning activities in Madrasah, conducting supervision and coaching to educators and educational personnel, as well as the utilization and maintenance of facilities and infrastructure in Madrasah.

It becomes very important given the duty of madrasah heads as a leader who must be able to carry out responsibility well in organizing needs and make policies correctly. This is where the essential position of the madrasah head as the leader who must have a good strategy or the right steps to improve the performance of the

teacher on the madrasah. In the perspective of national education policy, there are seven major roles of madrasah heads, "as educators, managers, administrators, supervisors, leaders, employment climate creators and entrepreneurs." In the seven such roles is the role of madrasah heads as supervisors.

As a supervisor, the madrasah head has some important roles, namely: carry out simple research for repair of situations and conditions of teaching process; Holding classroom observation for increasing the effectiveness of teaching process; Implement a professional individual meeting with teachers to improve the teacher's profession; Provide time and service for teachers professionally in troubleshooting teaching process; Provide support and conducive atmosphere for teachers in improving and improving the quality of teaching process; implementing development and planning staff; Implement cooperation with teachers to evaluate and assess the learning outcomes of compariant learners and create a dynamic and professional team work.

The madrasah head must have the right strategy to empower teachers and educational personnel through cooperative cooperation, providing teachers and educational personnel to improve their profession (Fernando et al., 2022). The madrasah head must build an educator or teacher in order to achieve a predetermined goal. The madrasah's head can help teachers directly in developing its ability to improve teaching and skills teaching and provide guidance for teachers who have difficulty. To produce the quality of teachers who have good competence, continuous and sustainable supervision needs to be in accordance with the development of educational coaching activities. While to improve teacher performance, it can be done by attempting to engage in teachers in the training, workshop, teaching activities of teaching subjects between institutions.

Educational performance can be interpreted as a view of educational work performance that has been shown or the results achieved by educators on the implementation of professional and functional tasks in learning that has been determined at any extent periode (Wahjusumidjo, 2003). Educational performance can be assessed from the basic ability of the ability to have an educator known as educators of the educator (Hamuddin et al., 2020). Teacher's performance is also the determinant of teacher success level in carrying out the education assignment in accordance with its responsibility and its authority based on the standard performance that has been established during a certain period in the framework of achieving educational goals. The performance of teachers appears from responsibility, compliance, commitment and loyalty in developing potential learners and advancing madrasahs. With regard to the above problems, the head of the madrasah is required to have the ability to commit well to its subordinates in this case educator (teacher) and educational personnel (STAFF/TU).

However, in fact not all teachers who have been ginged by the Head of Madrasah can improve their performance. This can be caused by several factors including the lack of mastery against the scholarships, have no passion to improve its performance, such conditions can occur in all levels of education. There is no control of the outer reasons despite the top of the country has spent considerable costs (Sagala, 2010). Indonesia's competitiveness by World Economic Forum, 2007- 2008, is at 54's from 131 countries. Far below the ASEAN's fellow competitiveness of the ASEAN state like Malaysia that is in the field of 21 and Singapore in the 7th order (Lailatussaadah, 2015). Based on the initial observation, the data obtained by the progress of madrasah under the leadership of the madrasah head of MITQ AL Manar of the prominent development of the year to this year is seen from various achievements achieved by students both district and district levels, namely sports race, Rahfidz race and speech competition. Therefore the attachment of an educator to pursue performance or achievement is also influenced by their performance in the scratch (Chotimah & Fathurrohman, 2014). Therefore, parents are very enthusiastic to send their children. Especially there have also been provided different classrooms between the son of the son and daughter so that their intercourse can still be conditioned.

The madrasah's head was appointed head of madrasah and has coaching all the teachers of the teacher both internal (from madrasah itself) or external (from outside the madrassah) to improve the performance of the teacher with the aim of wanting to advance the madrasah to the better. To improve teacher performance, head of madrasah internal as the workforce of discipline, the use of appropriate learning methods, use of tools and learning media and implementing and evaluating the learning to the maximum.

The madrasah's head is a professor of teacher professionals who are assigned to lead the madrasah where the teaching process, or a place where the interaction between the teachers who gave the lessons and the students who received the lesson (Wahjusumidjo, 2003). This study refers to research by Khuliyati (2022) with the title "Strategy improving teacher performance (program offered by the principal)." The study aims to know what programs designed by the principal to improve the performance of the teacher. The result is a head of strategy to improve the performance of teachers with through programs that have been designed.

## Literature review

In languages, strategies can be interpreted as a *siyasat*, tips, tricks, ways. While in general, strategy is an outline of the bow in acting to achieve the prescribed goal in this case, a leader must be demanded to have the peoples in mastering the situation and conditions owned by the organization, so as to be able to implement a program development and move the organization's resources it has (Pembangunan et al., 2022).

One of the factors that determine the effectiveness of the performance of the performance improvement program is the accuracy of the use of strategy, the use of various strategies lies in a leader to be able to understand some strategies, will be able to choose and determine which strategy will be prioritized to achieve a goal. "Strategy is a framework that guides and controls the choices that set the nature and direction of a company's organization" (Akdon, 2011).

While Drucker in the Quator of Akdon (2011) "Strategic is to do something right (does the right way)". The other meaning of the strategy is a planned plan and set by deliberately to activities or actions (Ngalimun, 2013). While salossu adjusts that the strategy is an art of using the skills and nara resources of an organization to achieve

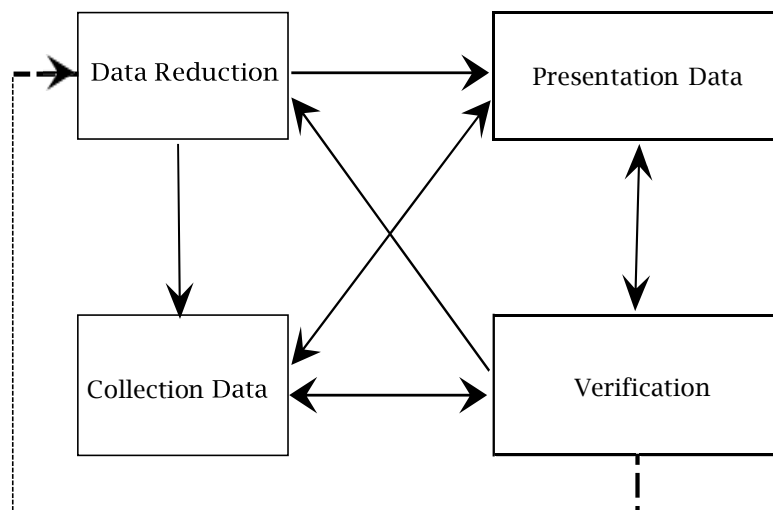
its goals through effective relationships with the environment in the most profitable conditions. Leadership as a leader process creates vision and interacting with each other to realizing the vision (Sarwono & Wirawan, 2003).

Winardi says the leadership is an ability inherent in the person who leads, depending on various factors, both internal factors and external factors and external factors (Winardi, 2000). Leadership is sometimes understood as the power to move and influence others. Leadership is also said to be a directing process and affecting activities that have something to do with the work of group members (Rivai & Mulyadi, 2009).

The head of madrasah is a professional teacher of the teacher who is given the task of leading the madrasah where the teaching process is learning, or a place where the interaction between the teachers who gave the lessons and the students who received the lesson (Wahjusumidjo, 2003). Teacher performance may be as defined as the performance of educational work demanded or the results achieved by educators of the implementation of professional and functional tasks in learning that have been determined at certain periods (Wahjusumidjo, 2003).

## Methods

The research method here uses a qualitative approach of case studies with the motherboard of the madrasah head, the teacher council and staff. The reason for the selection of qualitative approach of case studies because the data used describes the characteristics of social phenomena associated with the leadership leadership strategy to improve the performance of teachers at MITQ Al Manar Klaten. Methods of data collection is to use observation techniques, interview techniques, and documentation techniques. Data analysis techniques through three stages namely data reduction, data display (data presentation) and data conclusion drawing/verification (withdrawal/verification with). The conceptual framework built on the theory dilarted above is as follows:



## Results

### *Of the Madrasah head leadership strategy in the planning of improving the performance of teachers at MITQ Al Manar Klaten's*

Leadership leadership strategy of Madrasah in the planning of improving the performance of teachers include:

#### *Suction of vision, mission and purpose of madrasah*

Setting planning, head of madrasah always pay attention to the need, pay attention to the vision, mission and goals of madrasah education, and job performance analysis, to then compose the design of the right structure as the main foundation in putting the teacher in the appropriate position.

#### *Formulation of Madrasah work program*

Formulation of Madrasah work programs based on the formulation of vision, mission, objectives, objectives, objectives, strategies and policies. Madrasah work program is an implementation of the madrasah goals and strategies. Master's performance program, Madrasah's head must formulate work programs in Madrasah for one year through meeting activities. The objective held meetings to determine the program and continue the vision, mission, and goals of madrasah. Among the teacher performance program is the field of Tahfidz, the field of library, sports field, education and personnel education, field of facilities and infrastructure and field of subject teachers. The madrasah work is compiled as a guideline in the development of madrasah, as a basis for monitoring and evaluating the implementation of learning activities. The teacher performance improvement plan program is a series of activities from the management of madrasah heads.

### *Suavity of Madrasah Order*

Of Implementation of Madrasah Order, Madrasah's head always delivered at the time of meeting with the Board of teachers. The order is formulated when the preparation of the vision, mission and purpose. Socialized to all madrasah residents to be considered and well implemented in accordance with the agreed joint. Implementation of the Madrasah Order will run well and smoothly if the Board of teachers, staff, and learners support each other's existence of the existing order in the madrasah.

### ***The Madrasah head leadership strategy in the implementation of teacher performance improvements at MITQ Al Manar Klaten***

Head of Madrasah as a motivator, has the right to motivate educators and personnel education in performing its duties and functions. Motivation is necessary by educators and personnel to be more eager to perform their duties, they feel more attention to the head of madrasah so that teachers will always do their job well and fix all its shortcomings during the teaching and learning activities (KBM). Efforts made in providing services to the Board of Teachers to improve their performance by providing comfort, appreciation, applying discipline, including teachers in training activities, conducting coaching and mentioning the importance of the value of togetherness / family.

The madrasah's head always gives motivation and approach to all teachers and the management of the administration to improve its performance. He approached through the teacher's coaching through the activities of the conducted at least a monthly period of each month. To measure the performance of teacher performance, the madrasah head using an assessment instrument. Increasing teacher performance can also be sought by engaging teachers in training, coaching, KKG, seminars and workshop activities. The madrasah head also gave the impulse and emphasizes the importance of discipline.

The madrasah head directly checking the teacher's discipline directly and review the classroom during the learning process. If there is an empty class because the teacher is unannounced without any prior notice, usually the madrasah head asks the teacher to pick up the teaching hours. The leadership of the madrasah head in each opportunity especially at a regular meeting held every month with the teacher and the educator of the Teacher will be able to provide encouragement to the teacher and the educator of the Team for the presence and maintain the discipline in running its obligations according to their own tupox.

### ***The leadership leadership strategy of the Madrasah in the supervision of teacher performance improvements in MITQ Al Manar Klaten***

In improving teacher performance, head of madrasah supervised. Supervision activities are scheduled and include the regular agenda of the madrasah head to motivate and evaluate the performance of teachers in the implementation of learning in Madrasah. The purpose of the supervision shall be recommended to Master and the staff of the Tu's Insupport to be able to improve their performance especially in performing its duties and functions as educators and educational personnel. In addition, the supervision also aims to provide services and assistance given by the madrasah head to teachers to improve the quality of learning.

The madrasah program to be implemented is not separated from a preparation of both situations, conditions, funds and tools used. As for preparing before the implementation of supervision of the supervisor is the format or supervision instrument that must be filled by the teacher aimed at knowing the extent to which improvement performance in the learning process. By holding a class visit through observation by a first notice and by adjusting the person to the teacher. The implementation of supervision is used to improve its performance as a form of self-corrective or self-introspection to the deficiencies in teaching and as motivation for the next kindness. The above data exposure explains the implementation of supervision in MITQ Al Manar Klaten has gone well as it should be although there is still a sense of science between the two sides, the taste may cause due to the difference in teaching, age, and perception of the supervision implementation.

## **Discussion**

### ***Of the madrasah head leadership strategy in the planning of improved teacher performance in MITQ Al Manar Klaten***

As manager, the head of Madrasah should be able to develop the teacher performance improvement program plan, among others:

*Uvised the vision, mission and goals of madrasah.*

Discussing the role of the madrasah head as a manager is interesting, because the head of madrasah is not just as the leader as it is put on the above. As a madrasah head manager also plays the managerial function by performing planning, organizing, moving and coordinating, planning, organizing, and controlling). During the policy of establishing the planning of the madrasah head always considers the needs, pay attention to the vision, mission and goals of madrasah education, as well as job performance analysis, to then prepare the design of the right structure as the main foundation in putting people / teachers in the right position.

### *Untown the madrasah work program.*

The Madrasah work program is a planning process of all things related to all activities in Madrasah in this case there is also a teacher performance improvement program. The existence of this Madrasah development plan is used by the head of madrasah as a sense of reference in taking policy, in addition to the guideline in achieving the success of the implementation of teaching and administration programs of madrasah.

### *Unculate the madderrassment*

Formulating the order to be a rule, benchmark or standard that must be obeyed by every resident in Madrasah. Order in Madrasah is set forth in a teacher and teacher study arranged to arrange the attitude, behavior of all madrasah residents. In the madrasah order containing the necessary or required, the recommended things, things that should not be done or ban and sanctions or punishment for the citarses.

### ***The Madrasah head leadership strategy in the implementation of teacher performance improvements at MITQ Al Manar Klaten***

leadership strategy, the head of Madrasah must have expertise and skills in mastering the situation and conditions in Madrasah. In addition, the madrasah's head must be able to implement a development program in moving organizational resources he led in this case is the teacher. The madrasah head must be able to create a conducive atmosphere in order to achieve the designated goals of learning. The Madrasah Head Strategy in improving teacher performance include:

#### 1. Increased discipline

Disciplication of Disciples in MITQ Al Manar Klaten to be the top priority by the head of madrasah. This is because the discipline is the first step toward the achievement of the programmed and educational goals. Implementation of activities can run well and effectively if all madrasah residents apply discipline. This strategy is chosen by the head of madrasah, and steads all the madrasah citizens both the Board of teachers, staff tu, learners and other parties. With discipline, then the learning process can be achieved well. Because all elements have known their respective rights and obligations and can improve the quality of teacher performance.

#### 2. Motivation

in providing motivation is necessary by all teachers to be more excited in carrying out their duties. In motivating teacher performance, the madrasah head applies the leadership that is open in various things to improve confidence in all teachers and staff TU. Motivation can be said to be an effort that causes an impulse to the individual to act. With the motivation and encouragement of work in doing a work will be very influential on the effectiveness and work. Good motivation reflects the magnitude of one's sense of responsibility to the task delegated to him. The madrasah head has the right strategy to provide motivation to teachers to be more eager to perform their duties and functions as educators and teachers. The madrasah's head is also always trying to motivate and empower teachers by paying attention, praise and appreciation for all its forms of performance that is in the form of good appreciation in the form of charter or incentives and giving congratulations to the teacher whose performance increases.

#### 3. The example

Of the madrasah head must be able to become an example to be immored in building the productivity of madrasah both in quantity and quality. This can be shown from the improvement of the professionalism of leadership of the madrasah head which will be an example of example / all over the madrasah residents. In improving teacher performance, the madrasah head can provide an example of teachers, staff tu and learners to always increase discipline such as coming to madrasah before 06:50 pm, then armed at madrasah each shake hands between teachers and learners and routine activities made by the madrasah head every morning that controls the teacher and classroom space to ensure that all teachers have performed his duties and learners have been accompanied by their teacher in their respective classes.

#### 4. Performing Supervision

Of Supervision activities conducted by the Head of Madrasah is used as a measure of the gauge to know the extent to which teachers and learners master the learning materials have been submitted. The madrasah head has prepared the instrument that must be filled and equipped by teachers including learning devices. From the supervision results, the advantages and weakness of teachers in the implementation of learning and the level of teacher management of the teacher concerned. Then it is strived by providing solutions, coaching and follow-up to improve existing deficiencies, while maintaining excellence in implementing learning.

### ***The Madrasah head leadership strategy in teacher supervision of Master at MITQ Al Manar Klaten***

Supervise is needed by teachers in education institutions, not just to improve performance but with the implementation of a supervision of a teacher is expected to be more responsible for every task, able to create new innovations in submitting material, following the development of science and technology. The madrasah head strategy as a supervisor is very important for the smoothness of the supervision of the supervision. Without a mature strategy, the process of implementing the supervision will be much constrained, although in fact in the field there is always constraints but expected with such a strategy will be much to punish the smoothness of its implementation. The madrasah head strategy as a supervisor at MITQ Al Manar Klaten is as follows:

- a. Providing coaching to teachers related to theoretical learning and practice. By the way the direct coaching is made by the head of madrasah, a teacher will receive more and knowing whatever the shortcomings, but in the coaching of the head of madrasah is only as a facilitator of the main actors who are involved with the students in the classroom.
- b. Involve the teaching and speech teachers in the training organized by the Ministry of Religious Republic of Indonesia or the Training Center as an effort to improve insights and knowledge for teachers and educational personnel (TUF staff). For delivery of teacher training, it is done in turn so as not to affect the learning process. If there is a teacher who is in the training, learners are usually given a particular task that replaced by the teacher Piket so the class is not empty. Training activities are implemented in accordance with the situations and conditions. If the training is important, it must be followed. In addition, to increase insights in their respective fields of study and add knowledge.
- c. Provide teachers' opportunities to participate in various education and training at the sub-district or group level regularly, including in the activities of MSU MSIA teacher and Master's Working Group (KKG) and discussion of the workshop seminars and provision of learning resources. In the Madrasah Working Group (KKM) KKM 006 area in three sub-districts, Trucuk District, Cawas District and Bayat Sub-district, each month held by the Madrasah location alternately. This allows you to the teacher because they do not leave his duties in Madrasah in the old time.
- d. For the broader range as expected, the head of the madrasah establishes cooperation with the related parties: with the foundation that midow MITQ Al Manar, the Madrasah Committee.

Members of the Madrasah head class as a supervisor in carrying out its duties not separated from the constraints. So did the case in the Mitq al-Manar Klaten Institution. The madrasah head works with teachers and the management of the administration of different characteristics with a wide range of situations. A supervisor is required to always respond to all these things. If at any time facing problems about learning activities and processes, the madrasah's head can still carry out its duties well. The following is an obstacle experienced by a madrasah head, among others:

1. The limitation of funding

Funds is important in every implementation of activities, without any funds sufficient an activity will not work out. This is related to the madrasah head strategy in improving teacher performance. All activities that have been planned by the head of madrasah, if not supported by enough funds, it will not be well done.

2. Discipline

An effort to improve the performance of teachers, there is a discipline of the teacher's good in completing the task of the madrasah head, as well as the task of being an educator. These disciplines include many things a small example of the discipline of timeliness (good presence comes, entering, turn on teaching and outgoing classes of the class, discipline in making and collecting good learning tools RPP, promes, prota and collection of supervision format of its goal for the head of Madrasah knows the development of the ability of the teacher), discipline in uniform use and its attributes.

3. Situation and the condition

Supervision activities sometimes do not match the plan that has been prepared even though it has been scheduled. This may occur due to a solid-adventiveness of the madrasah activities, the lizard of madrasah heads outside of an unsdimentary institution such as meeting, bimtek, training, the busyness of the teacher couples in preparing the learning device or any state of the outside of the estimates that require the implementation of the supervision must be delayed. However, in order to implement all tasks and responsibilities, although the implementation of supervision is postponed all the Board of teachers still strive to prepare all learning devices as physical evidence for each point listed in the supervision sheet format.

4. Toll and adequate infrastructure fittings

Facilities and infrastructure are necessary to support the continuity of the teaching and learning activities. The Master Board reveals the existence of less means of learning such as lack of computers / computers that are still lacking, infrastructure in laboratories that are still incomplete so that if will practice learning learners are still difficult and less maximal.

## Conclusion

Conclusions The Concision Ladyers of the Madrasah head leadership in improving the performance of teachers at MITQ Al Manar Klaten is done in the form of planning, implementation, and supervision.

Suggestions of madrasah heads should be able to condition, oversee, assess and evaluate the program used to improve the performance of the teacher well.

1. The Madrasah head should provide motivation and the opportunity to teachers to participate in various activities to improve its performance through training, coaching, KKG, seminars and workshop activities.
2. The Madrasah head should be able to choose and use the right strategy in improving teacher performance by adjusting the situation and condition of madrasah

## Acknowledgements

I would like to thank all those who supported this research. the supervising lecturer and all the friends who supported so that this journal could be realized.

## Funding

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.”

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