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**Merlyn M Mangempis**  
Post Graduate Program,  
Manado State University,  
Indonesia

**Herry Sumual**  
Post Graduate Program,  
Manado State University,  
Indonesia

**Shelty Sumual**  
Post Graduate Program,  
Manado State University,  
Indonesia

**Corresponding Author:**  
**Merlyn M Mangempis**  
Post Graduate Program,  
Manado State University,  
Indonesia

## Implementation of head school managerial competence in public primary school Kalasey, North Sulawesi, Indonesia

**Merlyn M Mangempis, Herry Sumual and Shelty Sumual**

### Abstract

The managerial skills of school principals has been implemented in one of the primary schools in Manado city, North Sulawesi, namely SDN Kalasey. The school, which is located on Jalan Raya Tanawangko, Kalasey Village, Lorong Murex, Mandolang District, has now been accredited B and has 287 students assisted by 15 educators. In addition, this school is equipped with facilities for the principal's room, teacher's room, library room, canteen, toilet, UKS warehouse room, also equipped with other infrastructure such as computers, LCD projectors, TV and internet. The development of public elementary school (SDN) Kalasey could not be separated from the major role of the principal in carrying out its managerial duties, in planning, organizing, directing, and controlling so that there is a process of creating an effective school that is progressing and development from year to year. The managerial ability of this school principal is very interesting to research more deeply, because not all school principals are able to carry out these managerial tasks properly, so it needs to be examined more deeply, how is the principal managerial ability in managing SDN Kalasey. So that becomes the focus of research on the managerial competence of the principal at SD Negeri Kalasey. This research was conducted for 6 months, starting from December 2019 to June 2020. Research on the implementation of principal managerial competence was focused on SD Negeri Kalasey. The selection of research locations at SD Negeri Kalasey was based on the consideration that the respondents provided maximum information on the problem under study. This type of research uses a qualitative approach, while the method used is descriptive qualitative, which is a research method to create a picture of a particular situation or event, through the accumulation of basic data. Based on the results of data collection up to the data reduction process, it was found that the managerial ability of the principal in planning to create an effective school was in accordance with the criteria for an effective school. In this case the principal plans the vision, mission and goals of the school which are then translated into documented short-term programs, medium-term programs and long-term programs. In making programs and preparing RKAS school principals involve teachers, school committees, parents and other school principals. The implication of this research is the application of the principal managerial system of SDNs such as that of SDN Kalasey Manado which can be declared an effective school because it already has indicators as an effective school based on school inputs, processes, outputs and outcomes. This proves that managerial leaders are able to influence the overall management of the school they lead, so that the school will become an effective school.

**Keywords:** Managerial competence, implementation, public primary school

### Introduction

The educational paradigm that gives the widest possible authority to schools in developing various potentials requires increasing the ability of the Principal in various managerial aspects in order to achieve goals in accordance with the vision and mission of the school. So that what is mandated in the preamble of the 1945 Constitution of the Republic of Indonesia, namely the intellectual life of the nation can be realized. Furthermore, in the National Education System Law No. 20 of 2003 Chapter II article 3 states that national education functions to develop capabilities and shape the character and civilization of a nation with dignity in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

The meaning contained in the function and purpose of education is to create quality human resources which education is needed. Through personality, intelligence, skills education, insight, and various potentials of students are developed more optimally.

The principal is one of the components of education that has the most role in improving the quality of education, as revealed by Supriadi (1998: 346) that there is a close relationship between the quality of the principal and various aspects of school life such as school discipline, school cultural climate and the decline in student naughty behavior. In this connection the principal is responsible for the management of micro education, which is directly related to the learning process in schools. Furthermore, according to Mulyasa (2006: 89) that "professional school principals in the new paradigm of education management will have a positive impact and a fairly basic change in reforming the education system in schools. These impacts include the quality of education, strong school leadership, management of educational personnel. effective, quality culture, team work that is compact, intelligent and dynamic, independence, participation of school and community members, openness (transparency) management, willingness to change (psychological and physical), evaluation and continuous improvement, responsive and anticipatory to needs, accountability and sustainability.

In accordance with this description, that in order to realize the quality of student graduates, there are several indicators that need the attention of school principals, teachers, and other education personnel and the community, the indicators in question are, The learning process runs effectively where learning emphasizes the empowerment of students. in order to want to learn productively. Strong leadership of the Principal, especially in coordinating mobilizing and harmonizing all available educational resources. The principal must have managerial skills and initiative in terms of improving the quality of education.

The presence of high school and community participation, meaning that the school must be able to create a view that the higher the community's participation, the higher the sense of belonging, the greater the progress. 1) Education personnel are managed effectively, teachers are a strategic factor that affects improving school performance. In terms of the effectiveness of the management of educational personnel that need attention are those related to their needs analysis, planning, development, job evaluation and remuneration; 2) School management must be transparent, especially with regard to decision making; 3) The school has a solid team work, which means working on the basis of togetherness; 4) Schools have a quality culture, namely those that are always based on professionalism; Schools have the will to change both physically and psychologically; 5) The school conducts evaluation on an ongoing basis.

Schools should be able to show accountability, in the form of student achievement reports, to parents, government and to the community. Realizing this, the principal is faced with the challenge of making changes and development of education in a planned, directed and sustainable manner to improve the quality of graduates. In order to make this happen, the principal as the highest leader in the school, his performance is very influential and even determines the progress of the school.

Within this framework, it is felt the need to improve the performance of school principals in a professional manner to succeed the government programs that are being rolled out, namely regional autonomy, educational decentralization, school-based management, education unit level curriculum, broad base education, life skills, contextual learning and system laws. national education (Sisdiknas), all of which

await the active role of the principal's performance and the performance of teachers as the spearhead in the field.

Intellectual capacity is needed in examining, understanding, and analyzing any information obtained. Emotional capacity is needed in dealing with various pressures and in building relationships. Meanwhile, spiritual capacity is needed when making decisions so that the decisions taken are in favor of the truth. The broad and futuristic insight is the basic capital in reading the signs of changes in the school environment so that it can bring the school they lead to remain, exist in conditions of continuous change.

Managerial ability of school principals is the ability to carry out their duties and functions as expressed in the Decree of the Minister of National Education No. 162 / U / 2003 article 9 paragraph 2 of the duties and responsibilities of the principal as: "(1) leader; (2) manager; (3) educators; (4) administrators; (5) entrepreneurs; (6) creators of work climate, and (7) supervisors.

Closely related to the managerial ability of school principals, field research has been carried out in one of the primary schools in Manado City, North Sulawesi, namely SDN Kalasey. The school, which is located on Jalan Raya Tanawangko, Kalasey Village, Lorong Murex, Mandolang District, has now been accredited B and has 287 students assisted by 15 educators. In addition, this school is equipped with facilities for the principal's room, teacher's room, library room, canteen, toilet, UKS warehouse room, also equipped with other infrastructure such as computers, LCD projectors, TV and internet.

The development of SDN Kalasey cannot be separated from the major role of the principal in carrying out its managerial duties, in planning, organizing, directing, and controlling so that there is a process of creating an effective school that is progressing and development from year to year.

The managerial ability of this school principal is very interesting to research more deeply, because not all school principals are able to carry out these managerial tasks properly, so it needs to be examined more deeply, how is the principal managerial ability in managing SDN Kalasey. It is hoped that the results of this research can be used as material for reflection for the Principals and Students as well as other parties with an interest in improving the quality of education at SDN Kalasey.

Based on the purpose of the description, it is necessary to carry out an actual investigation of the Implementation of Principal Managerial Competence at SD Negeri Kalasey.

The purpose of this study was to obtain data and information about the managerial competence of principals at SD Negeri Kalasey. The specific objectives of this research are:

1. To describe the implementation of the principal managerial competence at SD Negeri Kalasey?
2. To describe the factors inhibiting the managerial competence of the principal at SD Negeri Kalasey?
3. To describe the factors that support the managerial competence of the principal at SD Negeri Kalasey?
4. What efforts are being made to overcome the problems that hinder the managerial competence of the principal at SD Negeri Kalasey?

## Literature Review

### Principal Competency Standards

Competence can be seen in two mutually interpreting meanings, namely competence as an ability or skill and competence as an authority. The abilities and skills

(professional) possessed are the basis for a person to have the authority to take professional action. Depdiknas (2003: 21) explains that competence is knowledge, skills and basic values which are reflected in a consistent thinking and acting policy that enables them to be competent or capable in exercising their authority, duties, and responsibilities. The Decree of the Minister of National Education number 045 / U / 2002 concerning Higher Education Core Curriculum states that "competence is a set of intelligent actions full of responsibility that a person has as a condition to be considered capable by the community in carrying out tasks in certain fields of work".

Furthermore, Rival (2009: 302) states that competence is defined as an observable person's ability which includes knowledge, skills, and attitudes in completing a job or task in accordance with the specified performance ".Regulation of the Minister of National Education Number 13 of 2007 concerning the standards of school principals, emphasizes that a school principal must have five dimensions of minimum competence, namely. personality, managerial, entrepreneurial, supervisory, and social competencies. Each competency dimension has sub-sub base competencies that the Principal of School / Madrasah must have.

### Principal Managerial Competencies

In describing the principal's managerial competence, Sergiovani in A. Mangkunegara (2001: 126) revealed that there are three skills that principals must have as managerial competencies, namely: (1) Conceptual skills with regard to the breadth of insights and concepts of a principal. needed in analyzing and solving complex problems related to school management, (2) Interpersonal competency which relates to the principal's ability to cooperate with others and motivate them to seriously work, and (3) ) with regard to the special knowledge required to carry out the main duties and functions as principal.

In line with Terry (in Kambey, 2006: 13) the manager's duties are related to good management functions, namely: (1) planning; (2) organizing; (3) movement; and (4) control. According to Permendiknas Number 13 of 2007 concerning Principal Standards for Schools / Madrasahs, one of the competencies that a school principal must have is managerial competence whose components are broken down as follows:

- a) Competence in preparing school / madrasah planning for various planning levels.
- b) Competence to develop school / madrasah organizations as needed.
- c) Competence in leading schools / madrasahs in order to optimize school / madrasah resources.
- d) Competence in managing change and development of schools / madrasahs towards effective learning organizations.
- e) Competence to create a climate, school / madrasah culture that is conducive and innovative for student learning.
- f) Competence in managing teachers and staff in order to optimize human resources.
- g) Competence in managing school / madrasah facilities and infrastructure in order to optimize utilization.
- h) Competence in managing school / madrasah and community relationships in order to achieve support for ideas, learning resources and school funding.
- i) Competence in managing students in the context of admitting new students, and placing and developing the capacity of students.

- j) Competence in managing curriculum development and learning activities in accordance with the direction and goals of national education.
- k) Competence in managing school / madrasah finances in accordance with the principles of accountable, transparent and efficient management.
- l) Competence in managing school / madrasah administration in supporting school / madrasah achievement.
- m) Competence in managing school / madrasah special service units in supporting learning activities and student activities at schools / madrasahs.
- n) Competence in managing school / madrasah information systems in supporting program development and decision making.
- o) Competence in utilizing information technology capabilities for improving learning and school / madrasah management.
- p) Competence in monitoring, evaluating, and reporting the implementation of school / madrasah activity programs with appropriate procedures, and planning follow-ups.

### Management of Elementary School Facilities and Infrastructure

Educational facilities and infrastructure are very important in order to support the success of education in schools. The urgency of educational advice and infrastructure is not only related to the level of school conduciveness, but also becomes an inseparable part of the overall operation of educational institutions. Bonafidity (things that can be trusted both in terms of honesty and ability) educational leadership, image of an institution, image and public trust in an educational institution, are also related to the facilities and infrastructure it has.

The educational facilities in question are all devices that are directly used in the educational process at school. Meanwhile, educational infrastructure is all tools that are indirectly used in the educational process at schools. Examples of devices that are directly used in the educational process, both at school and outside of school, are: buildings, rooms, desks, chairs, benches, blackboards and other educational media. Examples of tools that are indirectly used in the educational process, both at school and outside of school, are: roads leading to schools, school yards, and parks.

### Research Method

This type of research is a survey, while the method used is descriptive qualitative, namely a research method to create a picture of a particular situation or event, through the accumulation of sheer basic data. Besides, the survey method dissects problems and obtains justification for the ongoing situation. Emzir (2009: 15) <sup>[7]</sup> states that survey research is "an effort to observe to get clear information about a particular problem in a study". Furthermore, evaluative research aims to obtain feed back from the activity situation in the process so that it can be used to improve programs or products. or informant. In unstructured interviews, researchers need to plan everything related to the interview. This research was conducted for 6 months, starting from December 2019 to June 2020. Research on the implementation of principal managerial competence was focused on Kalasey Public Elementary Schools. The selection of research locations at SD Negeri Kalasey was based on the consideration that the respondents provided maximum

information on the problem under study. The data collected in this study are grouped into two parts, namely: main data and supporting data. The main data were obtained from key informants, namely school supervisors, parents and several teachers.

Bogdan and Taylor in Moleong (2001: 64)<sup>[15]</sup>, say that most qualitative research uses one or more key informants from whom the researcher obtains sufficient knowledge of the situation and jointly shares experiences. Meanwhile, the supporting data comes from official documents at SD Negeri Kalasey, in the form of notes, recordings, photos and other materials that can support this research. The main data is in the form of words or speech and the behavior of the people being observed and interviewed. Meanwhile, the supporting data are non-human. Moleong (2001: 113)<sup>[15]</sup> states that non-human data sources come from books, scientific magazines, archives, personal documents, official documents, letters, recordings, evaluations or diaries. Data collection was carried out using four methods, namely: observation, interview, study documentation, and make field notes.

### Data analysis technique

1. Editing. Editing is intended to select data and simplify and transform crude data encountered in research. direct, clarify the data needed in accordance with the study in the MI test. Data categorization, the purpose of this data category is to collect, compile all information from the informant, so that the presentation of the data can provide the possibility to draw a conclusion.
2. Interpret the meaning of the data. Interpreting the meaning of data is intended to evaluate all information that has been processed from data obtained through informants, so that validation and quality data can be obtained and the results of the data can be accounted for for its correctness.
3. Formulate the conclusions of the research results. The final step of data analysis is to formulate the conclusions of the research results. This is done to determine the overall results of the study.

Testing the Validity of Data. For the sake of data validity, a verification technique is needed based on Moleong's criteria (2001: 173)<sup>[15]</sup>, namely:

1. Trust (credibility) This technique is done by extending the observation time, continuous observation, and triangulation.
2. Transferability (transferability) Namely reporting the results of the research as carefully as possible using detailed descriptions so that the findings obtained can be understood by all parties.
3. Dependency (dependency) Dependency according to conventional terms is called reliability, reliability is a condition for validation. Hang with a reliable alai, then valid data will be obtained.
4. Confirmability That is, the inspection and verification carried out by the auditor to assess the quality of research results through tracking and information and interpretation supported by the material.

### Result and Discussion

The general description and profile of SDN Kalasey in elaboration includes the vision and mission of the school, the history of the change of school principals and school names,

the number of active students and teachers until 2020. This profile will be described as follows.

Vision and Mission. SDN Kalasey's vision is "The realization of students who are responsible for knowledge and technology and have noble and independent character." While the mission has 5 aspects, namely: (1) Instilling faith through religious activities, (2) Increasing academic and non-academic activities, (3) Developing skills in the fields of Science and Technology, Language, Sports and Cultural Arts, (4) Fostering student independence through planned and sustainable educational and self-development activities, (5) Developing activities that foster the character of school members as independent and responsible learners.

In connection with the vision and mission, the objectives of implementing education at SDN Kalasey are directed at the following objectives: (a) Developing a religious school culture with religious activities, (b) All classes implement an active learning approach based on character education, (c) Organizing various activities in arts and culture according to talents, interests. Managerial is essentially closely related to management which according to the term is a process of developing the collaborative activities of a group of people to achieve predetermined goals.

In the implementation of this collaboration within an organization, a leader is needed to play a role in improving the quality of education, namely a school principal so that later he will be responsible for education management that is directly related to the learning process. Effective schools in the management perspective are the process of utilizing school resources through rational and systematic actions including planning, organizing, directing and controlling.

Meanwhile, school as a system has a core component consisting of input, process and output. The three components are not separated from each other because they form a whole, interrelated unit, which affects each other's needs and determines. School input is all input needed by the school for processing to get the expected output. Inputs can be categorized into two, namely resource inputs and management or leadership inputs. The process of running the school is essentially the ongoing learning, namely the occurrence of interaction between students and teachers which is supported by other traps as a principle of the learning process.

#### a) Effective school managerial planning

Planning at the school level is an activity aimed at answering what must be done and how to do it in order to realize the goals that have been set / agreed upon at the school concerned, including the budget needed to finance the planned activities. This means that in other words planning is the activity of determining in advance what will be done, the procedures and methods of implementation to achieve organizational goals.

Planning at SDN Kalasey North Sulawesi is a preparation of what the scenario will do to achieve the expected goals, in written form. What will be done, done, how, when and at what cost units are estimated, as well as what results are expected. In general, good planning contains or contains six elements, namely: the what, the why, the where, the when, the who, and the how. In Government Regulation Number 19 of 2005 concerning National Education Standards (SNP) it is explicitly stated that every school in all units of types and levels of education including schools must have the SNP.

**b) Organizing (Organizing) effective school managerial**

An organization needs to allocate and assign activities among its members so that the goals of the organization can be achieved efficiently. Organizing is the process of preparing an organizational structure in accordance with the goals of the organization, its resources, and the environment that surrounds it.

The main aspect in the process of arranging an organizational structure is departmentalization, which is a grouping of the work activities of an organization so that similar activities are interconnected and can be carried out together. This will be reflected in the formal structure of the organization, and is shown by an organizational chart. The division of labor is the breakdown of job duties so that each individual in the organization is responsible for carrying out a limited set of activities. These two aspects are the basis of the process of organizing an organization to achieve effective and efficient goals.

In this case of organizing, the principal has carried out his duties and functions as an education manager. As has been done by the principal of SDN Kalasey North Sulawesi, namely by dividing duties and responsibilities to all teachers, by selecting teachers who are competent and talented in their fields. Then give an assignment letter in the form of a Decree (SK) so that the teacher who is given the responsibility will work more in accordance with their respective job descriptions.

Related to what has been done by the Head of SDN Kalasey, according to Ismail Nawawi (2014: 112)<sup>[18]</sup> that organizing is: "determining the resources and activities needed to achieve the organization". The same thing is in accordance with Adam Smith's classical theory in Ismail Nawawi (2014: 47)<sup>[18]</sup>: the right man in the right place". This means that the right person in the right place or someone who has certain skills must be employed or placed in his expertise in a school which is very much needed in the progress of a school. The progress of a school can be achieved if an organized and cooperative organization is formed, so that time is used more effectively and efficiently.

**c) Effective school managerial directing**

Internal direction is defined as a process in which a manager guides and supervises workers to achieve predetermined goals. There is a desire for other people to follow their wishes by using personal power or office power effectively in their place for the long term of an organization. The goal is that tasks can be completed properly. In essence, the direction contains motivating activities (motivating) contained in the directing activity as a facility or means of conducting direction to personnel in an organization.

Direction is related to planning where with the planning that has been determined then directing and motivating resources and being involved in implementing the intended plan. In the aspect of direction, a human relationship will emerge in leadership that binds subordinates to be willing to understand and contribute more empoweredly to achieve goals. Therefore, managers or school principals are required to be able to communicate, provide instructions or advice, think creatively, take initiative, improve quality, and provide stimulation to their subordinates.

Likewise, the principal of SDN Kalasey in North Sulawesi, he gave an example by applying high discipline and being active in carrying out tasks, especially teaching assignments, helping solve problems experienced by teachers and students.

Where he can communicate well with his subordinates and participate actively in the activities carried out by the students, for example during competitions representing schools, etc. At SDN Kalasey, the principal always gives encouragement to the entire teacher board, and vice versa, is brave and accepts criticism and suggestions from anyone. In other words, the principal is also willing to accept input from his subordinates and his subordinates must also be willing to respond to the principal's orders.

**d) Effective school managerial control (Controlling)**

Control is monitoring activities to ensure that these activities are achieved in accordance with predetermined plans. Control is carried out to ensure that organizational and management goals are achieved. For the principal of SDN Kalasey, the control process carried out is by evaluating teacher performance, namely by conducting classroom supervision, this is done to find out whether a teacher has performed correctly, whether in the delivery of lesson programs, classroom administration, or delivery of material. This is in accordance with the opinion of the principal of SDN Kalasey that the principal reminded him to make classroom administration, then supervise the teacher.

If all work is done well, with sincerity and responsibility and with good work, because we believe that all work will always be supervised by God, then everything will run well and smoothly. By exercising control, it will be seen how far the results have been achieved. Therefore control is the last function of management. This function is the function of the leader to save the process towards the stated goals. The end of planning, is the process that will be carried out in the form of control results. This is also related to effective school management, from the academic results of students showing proud achievements as well as achievements at events held at the city, provincial and national levels. So that overall according to the author, that the principal of SDN is able to manage the school so that it becomes an effective school. Associated with managerial SDN principals can be declared an effective school because it already has indicators as an effective school. According to Mulyasa (2003: 217)<sup>[17]</sup>, effective school indicators can be seen from the school's inputs, processes, outputs and outcomes. With a leader who is able to manage the school he leads as a whole, the school will become an effective school.

Based on the overall managerial ability of the principal at SDN Kalasey, it can be concluded that the principal in planning to create an effective school is in accordance with the criteria for an effective school. Namely, the principal plans the vision, mission and goals of the school which are then translated into documented short-term, medium-term and long-term programs. In making programs and preparing RKAS school principals involve teachers, school committees, parents and other school principals. Related to effective school organizing according to procedures, namely by the existence of a clear organizational structure, clear division of tasks, functions and authorities and responsibilities given by making assignments and decrees. All units coordinate with other units so that the goals to be achieved in creating an effective school can run well.

**Conclusion**

Based on the data that has been collected regarding the principal's managerial in creating schools that have effectiveness, conclusions can be drawn to answer the focus

of this study which states that the principal managerial in creating effective schools has been achieved. This condition can be seen from the planning, organization, direction and control carried out by the principal of SDN Kalasey, Minahasa Regency. This general conclusion is reduced from the specific conclusions of each researched, namely:

1. Implementation of principal managerial competence in SD Negeri Kalasey. There is good planning, organizing, directing, controlling in creating an effective school. In its implementation, the principal managerial competence at SDN Kalasey runs well according to the responses of teachers, school committees, and parents.
2. The factors inhibiting the principal managerial competence of SD Negeri Kalasey include the inconsistency of implementation in schools with policies from the ministry and the education office regarding allocation costs, and not yet supported by infrastructure advice in schools.
3. Factors that support the principal managerial competence of SD Negeri Kalasey
  1. Covering each unit in the school carrying out their respective duties and authority with a full sense of responsibility, also understanding the duties and responsibilities given. As well as support from teachers, school committees, parents of students as well as the Education Office.
  4. Efforts are made to overcome problems that hinder the managerial competence of the principal of SD Negeri Kalasey by Forming a RKAS Preparation Team, Conducting School Situational Analysis, Setting one-year goals, Identifying real challenges, Developing a large budget plan for funds, allocating costs for one year, Develop a program implementation strategy, Prepare a plan for supervision, monitoring and evaluation, Make a program implementation schedule.

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