

VISION DEVELOPMENT OF PRINCIPALS TO SUPPORT ACHIEVEMENT OF INNOVATIVE LEADERS

Rohiat^{1*}, Salastri Rohiat²

¹Faculty of Teacher Training and Education, University of Bengkulu, Bengkulu

² Faculty of Teacher Training and Education, University of Bengkulu, Bengkulu

Author's email: faizmhanifah377@gmail.com; salastri@unib.ac.id

*Corresponding author: faizmhanifah377@gmail.com

Abstract. *Principal as key holder of school success which has a very important role in the success of the school. Principal is the driving force, determining the direction of school policy, which will determine how the goals of school and education in general are realized. The purpose of study was to determine extent of understanding principal's vision in contributing to the success of schools in facing challenges of the times. This research is a qualitative descriptive study. Research was conducted at junior high schools in Bengkulu city with 15 school principals as respondents. Research shows that Knowledge about developing vision academically is still underdeveloped among education managers. Thought patterns to formulate a vision in an original manner have not yet emerged, so that vision formulated with plan has not yet found common ground.*

Keywords: *vision, principal and school development*

1. INTRODUCTION

Principal as a school leader and manager is what determines a school with indicators of the quality of its performance. Principal is a person who must have selected abilities. Person who will become principal has the required abilities both academically and bureaucratically. Academically, principal must have insight into school management and educational or school leadership which refers to innovative and creative actions. Bureaucratically, principal must read and understand the rules and regulations regarding education in carrying out his duties as the latest and behavior.

World Bank study regarding school management proposed by Jalal (2001) suggests that the school is an institution that determines the quality of education and the principal is the main actor in playing this role. School improvement requires school principals who are able to: (1) describe existing resources for adequate support for teachers, provide sufficient materials, and provide good facilities, (2) provide sufficient time for management and coordination of instructional processes, and (3) communicate regularly with staff, parents, students and the community.

Principal as holder of school responsibility plays a very important role in the school. Principal is the driving force, determining the direction of school policy, which will determine how the goals of school and education in general are realized. Love (1998) explained that a school superintendent in Chicago, after conducting a study of more than one hundred schools in the state of Chicago, United States came to the conclusion that: I have never seen a good school without a good principal. This description analogous with James Conant's opinion in DeRoche (1985) which states:

“The difference between good schools and bad schools is often the difference between good and bad school principals.

Position of the principal that is so important is also stated by Fullan (1991) that: It is widely accepted that school reform requires strong leadership. Similar research on schools that effectively concludes strong leadership was among those factors within school that take a difference in student learning. Principal is person most responsible for providing strong management and leadership services for all personnel involved in school, including the community. Janet Ouston in Kydd et al (1997) explained that two fields of study of school management competence and effectiveness have the potential to contribute to better and more effective school management. School effectiveness has been studied for nearly 20 years, in many countries and in different education systems. The interest and competence of this leader in the United Kingdom is a more recent development, although in America this research had begun in the late 1970s. Both are concerned with the introduction of good practice, extensive school-effectiveness research focusing primarily on student achievement, and management competencies.

For this reason, principal must have high academic standards to be able to complete his work with satisfactory accountability for all parties concerned. Forrest (2008) describes that as part of drive for accountability, several states, Florida and South California, for example rank schools according to how well students learn. In Florida schools are ranked from A to F, and schools that rank low run the risk of closing. At the end of the 2001-2002 academic year, for example, primary schools in Pensacola were closed by school officials, even though the school managed to move up the rankings from F to D. At South Carolina schools were rated as “good”, “average” or “less than satisfactory”. Highly ranked teachers and principals receive bonus salaries of up to \$. 1000 per person. Meanwhile low-ranking schools may experience a takeover by the state or reorganization of their staff”.

One factors that make principal oriented towards future is the vision. Vision in Director General of Primary and Secondary Education Management (2007) suggests, among others: a) oriented towards the future towards full excellence and also a vision for a long period of time, b) shows a belief that the future is much better than the present, in accordance with norm and community expectations, c) reflects the standard of excellence and aspirations to be achieved, d) reflects a strong impetus for the growth of inspiration, enthusiasm and commitment of citizens to realize national standard schools, e) is able to become the basis and encourage change and school development towards SSN, f) Being the basis for the formulation of the mission and goals of the school. Danim and Suparno (2009) argue that leaders of educational institutions who have real vision have an obsession, imagination, or visualization of what their future will be. For educational leaders, including school principals, obsession is the process and outcome of education as they aspire to. Imagination is a reflection of the expected educational processes and outcomes. Visualization is a figure of an object or product to be achieved by the school it leads.

Based on the success of the school or education leadership put forward and one of the supporting factors, namely the vision, the extent to which school leaders have a vision that is currently developing with its success needs to be further investigated.

2. LITERATURE REVIEW

2.1 School Management

Real life of an education manager is a school which is an organization that can be dynamic or pessimistic. Principal as manager occupies a predetermined position in the school organization; Principal has top position that holds key to success in achieving predetermined goals. This condition shows that the principal is the service holder of a very special professional service sector. Rosenholz in Keith et al (1991) shows that: "on the school effectiveness indicated that organizational characteristic of

school account for 32 percent of between school variance in the student achievement. This means that as much as one-third of the students' gain or loss on achievement tests can be accounted for by the quality of school management ". Role of principal like this was stated by Sergiovanni et al (1993) that principal has two major roles in carrying out his duties, first as a manager and second as a leader. These two roles are united and attached to the principal. Furthermore, Turney C., et al, (1992) stated that management may be defined as the process of achieving the goals of an organization through the work of its managers and its personnel. Managerial behavior can be thought of as involving organizational planning, organizing, communicating, motivating and controlling. As manager strive to perform these functions or role they frequently display aspects of leadership which help distinguish them from person acting merely as administrator who carry out policies determined by others

Principal's attention as a manager is mainly focused on maintaining existing structures, procedures, and goals. Thus, a principal as a manager can be seen as a stabilizing force. A leader, on the other hand, might be seen as one who makes a difference. Differences in roles and functions of leadership and manager are described below.

Polarized Distinctions Between Leadership and Management

Leader	Manager
Is Concerned with growth Is a director Reflects moral authority Challenges people Has vision Exercises power of shared purpose Defines what is real as what is possible Motivates Inspires Illuminates	Is concerned with maintainance Is stage manager Reflects legal and bureaucratic authority Keeps people happy Keeps lists, schedules, and budgets Exercises power of sanctions and rewards Defines what is real as what is Controls Fixes Coordinates

Source: Sergiovanni et al (1993)

Furthermore Sergiovanni et al (1993) argued that key to successful schooling is the concept of leadership density. Leadership density refers to all the existing leadership in the school among such groups as teachers, supervisors, and administrators. Principal's direct leadership remains important, but no maintaint, and expand levels of leadership density. In this sense, principal leadership and be understood as enabling process that frees, encourager, and energizer others to join with the principal in the leadership process.

Principals as managers and leaders need to have excellent leadership abilities for the organization they lead. Sutisna (1989) argues that Administrators face the choice of becoming a scholar who constantly deepens his knowledge of important issues and issues in his field, a person who puts himself in a leadership position through his knowledge and abilities. In the first case, the administrator is often immersed in the problems and matters submitted to him by others. In the second it offers himself the opportunity to participate in establishing his own professional role. It makes choices about problems to solve and finds satisfaction in making programs work, for which it bears the greatest responsibility.

The role of school principals as managers needs to be improved from existing conditions, for example: various assistance efforts to improve the quality of education provided by the government have not been able to move the quality of education. Technical-managerial skills that are necessary for school management need attention. Understanding of tasks such as managing curriculum, personnel, facilities, school finances and administration, maintaining discipline, and school-community liaison.

Another aspect refers to administrative processes that require skills in developing plans, making decisions about procedures to be followed, examining and assessing results, conveying and explaining instructions, resolving conflicts that arise, and cultivating enthusiasm for work and study.

Management implies optimization of resources or management and control. The problem is what kind of management and control schools currently need. Optimizing resources with regard to school empowerment is the most appropriate alternative to create an independent school with high excellence. Empowerment is intended to provide wider autonomy in solving problems at school. This requires a change in policy in the field of educational management with the principle of giving authority in management and decision-making in accordance with the demands and needs of each locally.

Sutisna (1989) argues that in every technical management many procedural matters become routine, and it should be so. A steady and efficient routine work, which the personnel understand well is essential to efficient operation. However, it is at this level of activity that the administrator often allows himself to become involved in the duties of a clerk, losing effectiveness as a result. When procedural matters become routine, the administrator should either withdraw or become a clerk. He should carry out periodic checks and provide a means of reviewing procedures, but he should not burden himself with the execution of procedural matters down to the minutiae.

Higher social life of community in line with the development of science and technology, higher demands of the social needs of the community. In the end, these demands lead to education, because people believe that education is able to answer and anticipate these challenges. Education is one of the efforts that can be made by schools as an institution where people hope for a better life in the future. Education needs changes for the better in the future. Education needs changes that can be made through changes and improvements in the management or management of education in schools.

2.2 *Vision and Leadership Principal*

Peters and Austin in Sallis (1993), gave specific considerations about educational leadership with the theme Excellence In School Leadership. They argue that educational leadership requires the following perspectives: (1) Vision and symbols, (2) Management by walking about, (3) For The Kids, (4) Autonomy, (5) Creating a sense of 'kinship', and (6) Taste as a whole, rhythm, passion, intensity and enthusiasm. Senior management must provide direction and provide vision and inspiration. In organizations that implement a team all managers must be leaders and champions in the quality process. They need to communicate the mission and flow it through the institutions. This is the reason it is often said that institutions that implement teams need less management but more leadership.

One of the roles of a leader in an institution that implements quality initiatives is to have a vision of integrated quality for the institution. In one concept, Stanley Spanbauer in Sallis (1993), a president of Fox Valley Technical College who has taken the lead in introducing Total Quality Management (TQM) into education in the United States, is deeply concerned with leadership. Stanley Spanbauer's conclusions are: (1) involve teachers and all staff in problem solving activities, use basic scientific methods and statistical quality principles and control processes; (2) ask the teachers how they think about something and how the project can be done instead of saying what will happen; (3) share which information they contain as much as possible to help shape their commitment; (4) ask staff which systems and procedures prevent them from delivering quality to their customers - students, parents, support employees; (5) understand that desires that benefit teacher development are not suitable to be applied by means of a top-down management approach; (6) rejuvenating professional growth by directly transferring responsibility and control for

professional development to teachers and technical employees; (7) implementing systematic and continuous communication between everyone involved in the school; (8) develops skills in conflict resolution, problem solving, and negotiation while displaying greater tolerance for conflict appreciation; (9) hands-on without expecting anything in return and humble oneself; (10) provides education on quality concepts and subjects such as team building, process management, customer service, communication, and leadership; (11) become a model, by displaying the expected personality characteristics, spending time around, listening to teachers, and other customers; (12) learns to be more of a coach than a boss; (13) gives autonomy and permits risk-taking; (14) balanced measures of applying quality to external customers (students, parents, taxpayers), while at the same time paying attention to the needs of internal customers (teachers, board members and other employees).

Sutisna (1989) describes that leadership and change in school management are leadership behaviors that emphasize change. In other words, when a leader helps create new goals, new policies, or new structures and procedures, he is demonstrating leadership behavior. This means that there is a need for leaders to equip themselves with leadership knowledge and skills to design, suggest, and bring about innovations in education and administration based on a realistic assessment of current practices and based on a good idea of the process. -administrative process.

In the era of development attention should be focused on the role of schools as "agents of change" and a particular focus on changing people. In other words, the main function of education is to change people in the direction they want. For this reason, schools must be a place for humans to grow and transform into whole individuals. So educational leaders must welcome, appreciate, promote, and even initiate changes themselves. Change is more likely to occur in an environment where originality, creativity, innovation and change are valued, not tradition, conservatism, or uniformity.

Effective leadership for change comes from people who want to grow and function fully. The importance of the role of education for change - social, cultural, economic, political - must be emphasized. In many countries education is seen as a vital national resource, essential for successful competition in the world struggle for power and supremacy. Increasing attention to education has been directed not only to adjusting educational priorities, current aims and objectives, but also to adjusting educational patterns, functions and needs. Important challenges have been raised regarding the substance, process, spirit and purpose of education. In recent years new educational pressures have emerged; society and the government itself have increasingly insisted that quantity in education be matched by quality, that universities should be aligned with virtue; and that school should be a means of national survival. The emergence of new pressures from society has prompted critical review of efforts to identify and release potential students; to improve and develop curricula and teachers; to provide tools and techniques that are more effective in the teaching process; to apply more flexible and efficient ways to develop students; to improve the organization and quality of the teaching and learning process; to improve organizational quality and educational leadership; and to create educational institutions capable of producing "development personnel" in the number, type and quality required.

New criteria of virtue, growing general public concern about the quality and relevance of educational programs, and demands for the education of development forces will tend to direct attention towards intellectual, mental-spiritual, and vocational goals of education in past decade. The fast becoming obsolete of knowledge easily discredits the notion that a curriculum could consist of a static amount of knowledge and ideas which, when mastered, would prepare individuals for effective living. the changing nature of knowledge is bringing about the realization that the facts and ideas of today may simply be inadequate to meet tomorrow's challenges. New directions in the reconstruction of curricula are emerging and will continue to occur in

the coming decades to meet quality and excellence criteria. obtaining facts will be secondary to developing the ability to use knowledge, analyze evidence, make critical judgments, and reach correct conclusions. increased pressure will be on the pursuit of new knowledge and on the ability to match ideas to changing situations and conditions. Students will learn to apply important concepts in mathematics and natural sciences, in the human sciences (humanities) and social sciences to increasingly complex problem situations.

Vision is a moral imagination that describes the desired school profile in the future. Such future imagination will always be filled with opportunities and challenges that are believed to occur in the future as a school with international standards. In determining this vision, schools must pay attention to the developments and challenges of the future as an international school.

School vision is developed according to the wishes or ideals of the school while maintaining an Indonesian personality. This means that vision of a school is oriented towards the conditions of the school and regional environment, but must also be filled with nationalism. It is important to understand this to avoid the mistake that a "free" school determines its vision and is not related to the policies of other parties. In addition, vision of the school must also consider potential of school and expectations of the community around the school. This means that the type and quality of education services are expected by parents and the community around the school and their area. It should also be considered what potential the school has to realize these expectations. Danim and Suparno (2009) argue that educational organizations or schools without vision are like a menu without salt. Indeed, there are people who can enjoy food without salt, even if only very little, for a very special reason they would choose such a menu.

3. RESEARCH METHODS/METHODOLOGY

This research is a descriptive study using a qualitative approach. Qualitative research is rooted in the natural setting of wholeness. Descriptive research relies on humans as the main tool in research. This approach makes use of qualitative methods, inductive data analysis. The research directs the research objectives to an effort to find a theory from the bottom, is descriptive in nature, more concerned with process than results. Research limits studies to focus. Qualitative approach selects a set of criteria for writing the validity of the data, research design is provisional and the research results are agreed upon by the researcher and the research subject.

Research aims to reveal as much data or information as possible about the development of the vision of leaders and potential leaders of institutions or schools and the development of individual visions.

Qualitative research emphasizes the researcher as a research instrument, so it is hoped that the researcher will strive and not change the existing atmosphere consistently. With various data collection techniques carried out by researchers naturally in their natural settings.

Research setting is a physical data search container consisting of four social dimensions, namely place, subject, activity and time which are considered in the data collection which will produce original data. For this purpose the researcher chose this research setting in junior high schools in Bengkulu. In accordance with the research rules, what will be researched is determined according to the data needs that can be collected and as research subjects to obtain data determined by the principal as many as 15 school principals who are taken randomly.

In this study, the researcher himself as an instrument. To facilitate data extraction so that the data is accurate, valid and directed and there is a benchmark problem, the researchers made a number of data mining guideline items through questionnaires, interviews, observation and documentation.

Research Instrument Grid

Research Focus	Sub Research Focus
Vision Development for School Leaders and Prospective Leaders	<ol style="list-style-type: none"> 1. Develop a school vision 2. Understanding the meaning of the School Vision 3. Barriers to Development of the School Vision

Analysis data technique used is qualitative data analysis. In the process of qualitative analysis according to Bogdan (1982) "We define analysis as consisting of drawing / verification." From this statement, there are three main activities that are interrelated and occur simultaneously: data reduction, data presentation and drawing conclusions or verification.

4. RESULTS AND DISCUSSION

Principals expressed mixed views about the vision of the school. There are several opinions expressed including, (1) Vision is a view of education, educational goals and what must be done to achieve these goals in the future. (2) Vision is a view, description, characteristics, condition that an institution, company, institution wants to achieve in the far future. Vision is also a far-sighted perspective on where institutions and corporate institutions must be brought to exist, be innovative, and adaptive. (3) Vision is the aspiration or dream of an organization or company to be achieved in the future to ensure long-term sustainability and success. (4) Vision is a distant view of an organization, the goals of the organization and what must be done to achieve these goals in the future. The vision cannot be written in a more clear manner explaining the detailed picture of the system it is aiming for, due to changes in science and unpredictable situations during this long period. A vision should be oriented to the future, not based on current conditions, expressing creativity and based on the principle of values that contain respect for society.

In general, school principals have been able to express their respective views on the vision, however, these views are not accompanied by the ability to explain properly and clearly how the direction of achieving the organizational vision is. A school principal must be able to become an effective leader, as stated by Daswati (2012) based on the results of her research that an effective leader must have the ability to play an active role in carrying out his leadership role. This role has an effect if leaders have the ability to apply leadership styles to move followers towards achieving the organizational vision. An effective school principal will always reflect and evaluate the vision he has in order to develop a vision and measure the quality of his vision. This is reinforced by the results of research by Kantrabutra (2005) which suggests that not only develop a vision to maximize the required performance, steps must be taken to realize and realize the vision derived from the literature with the assumption that the relationship between vision and public school performance will be mediated by variables. internal like that of the principal, teachers and organizations.

Some school leaders put forward the meaning of vision as follows: (1) A vision for a leader is a power or strength to make change that encourages a process of explosive creativity through integration and synergy of various expertise of people in the organization. A leader is an inspirer of change and visionary, that is, has a clear vision and mission of where the organization will go, (2) Not based on current conditions, forward-oriented, expresses creativity, based on the principles of values that contain appreciation from the community, (3) a vision that has been formulated reflects the history, culture and values of institutions, institutions, despite unexpected changes, has high standards, ideals and expectations for institutional members, encourages and encourages dedication to institutions, institutions and companies, the vision generally reflects the ideal conditions that must be achieved in the future,

but it cannot be written in detail, (4) The orientation of the leader to make every effort to achieve the vision that has been set by inviting all parties to reach it effectively through various productive programs and activities.

This difference in vision provides a clear enough picture that the principal must synergize among peers to further develop the quality of his vision. This can also be seen from the quality of the school they lead, the performance of teachers and staff who are their subordinates, it also needs to be understood as part of the indicators of the quality of the vision the principal has. This is reinforced by research conducted by Burhanuddin (2016) which shows that a vision must be established to address the core domain of school performance indicators including the quality of teaching for teachers and learning abilities for students. Without a vision that reflects these components, the school organization is unlikely to succeed as expected by stakeholders. To get broad support from the community, school principals need to create a common vision to align organizational efforts to achieve school goals. Leadership by strengthening this vision encourages independent autonomy for member organizations and fosters their motivation to work together to achieve higher levels of school performance. Vision creation is one of the determining factors in principal leadership as found by Lee (2018) which shows that his research found that on average, primary school teachers' perceptions of principal transformational leadership as a whole are high (3.49). The mean levels of transformational leadership dimensions in descending order are inspirational motivation, charismatic influence, vision creation, intellectual stimulation, and individual consideration; the average of each of the four levels was higher than the overall transformational leadership.

Thus, it is clear that the principal's understanding of his vision needs to be well developed so that the quality of the school can improve. This is reinforced by the results of Les's (2013) research that in order to make the school system effective, leaders who are visionaries, mentors, coaches, motivators, and bona fide team players are urgently needed; people who manage learning programs, who lead by creating a work environment that is conducive to and motivates and inspires teachers. The most effective and successful school leaders focus on the vision and mission of the school, with an acute sensitivity for situational awareness. Such leaders build effective relationships within the local community, earn the trust of their staff, and make every effort to "get to know" students and their parents.

Obstacles in developing the vision include the following: (1) School activities are so busy and time-consuming for school leaders so that realizing the vision through operational planning is neglected and the work done to complete administrative activities and meetings, time arrangements to organize activities which refers to a somewhat neglected vision, (2) When asked how many pages of reading books related to professions and / or careers, the answer was not clear and finally confirmed that there was very little reading of knowledge related to that career and profession. Knowledge of laws and regulations relating to professions and careers only matters relating to promotion interests and other practical rules that are studied. (3) In-service training and education are very rarely held and also do not participate in informal workshop seminars. (4) Activities in the Principal Working Group do not generate new inspirations to be able to manage schools in a more actual manner. This is in line with research conducted by Nurhayati (2018) which shows that the obstacles faced by school principals in improving quality are the lack of teacher motivation in increasing their competence, there are still teachers who are less disciplined in carrying out their duties, and limited facilities and infrastructure that support the learning process.

It takes a special focus and study in providing solutions to the obstacles faced. The principal and his colleagues, even with supervisors as counselors, need to further improve the synergy. As stated by Lashley (2016) with the results of his research which concluded that the principal and counselors share responsibility for the educational attainment and welfare of all students. Both are leaders in their own

right and use skills to promote positive outcomes and educational success for every student. Although they may come from different perspectives, training, and professional backgrounds, they share a common mission and vision.

CONCLUSION

Vision formulated by new school manager or leader refers to the organizational requirements that have been determined by the national education department. Existing vision is formulated based on applicable guidelines. Knowledge of developing a vision academically is still underdeveloped among education managers. Thought patterns to formulate a vision in an original manner have not yet emerged, so that the vision formulated with the plan has not yet found common ground. Meaning of vision is still underdeveloped because the orientation of the mind is focused on activities in completing the tasks that must be completed.

REFERENCES

- Bogdan, Robert C dan Taylor, S.J., Sari Knoopp. (1982). *Qualitative Research for Education An Introduction to Theory and Methods*. Boston: Allyn and Bacon, Inc.
- Burhanuddin & Tania Aspland. (2016). *The Principal as a Team Leader with a Vision for Improving School Effectiveness*. Journal of Basic and Applied Scientific Research,6(1)8-14, ISSN 2090-4304
- Danim, Sudarwan & Suparno. 2009. *Manajemen dan Kepemimpinan Transformasional Kepala Sekolah*. Jakarta: Rineka Cipta.
- Daswati. (2012). *Implementasi Peran Kepemimpinan Dengan Gaya Kepemimpinan Menuju Kesuksesan Organisasi*. Jurnal Academica Fisip Untad, 4 (01), 783-798
- DeRoche, E.F. (1985). *How School Administration Solve Problems*. New York: Englewood Cliffs
- Direktorat Pendidikan Lanjutan Pertama, Dirjen Pendidikan Dasar dan Menengah, Departemen Pendidikan Nasional. (2007). *Kebijakan Direktorat Pembinaan Sekolah Menengah Pertama*. Jakarta: DIT PLP
- Fullan, M.G. (1991). *The meaning of Educational Change*. New York: Teacher Collage Press
- Jalal, Fasli & Supriadi, Dedi. (2001). *Reformasi Pendidikan Dalam Konteks Otonomi Daerah*. Yogyakarta: Adicita Karya Nusa
- Kantrabutra, Sooksan. (2005). *Improving Public School Performance through Vision-based Leadership*. Asia Pacific Education Review, Education Research Institute, Vol. 6 (2), 124-136
- Keith, Sherry & Robert Henriques Girling. 1991. *Education Management and Participation*. Boston: Allyn and Bacon.
- Kydd, Lesley, Megan Crawford & Colin Riches. (1997). *Professional development for educational management, Pengembangan profesional untuk manajemen pendidikan (Terjemahan: Ursula Gyani. B)*, Jakarta: Grasindo.
- Lashley, Carl A. & Jaimie Stickl. (2016). *Counselors and Principals: Collaborating to Improve Instructional Equity*. Journal of Organizational and Educational Leadership, 2 (1), Article 5
- Lee, Yuan Duen & Chen Tsung Kuo. (2018). *Principals' Transformational Leadership And Teachers' Work Motivation: Evidence From Elementary Schools In Taiwan*. The International Journal of Organizational Innovation, 11 (3), 90-113
- Les, Stein (2013). *Schools Need Leaders - Not Managers: It's Time for a Paradigm Shift*. Journal of Leadership Education, 15(2)

The First International Conference on Government Education Management and Tourism
(ICoGEMT)

Bandung, Indonesia, January 9th, 2021

- Love, Root. (1998). *High School: A Report on Secondary Education in America*. New York: Harper & Row, Publication.
- Nurhayati, Cut Zahri Harun & Bahrin. (2018). *The Principal's Leadership Strategy in Improving Quality: A Study at Aron State Elementary School Pidie Aceh Indonesia*. *Advances in Social Science*. Education and Humanities Research: Atlantis Press, volume 269 (42-45)
- Forrest, Parkay., W. & Stanford, Beverly Hardcastle. (2008). *Becoming A Teacher 7th Edition*. Boston: Pearson
- Sallis, Edward (1993), *Total Quality Management in Education*, Philadelphia, Diddles Ltd, Guilford and King's Lynn
- Sergiovanni, Thomas J. dan Robert J. Starratt. (1993). *Supervision a Redefinition*, New York, McGraw-Hill, Inc
- Sutisna, Oteng. (1989). *Administrasi Pendidikan Dasar Teoritis untuk Praktek Profesional*. Bandung: Angkasa
- Turney, C. at. All.. (1992). *School Manager*. Chicago: University of Chicago Press.