



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 8.4  
IJAR 2023; 9(6): 130-135  
[www.allresearchjournal.com](http://www.allresearchjournal.com)  
Received: 06-04-2023  
Accepted: 12-05-2023

**Hendrie J Palar**  
Educational Management  
Doctoral Program, Manado  
State University, Indonesia

**Harol R Lumapow**  
Educational Management  
Doctoral Program, Manado  
State University, Indonesia

**Mozes M Wullur**  
Educational Management  
Doctoral Program, Manado  
State University, Indonesia

**Elni J Usuh**  
Educational Management  
Doctoral Program, Manado  
State University, Indonesia

**Corresponding Author:**  
**Hendrie J Palar**  
Educational Management  
Doctoral Program, Manado  
State University, Indonesia

## The influence of transformational leadership and democratic leadership on quality of education at Manado state polytechnic, North Sulawesi

**Hendrie J Palar, Harol R Lumapow, Mozes M Wullur and Elni J Usuh**

**DOI:** <https://doi.org/10.22271/allresearch.2023.v9.i6b.10931>

### Abstract

Various attempts and approaches have been made in order to provide significance to the development of the standard / quality of higher education. Academic, political, financial, social and other studies have received serious attention as a response to the standard / quality of higher education. Manado State Polytechnic is one of the government universities participating in educational development in North Sulawesi. However, research on transformational leadership style, democratic leadership style, in the context of improving the standard / quality of education at the Manado State Polytechnic has never been carried out. The aims of this research are (1). To study and analyze whether transformative leadership has a direct effect on the standard / quality of education (2). To examine and analyze whether democratic leadership style directly influences the standard / quality of education. The study population was lecturers at the Manado state polytechnic, while the sample use the nonprobability sampling method with convenience and quota sampling techniques. The sampling technique use is simple random sampling and the number of respondents is 72 respondents. By using an alpha of 5%, the results show that transformational leadership style has a direct effect on the standard / quality of education at the Polytechnic Manado, democratic leadership style influences the standard / quality of education at the Polytechnic Manado.

**Keywords:** Standard / Quality of Education, Transformational Leadership, Democratic Leadership

### 1. Introduction

Scientific articles and academic studies show the standard / quality of higher education in Indonesia is still low. Widodo (2015) <sup>[27]</sup> argues that human resources in the educational environment greatly affect the standard / quality of an education. The low competence of teachers, lecturers and teaching staff has resulted in the standard / quality of education in Indonesia not being able to compete globally, even on the scale of the Asian Economic Community. Furthermore, Sinambela (2017) <sup>[18]</sup> added that professionalism of teachers is closely correlated with the standard / quality of higher education. The existence of professional lecturers will significantly influence a good and correct teaching and learning process. Agreeing with Widodo and Sinambela, Tjalla (2010) <sup>[22]</sup> revealed that the low standard / quality of higher education is related to human resources. But he added that school rules and policies also played an important role.

Another problem is the low implementation of Tri Dharma in higher education. Yuliatwati (2012) <sup>[26]</sup> states that this is related to the low level of educational facilities, the performance of teaching staff is not optimal and the system is not supportive. That is why the standard / quality of standard / quality assurance needs special attention use it is found that standard / quality of higher education in Indonesia is still far from expectations (Alawiyah, 2011) <sup>[1]</sup>. In fact, the decline in the standard / quality of education has been going on for a long time. Eric (1999) <sup>[8]</sup> in his research results shows that there is a degradation in the standard / quality of university graduates. But this problem seems to have not found the right formulation to make a constructive contribution to higher education in Indonesia.

Various attempts and approaches have been made in order to provide significance to the development of the standard / quality of higher education. Academic, political, financial, social and other studies have received serious attention as a response to the standard / quality of higher education.

Winarsih (2017) <sup>[25]</sup> emphasizes the importance of the administrative aspect, where education management policies have a close correlation with improving the standard / quality of education. Total Standard / quality Management (TQM) is an alternative that can be applied for satisfactory results. Keuwel (2017) <sup>[11]</sup> emphasizes the importance of strengthening management which can improve the standard / quality of education. Damanik R (2019) <sup>[7]</sup> states that "The standard / quality of education includes the standard / quality of inputs, processes, outputs, and outcomes. Educational input is declared qualified if it is ready to process. From these various statements it can be concluded that there are various indicators that affect the standard / quality of education including expert and skilled human resources, optimal leadership and strong motivation.

Leadership as an indicator of the standard / quality of leadership education needs special and more serious attention by educational institutions use strong leadership will produce good standard / quality education. As stated by Waluyo (2007) <sup>[23]</sup>, that the leader is the most important element in the organization, use the good or bad behavior of the leader in coaching his subordinates will be able to influence. The leadership style possessed by each leader is clearly different, this is influenced by a person's nature, insight, experience and ability of subordinates to accept assigned work instructions. This condition will clearly affect the standard / quality of education if the organization in question is an educational institution.

Furthermore, professional education programs for pre-service educators in meeting the needs of professional teachers in Indonesia to improve the standard / quality of higher education have been explored (Arifa & Prayitno, 2019) <sup>[3]</sup>. Even advances in information technology and telecommunications have been use to improve the standard / quality of education (Cholik, 2017) <sup>[6]</sup>. However, the leadership approach in order to improve the standard / quality of higher education has not received special attention. Currently there are no academic studies that specialize in exploring the potential and possibilities of leadership models for improving the standard / quality of education. Even though leadership has a correlation and significance to the standard / quality of education.

Although in fact, various academic studies regarding leadership that contribute to improving the standard / quality of education have been examined by several previous researchers. Fayzhall *et al.* (2020) <sup>[9]</sup> proved that there is an influence of leadership style on teaching capabilities. There is also research conducted at the elementary school level which evaluates the influence of leadership on teacher performance (Purwanto, *et al.*, 2020) <sup>[15]</sup>. Furthermore, Novitasari (2012) <sup>[13]</sup> highlighted the principal's leadership on the work environment and the standard / quality of the teachers. However, research that use on transformational, democratic, visionary and participatory leadership has not attracted the attention of researchers.

Leadership at the tertiary level has become an issue that has recently become widely discussed, on one occasion the director of resources at the Ministry of Research, Technology and Higher Education Ali Gufron during the 2019 'Academic Leader' socialization, in Building D, Kemenristekdikti, Senayan, Jakarta, Monday, May 20 2019 stated : "The role of the chancellor or director seems to be the key to the success of a tertiary institution, so that what is produced, be it graduates, research, and innovation can

provide added value for the development of the nation and the nation,". Manado State Polytechnic is one of the government universities participating in educational development in North Sulawesi. However, the study presented by Kansil and Saerang (2019) <sup>[10]</sup> shows that it is necessary to improve the standard / quality of education. Not to mention the leadership crisis (Berita Manado, 2020) that has hit shows that there are problems within the Manado State Polytechnic both in terms of the standard / quality of education and leadership. Efforts to improve the standard / quality of education have been carried out. For example, the use of learning English as a strategy for improving standard / quality has been attempted to be implemented (Pontoh, *et al.*, 2018) <sup>[14]</sup>. Then Alfons (2014) <sup>[2]</sup> made an effort to utilize the UPT library's reference collection that could support education. However, research on transformational, democratic, visionary and participatory leadership in the context of improving the standard / quality of education at the Manado State Polytechnic has never been carried out. That is why this dissertation use on transformational, democratic, visionary and participatory leadership that can have an impact on improving the standard / quality of education at the Manado State Polytechnic.

### **To focus the discussion on this research, the researcher limits this research only to:**

1. The Standard / quality of Education of the Manado State Polytechnic which relates to the best standard / quality and excellence or intelligence, intelligence of a person or group or an educational institution. Which will later become the concern of everyone or society and become a measure of whether an educational institution is good or not, so it needs to be studied and studied carefully.
2. Leadership related to a person's ability or art in directing and guiding group members to complete their duties and responsibilities properly, with good leadership will make subordinate members motivated and enthusiastic in completing their tasks effectively and efficiently, which can ultimately improve standard / quality Education at Manado State Polytechnic.

The research objectives are 1. To study and analyze whether Transformative Leadership has a direct effect on the Standard / quality of Education at the Manado State Polytechnic? 2. To study and analyze whether Democratic leadership style has a direct effect on the Standard / quality of Education at the Manado State Polytechnic?

## **2. Literature Review**

### **2.1 Concept of educational standard / quality**

The question of leadership is as old as human history. Leadership is needed by humans use of certain limitations and advantages in humans. Are people in society or organizations unable to carry out their duties and functions without a leader? Leaders are needed for at least four reasons, namely: (a) use many people need a leader figure, (b) in some situations a leader needs to appear to represent the group, (c) as a place to take risks if there is pressure on the group and (d) as a place to put power. There are various definitions of leadership although broadly Ecep Syarifudin (2017) <sup>[30]</sup> states that leadership/leader includes the process of influencing in determining organizational goals,

motivating the behavior of followers to achieve goals, influencing to improve the group and its culture. According to Edward Sallis argued that the concept of standard / quality, namely:

- a) Standard / quality as an absolute concept, in this concept standard / quality is considered something ideal and second to none,
- b) Standard / quality in a relative concept, this concept states that something the product or service meets the requirements, criteria or specifications set (standard),
- c) Standard / quality according to the consumer.

The World Bank (1998), in its report on experience in conducting Educational Standard / quality Improvement Programs in Cambodia, identified four groups of school standard / quality characteristics, namely: (1) Supporting inputs which include effective support from the education system, as well as adequate books and learning resources ; (2) Enabling conditions which include effective leadership, competent teachers, flexibility and autonomy as well as long time in school; (3) School climate which includes high student expectations, a positive teacher attitude, order and discipline, an organized curriculum. Rewards system and incentives for students and teachers, as well as high learning time demands, and (4) Teaching learning process which includes varied teaching strategies, frequent homework, frequent assessment and feedback, and student participation (attendance, completion of studies) especially girls.

Factors that affect the improvement of the standard / quality of education in more detail are students, teachers, curriculum, funds, facilities and infrastructure and the community. The standard / quality of these components must be the focus of attention by managers or principals who have the highest authority in an educational institution. Do not get support from other parties. That is, there must be reciprocity or interaction between managers and their subordinates to move together synergistically to realize standard / quality education. Factors that affect the improvement of the standard / quality of education in schools/educational institutions in general consist of teamwork (Team Work) and stakeholder involvement.

- 1) Teamwork (Team Work) There are three interrelated components that affect performance in the productivity of a team and this is the key to team success, namely as follows.
  - a) Organization as a whole, b) Work Team, c) Individual team members.
  - 2) Stakeholder involvement.

## 2.2 Concept of Transformational Leadership Style

One of the leadership theories use in current research is situational leadership theory by Vroom and Yetton in Ecep Syarifudin (2017)<sup>[30]</sup>. This theory assumes that leaders must be more flexible in changing their leadership style to suit the situation. Leaders have different styles from one another, even though leaders often develop several leadership styles, there is one dominant leadership style that is most often carried out by leaders. Thoha (2001)<sup>[21]</sup> explains that leadership style is a behavioral norm use by someone when that person tries to influence the behavior of others. Nawawi (2003)<sup>[31]</sup> leadership style is the behavior or method chosen or use by leaders in influencing the thoughts, feelings, attitudes and behavior of members of the organization or their subordinates. Leaders have their own characteristics,

character, personality that are unique and distinctive, so that their personality distinguishes them from others. Leadership style is a pattern of a person's behavior to motivate others so that they want to work together to achieve goals.

Leaders with a transformational leadership style style do not lead authoritarily, but rather by becoming partners to achieve common goals, contribute to each other, and increase each other's performance capacity (Modassir and Singh, 2008)<sup>[12]</sup>. Goethals (2005) says that transformational leadership style style inspires self-identification of leaders and followers as human beings with their ideas and goals. From these definitions and explanations, it can be concluded that transformational leadership style style is a leadership style by bringing followers to develop while achieving common goals. Concept of transformational leadership style studied refers to the theory of transformational leadership style of Bass and Riggio (2006)<sup>[5]</sup> which includes aspects of Attribute charisma, intellectual stimulation, individual consideration, inspirational motivation and individual idealized.

## 2.3 Concept of Democratic Leadership Style

A leader is not just someone who can lead, but must have the strength, enthusiasm to change attitudes so that employees follow orders from the leader. Here are some dimensions of democratic leadership style according to Robbins: Behavior, Communication, Ability, Standard / quality Standard / quality is a value that is attached to a person. Self-development is the development of self-potential and personality. A person for a specific purpose to be achieved.

So the power relationship in essence shows a cooperative relationship between the led and the leader. Power relations occur between leaders and employees to increase the performance of employees. Sutikno (2014)<sup>[20]</sup> states that democratic leadership style has a human orientation, and provides efficient guidance to its followers. There is work coordination for all subordinates, emphasizing internal responsibility (to oneself) and good cooperation (Kartono 2013)<sup>[32]</sup>. The strength of this leadership lies in where the unit is the strength in running the organization.

With a Democratic leadership style Style, leaders indirectly motivate subordinates to participate and be responsible for organizational activities. Democratic leaders have the following characteristics:

1. The workload of the organization is the shared responsibility of the organization's personnel.
2. Subordinates, considered by the leader as an integral implementing component must be assigned tasks and responsibilities.
3. Discipline but not rigid and solve problems together.
4. High trust in subordinates by not releasing supervisory responsibilities.
5. Communication with subordinates is open and two-way. concept of democratic leadership style refers to the theory of Robbins Coutler (2010)<sup>[16]</sup> which states that the democratic style describes leaders who involve employees in making decisions, delegating authority and using feedback as an opportunity to train employees. The dimensions of democratic leadership style according to Robbins Coutler include behavior, communication, ability, standard / quality and self-development.

### 3. Research Method

Research on the effect of transformational leadership style, democratic leadership style, on the standard / quality of education at the Manado State Polytechnic. This research use a type of quantitative approach and a type of survey research method (Gay, Mills & Airasian, 2012) [33]. This study use a nonprobability sampling method with convenience and quota sampling techniques. The population in this study were 264 lecturers, while the sample in this study was a portion of the lecturer population at the Manado State Polytechnic who were use as research respondents. The sampling technique use is simple random sampling use the population is considered homogeneous without considering the strata in the population (Sugiyono, 2014; Gay, Mills & Airasian, 2012) [33] and determining the sample size of the study using the Taro Yamane formula (Riduwan 2008) [34] that is:  $n = \frac{N}{N.d^2 + 1}$ . Where: n: number of samples, N: total population, d2: set precision (0, 1). Based on the formula for determining the intended sample size, it can be calculated the sample in this study consisted of 72 lecturers at the Manado State Polytechnic as research respondents. The operationalization of the variables use in this study are as follows.

Educational Standard / quality Variables: Conceptually, the educational standard / quality variables studied refer to Edward Salis where it is said that improving the standard / quality of education is influenced by factors: 1). Human resources, namely educational staff and operational costs and infrastructure. 2). The standard / quality of learning is the learning process effectively. 3). Output of graduates in the form of knowledge, attitudes, skills and character. Transformational leadership style. The dimensions of transformational leadership style in this study refer to Bass and Riggio's (2006) [5] transformational leadership style theory which consists of charisma, intellectual stimulation, individual consideration, inspirational motivation and individual idealized. The Democratic leadership style Dimension consists of behavior, communication, ability, standard / quality and self-development

### 4. Result and Discussion

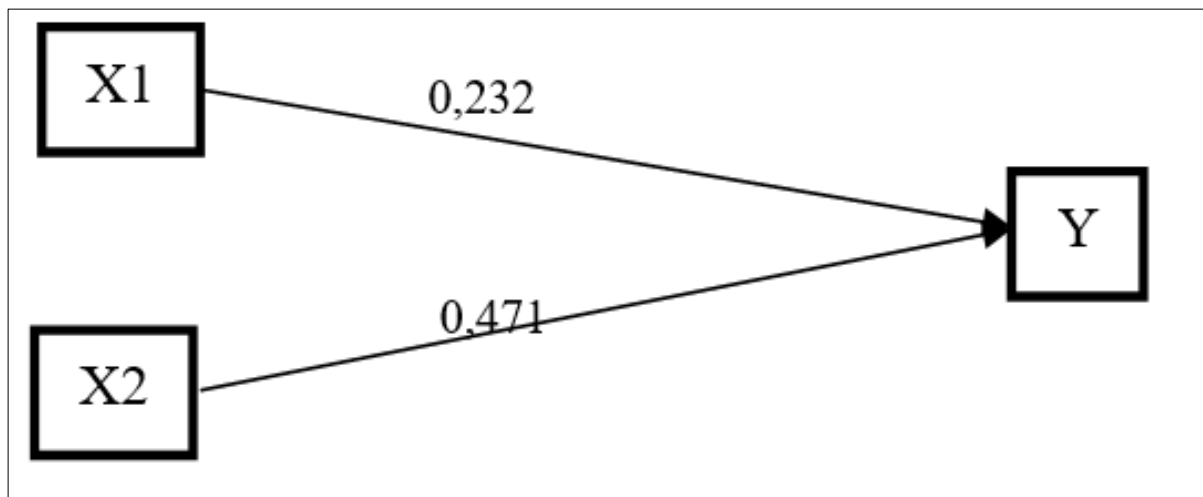
In this section, data from the results of descriptive statistical analysis of the variables of transformational leadership style, democratic leadership style are presented. The results of the intended analysis are described in table 4.1 as follows :

**Table 1:** Variable Descriptive Data

Variable	Mean	Standard Deviation	Minimum	Maksimum	N
Standard / quality of Education (Y)	106.99	9.24	88	130	72
Transformational leadership style (X <sub>1</sub> )	103.22	8.40	85	122	72
Democratic leadership style (X <sub>2</sub> )	106.25	9.06	88	130	72

Referring to table 4.1, the score for the variable standard / quality of education has an average value (M) of 106.99; standard deviation (SD) of 9.245; minimum score of 88 and maximum score of 130. Transformational leadership style (X<sub>1</sub>). Score for the transformational leadership style variable has an average value (M) of 103.22; standard deviation (SD) of 8.407; minimum score of 85 and

maximum score of 122. Democratic leadership style variable score has an average value (M) of 106.25; standard deviation (SD) of 9.069; minimum score of 88 and maximum score of 130. The results of hypothesis testing can be seen in the image below:



**Fig 1:** Direct effect test results

**Table 2:** Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-15,878	3,467		-4,579	.000
1 transformational leadership style	,255	,053	,232	4,803	.000
Democratic leadership style	,480	,052	,471	9,171	.000

The test results show that the Sig. (significance) obtained Sig. 0.000. It turns out that the value of Sig. 0.000 is smaller than the probability value of 0.05 or  $0.05 > 0.000$ , then  $H_0$  is rejected and  $H_a$  is accepted. That is, transformational leadership style has a direct effect on the standard / quality of education. The table above shows that in the Sig. (significance) obtained Sig. 0.000. It turns out that the value of Sig. 0.000 is smaller than the probability value of 0.05 or  $0.05 > 0.000$ , then  $H_0$  is rejected and  $H_a$  is accepted. That is, democratic leadership style has a direct effect on the standard / quality of education. Then, from the results of the data normality test with the Kolmogorov-Smirnov test (Santoro, 2014) <sup>[17]</sup> it shows that the transformational leadership style variable is Asymp. Sig. (0.308)  $> \alpha$  (0.05); democratic leadership style variable. Sig. (0.947)  $> \alpha$  (0.05)

#### 4.1 The direct effect of transformational leadership style on the standard / quality of education

Based on the results of the study, it shows that transformational leadership style at the Manado State Polytechnic has a direct effect on the standard / quality of education. The results of this study indicate that if transformational leadership style increases, there will be an increase in the standard / quality of education at the Manado State Polytechnic.

The results of this study support the results of previous research conducted by Intan S Maris *et al.* (2016) <sup>[28]</sup> The results of the study showed that the influence of the principal's transformational leadership style on school standard / quality in public elementary schools accredited A in Cianjur district was obtained at 0.700 (strong correlation). Principals who use a transformational leadership style are able to turn the potential of their institutions into energy to improve the standard / quality of education, both from the standard / quality of the process to the standard / quality of student learning outcomes. This is in line with research conducted by Salpudin which shows that there is an effect of the transformational leadership style of school principals on the standard / quality of education of 40.9%.

#### 4.2 The direct influence of democratic leadership style on the standard / quality of education

Based on the results of the study, it shows that democratic leadership style has a direct effect on the standard / quality of education. The results of this study indicate that if democratic leadership style increases, there will be an increase in the standard / quality of education at the Manado State Polytechnic.

The results of this study support the results of research by previous researchers. For example, among others, the results of research from Enny Comalasari *et al.* (2020) <sup>[29]</sup>. There is an influence of the democratic leadership style of the principal on standard / quality. Even though the backgrounds and research subjects were different from this study, the results of the research were intended to contribute to the development of a body of knowledge about standard / quality education from an educational management perspective. Referring to Vroom and Yetton's situational leadership theory which is in accordance with seeing the situation and conditions in an organization and observing it, a leader can use various leadership styles according to the needs and proportions needed so that democratic leadership style can become one of the leadership styles that can be recommended properly to overcome changing and non-

permanent situations that occur or may occur in educational institutions such as the Manado State Polytechnic.

## 5. Conclusion

**Based on the results of the research and discussion, the following research conclusions can be drawn**

1. Transformational leadership style influences the standard / quality of education at the Manado State Polytechnic.
2. Democratic leadership style influences the standard / quality of education at the Manado State Polytechnic

## 6. References

1. Alawiyah F. Penjaminan Mutu Pendidikan Tinggi. *Aspirasi: Jurnal Masalah-Masalah Sosial*. 2011;2(1):63-78. DOI: <https://doi.org/10.46807/aspirasi.v2i1.433>.
2. Alfons L. Pemanfaatan Koleksi Referensi UPT Perpustakaan Dalam Menunjang Proses Belajar Mahasiswa Politeknik Negeri Manado. *Acta Diurna Komunikasi*. 2014;3:4.
3. Arifa FN, Prayitno US. Peningkatan Kualitas Pendidikan: Program Pendidikan Profesi Guru Prajabatan dalam Pemenuhan Kebutuhan Guru Profesional di Indonesia. *Aspirasi: Jurnal Masalah-Masalah Sosial*. 2019;10(1):1-7. DOI: <https://doi.org/10.46807/aspirasi.v10i1.1229>
4. Bass BM, Avolio BJ, Jung DI, Berson Y. Predicting unit performance by assessing transformational and transactional leadership. *Journal of applied psychology*. 2003 Apr;88(2):207.
5. Bass BM, Riggio RE. *Transformational leadership style* (2nd ed.). NK: Lawrence Erlbaum Associates; c2006.
6. Cholik CA. Pemanfaatan teknologi informasi dan komunikasi untuk meningkatkan pendidikan di Indonesia. *Syntax Literate; Jurnal Ilmiah Indonesia*. 2017 Jan;2(6):21-30.
7. Damanik R. Hubungan Kompetensi Guru dengan Kinerja Guru. *Jurnal Serunai Administrasi Pendidikan*. 2019 Nov 6;8:2.
8. Eric W. Tinjauan Atas Paradigma Kualitas Dalam Pendidikan Tinggi di Indonesia. *Unitas*. Wibisono E. Tinjauan atas paradigma kualitas dalam pendidikan tinggi Indonesia. *Unitas*. 1999;7(2):72-82.
9. Fayzhall M, Purwanto A, Asbari M, Basuki S, Mustofa M, Hutagalung D, Maesaroh S, Winanti W, Chidir G, Goestjahjanti FS, Andriyani Y. Pengaruh Gaya Kepemimpinan Terhadap Kapabilitas Inovasi Guru Dalam Perspektif Organizational Learning. *Edu Psy Couns: Journal of Education, Psychology and Counseling*. 2020 Apr 20;2(1):64-91.
10. Kansil AC, Saerang RT. Analisis Perbandingan Kinerja Tenaga Kependidikan pada Politeknik Nusa Utara dan Politeknik Negeri Manado. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*. 2019 Dec 6;7(4). DOI: <https://doi.org/10.35794/emba.v7i4.26618>.
11. Kewuel HK. Analisis Antropologi Pendidikan Tentang Penguatan Manajemen Mutu Pendidikan Tinggi Dalam Tata Pendidikan Global. *Erudio Journal of Educational Innovation*. 2017 Aug 22;3(2):55-66.
12. Modassir, Atika dan Tripti Singh. "Relationship of Emotional Intelligence with Transformational leadership style and Organizational Citizenship Behavior". *International Journal of Leadership Studies*. 2008;4:1.

13. Novitasari A, Wahyudin A, Setiyani R. Pengaruh Kepemimpinan Kepala Sekolah, Lingkungan Kerja, Pendidikan, Dan Pelatihan Terhadap Kinerja Guru. *Economic Education Analysis Journal*. 2012;1:2.
14. Pontoh G. dkk. Inovasi Pembelajaran Bahasa Inggris di Politeknik Negeri Manado. *Prosiding Industrial Research Workshop and National Seminar*; c2018. p. 9. DOI: <https://doi.org/10.35313/irwns.v9i0.1152>.
15. Purwanto A, Asbari M, Pramono R, Senjaya P, Hadi AH, Andriyani Y. Pengaruh Kepemimpinan terhadap Kinerja Guru Sekolah Dasar dengan Keterlibatan Kerja dan Budaya Organisasi sebagai Mediator. *Edu Psy Couns: Journal of Education, Psychology and Counselling*. 2020 Apr 20;2(1):50-63.
16. Sunarto R. *Pengantar Statistika untuk Pendidikan, Sosial, Ekonomi, Komunikasi dan Bisnis*. Cet. III, Bandung: Alfabeta; c2010.
17. Santoro S. *Panduan SPSS versi 21*. Jakarta: Kompas Gramedia; c2014.
18. Sinambela LP. Profesionalisme dosen dan kualitas pendidikan tinggi. *Populis: Jurnal Sosial Dan Humaniora*. 2017 Dec 31;2(2):579-96. DOI: <http://dx.doi.org/10.47313/ppl.v2i4.347>.
19. Sudarwan Danim, *Visi Baru Manajemen Sekolah*, Jakarta: Bumi Askar; c2007. hlm. 56
20. Sutikno. *Pemimpin dan Kepemimpin: Tips Praktis untuk Menjadi Pemimpin yang diidolakan*. Lombok; Holistica Lombok; c2014.
21. Thoha M. Kepemimpinan dalam Manajemen suatu pendekatan perilaku, cetakan kesembilan, Jakarta: PT. Raja Grafindo Persada; c2013.
22. Tjalla A. Potret Mutu Pendidikan Indonesia Ditinjau dari Hasil-Hasil Studi Internasional. In: *Temu Ilmiah Nasional Guru II: Membangun Profesionalitas Insan Pendidikan Yang Berkarakter dan Berbasis Budaya*, Tangerang Selatan; November 2010, 24-25.
23. Waluyo. *Manajemen Publik (Konsep, Aplikasi, Dan Implementasi) Dalam Pelaksanaan Otonomi Daerah*. Bandung: Mandarmaju; c2007.
24. Widodo H. A portrait of education in Indonesia and its readiness to face the Asian economic community (AEC). *Journal of Education and Society*. 2016;13(2):293-308. DOI: <https://doi.org/10.21154/cendekia.v13i2.250>.
25. Winarsih S. Kebijakan dan implementasi manajemen pendidikan tinggi dalam meningkatkan mutu pendidikan. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*. 2017 Jun 24;15(1):51-66. DOI: <https://doi.org/10.21154/cendekia.v15i2.1005>.
26. Yuliawati S. Kajian implementasi tri dharma perguruan tinggi sebagai fenomena pendidikan tinggi di Indonesia. *Jurnal Ilmiah Widya*; c2012. p. 218712.
27. Widodo Handoyo Puji. *The development of vocational English materials from a social semiotic perspective: Participatory action research*. Diss; c2015.
28. Maris IS, Komariah A, Bakar A. Kepemimpinan transformasional kepala sekolah, kinerja guru dan mutu sekolah. *Jurnal Administrasi Pendidikan*. 2016;23:2.
29. Comalasari E, Harapan E. Pengaruh Gaya Kepemimpinan Demokratis Kepala Sekolah, Kompetensi Guru Dan Manajemen Kelas Terhadap Mutu Pembelajaran. *Journal of Innovation in Teaching and Instructional Media*. 2020 Sep 23;1(1):74-84.
30. Yustianingsih R, Syarifuddin H, Yerizon Y. Pengembangan Perangkat Pembelajaran Matematika Berbasis Problem Based Learning (PBL) untuk Meningkatkan Kemampuan Pemecahan Masalah Peserta Didik Kelas VIII. *JNPM (Jurnal Nasional Pendidikan Matematika)*. 2017 Sep 11;1(2):258-74.
31. Nawawi H, Osman NS, Annuar R, Khalid BA, Yusoff K. Soluble intercellular adhesion molecule-1 and interleukin-6 levels reflect endothelial dysfunction in patients with primary hypercholesterolemia treated with atorvastatin. *Atherosclerosis*. 2003 Aug 1;169(2):283-91.
32. Zimmermann MB, Aeberli I, Andersson M, Assey V, Yorg JA, Jooste P, *et al*. Thyroglobulin is a sensitive measure of both deficient and excess iodine intakes in children and indicates no adverse effects on thyroid function in the UIC range of 100–299 µg/L: A UNICEF/ICCIDD study group report. *The Journal of Clinical Endocrinology & Metabolism*. 2013 Mar 1;98(3):1271-80.
33. Gay LR, Mills GE, Airasian P. *Educational research: Competencies for analysis*. Florida International University. 2012.
34. Riduwan A. *Pernyataan Standar Akuntansi Keuangan No. 46 dan Koefisien Respon Laba Akuntansi*. *Ekuitas (Jurnal Ekonomi dan Keuangan)*. 2008;12(3):336-58.