

Challenges of Future School Leadership

Welius Purbonuswanto*

*Corresponding author: wpurbonuswanto@yahoo.com

Universitas Sarjanawiyata Tamansiswa

Abstract

This paper aims to 1) know the qualifications that must be possessed by a school principal. 2) Knowing the function of the principal in the implementation of education. 3) Knowing the challenges faced by school principals in implementing education? 4). Identify challenges and steps that must be taken by a school principal in facing the challenges of implementing education in the future. This research includes a type of development research and simple analysis. The results showed that, the consequences of the existence of school based management, the duties and responsibilities of the principal became increasingly large. The school principal must be able to lead and empower all school resources. The principal is the driving force and determinant of the direction of school policy. For this reason, the leadership of the primary school principals must be able to empower teachers to carry out a good, smooth and productive learning process, complete tasks according to the time set, establish harmonious relationships with the community so that they can be actively involved in realizing school goals, working with team cooperatively, and succeed in realizing the goals of the school productively in accordance with the stipulated provisions. So that the welfare of teachers cannot be ignored, because it is one of the determining factors in improving performance that directly affects the quality of education. Increased welfare can be done, among others, through the provision of incentives beyond salary, rewards and rewards and benefits that can improve performance as an improvement in the quality of education, health and life of teachers.

Keywords: *challenge, leadership, future school*

Background

To improve the quality of education, a school principal must be able to improve the performance of his teachers or subordinates, and manage all school resources as well as possible. Many factors can affect a person's performance. As leaders, principals must be able to provide influences that can cause teachers to be moved to carry out their duties

effectively so that their performance will be better. As the leader who has influence, it is expected to be able to raise the enthusiasm of the work of educators and education even students learn with their own awareness and willingness to improve their achievements. Thus he can make changes in the way of thinking, attitude, behavior that he leads. School as an institution that organizes formal education, aims to form human beings who are faithful and pious, have personality and good character in developing intellectuals of students in order to educate the life of the nation. The principal as the leader of educational institutions has a very important role in empowering all school competencies to achieve educational goals.

With its advantages, namely the excess of knowledge and experience, it helps teachers develop into professional teachers. In carrying out its leadership functions the head of the school must carry out the management and guidance of the school through administrative, management and leadership activities that are highly dependent on their abilities. In connection with that, the principal as a supervisor functions to oversee, build, correct and seek initiatives on the course of all educational activities carried out in the school environment. Besides that the principal as an education leader functions to realize a harmonious human relationship in order to foster and develop cooperation between individuals, so that simultaneously moves towards achieving goals through the willingness to carry out their respective tasks efficiently and effectively.

Professional Principal is one of the components of education that has the most role in improving the quality of education. The success of a leader will be realized if the leader treats other people or subordinates well, and provides motivation so that they show high performance in carrying out their duties. In carrying out their duties and responsibilities, as a leader he must get challenges and obstacles both from within the school environment and from outside the school. Therefore, the determination and placement of a person to become the principal must go through an in-depth discussion and study, because his leadership will lead to the quality of education that will be achieved by the school.

Based on the thoughts above, in this paper we give the title Challenges of Principal Leadership. Our discussion will cover the duties and responsibilities of the principal and the challenges he faces in carrying out this function.

The formulation of the problem that arises is seeing that the leadership of the principal is very strategic in the process of education and improving the quality of education, but there are also many challenges faced by a school principal in carrying out his duties and responsibilities, so we formulate the following problems in this paper:

1. What qualifications should a school principal have?
2. What is the function of the school principal in implementing education?
3. What challenges do school principals face in administering education?
4. What steps should a school principal take in facing the challenges of implementing education?

The purpose of writing this paper is to find out the problems mentioned above and identify the steps to solve the problem at hand.

Literature Review

A. School Principal

The principal is a functional position in the field of education, which has a strategic position in the administration of education because the back and forth of the school is very dependent on the expertise of a school principal in leading the institution. In the Minister of National Education Regulation No. 13 of 2005, it was stated that principals were teachers who were given additional assignments as school principals. (National Permendik No. 13 of 2005). In the Indonesian General Dictionary, it is stated that the principal is the teacher who leads the school. Poerwadarminto, (1976: 482).

The principal can be interpreted as a functional teacher who is given an additional task to lead a school where there is a teaching and learning process or a place where there is interaction between the teacher who gives lessons and students who receive the lesson and other components involved in it. The Principal is the highest leader in the school. His leadership pattern will be very influential and even determine the progress of the school. Therefore in modern education the leadership of the principal is a strategic position in achieving educational goals.

2. Principal Competence

Basically the competency that must be possessed by a principal is competence as a professional teacher, who is then given additional duties as the principal. Thus the competencies that must be possessed by a principal as a professional official in the field of education include four compulsory competencies for teachers based on Law No. 14 of 2005 concerning teachers and lecturers, which include Pedagogic Competence, Personality Competence, Professional Competence and Social Competence. In addition to the four competencies above, for teachers who get additional assignments as headmasters are still required to master three additional competencies as stipulated in RI Minister of National Education Regulation No. 13 of 2007. These three competencies include Managerial Competence, Entrepreneurial Competence and Supervision Competence (Mashhud, 2014: 24). With the addition of three competencies in accordance with the Ministerial Regulation, a teacher who has an additional assignment as headmaster has seven competencies that must be implemented in carry out duties as a teacher as well as the principal.

Managerial competence as follows:

- a. Arrange school / madrasah planning for various levels of planning.
- b. Developing a school / madrasah organization as needed.
- c. Leading schools / madrasahs in order to make optimal use of school / madrasah resources.
- d. Manage changes and development of schools / madrasahs towards effective learning organizations.
- e. Creating a school / madrasah culture and climate that is conducive and innovative for student learning.
- f. Manage teachers and staff in order to optimally utilize human resources.

- g. Manage school / madrasah facilities and infrastructure in the context of optimal utilization.
- h. Manage the relationship between school / madrasah and the community in the search for idea support, learning resources, and funding for schools / madrasas.
- i. Manage students in the framework of acceptance of new students, and placement and capacity building of students.
- j. Manage curriculum development and learning activities in accordance with the direction and goals of national education.
- k. Manage school / madrasah finances in accordance with the principles of management that are fair, transparent and efficient.
- l. Manage school / madrasah administration in supporting the achievement of school / madrasah goals.
- m. Manage special school / madrasah service units in supporting learning activities and activities of students in schools / madrasas.
- n. Manage school / madrasah information systems in supporting program preparation and decision making.
- o. Make use of advances in information technology for improving learning and management of schools / madrasas.
- p. Monitor, evaluate, and report on the implementation of school / madrasah activities programs with appropriate procedures, and plan follow-up actions.

Entrepreneurship competencies as follows:

- a. Creating innovations that are useful for the development of schools / madrasas.
- b. Work hard to achieve school / madrasah success as an effective learning organization.
- c. Have a strong motivation to succeed in carrying out their main tasks and functions as school / madrasah leaders.
- d. Never give up and always look for the best solutions to the obstacles faced by schools / madrasas.
- e. Having entrepreneurial instincts in managing school / madrasah production / service activities as learning resources for students.

Supervision competencies as follows:

- a. Plan an academic supervision program in order to increase teacher professionalism.
- b. Carry out academic supervision of teachers using appropriate supervision approaches and techniques.
- c. Following up on the results of academic supervision of teachers in order to increase teacher professionalism.

With the addition of three competencies for a teacher appointed to be the principal / madrasah, it is expected that the principal / madrasah will be successful in carrying out their duties and functions both as managers, coaches, and developers of all school / madrasah activities to achieve the vision, mission, and objectives achieved by schools and national education goals in general.

B. Concept of Leadership

Some leadership theories have been put forward by experts including: According to Robin there are three approaches to leadership theory, namely: 1) trait theory approaches, 2) behavioral theory approaches, and 3) contingency theory approaches. According to the theory of traits, leaders are born, not made. (Robbin, 1996: 233) Leaders have a birth style that allows them to lead others. Behavioral theory states that the main issue in leadership is making effective leaders or best leadership styles. The effectiveness of leaders using special styles to lead individuals and groups in achieving certain goals will result in morale and high productivity. While contingency theory states that the effectiveness of leader personality, style, or behavior depends on the extent to which the leader is able to adjust to the situation at hand. Some of the more recent approaches include the theory of charismatic leadership, transformational transactional leadership, and visionary leadership (Nanus, 1992).

To be a fully functional person, according to the leadership paradigm, every human being has the potential to climb four levels of human potential, namely (Bass, 1990: 43):

1. Empirical existence (empirical existence) Living in the everyday world, seeking pleasure and avoiding sadness. At this level a person will be able to create a map to overcome the problems of daily life.
2. Consciousness at large (broad awareness) Obtain objective knowledge, valid and universal knowledge. At this level one can create a map of objective, valid and universal knowledge.
3. Spirit (spirit) Identify prominent ideas in movements, political parties, institutions or organizations. At this level someone will be able to create a map to guide identifying ideas and beliefs.
- 4) Existenz (existence) Find identity authentically. At this level a person will realize that he has the freedom to create his own map (Robin 1990: 211).

Methodology

The methodology used in preparing this paper is a simple method, namely:

- a. Interview
Collecting data and information by way of question and answer to the principal to find out what school leaders can do in this case the principal as a representation of future leadership challenges.
- b. Observation
The research was conducted by visiting school schools to obtain data on ongoing leadership, and the ins and outs of leadership and challenges.
- c. Analysis
Simple data that can be analyzed directly about the state of school leadership to get an idea of the challenges that are being faced by the principal.

Findings and Discussion

Principals and Competencies of principals can be interpreted as functional teachers who are given additional tasks to lead a school where a teaching and learning process is held or a place where there is interaction between the teacher who gives lessons and students who receive lessons and other components involved in inside it. The Principal is

the highest leader in the school. His leadership pattern will be very influential and even determine the progress of the school. Therefore in modern education the leadership of the principal is a strategic position in achieving educational goals.

Basically the competency that must be possessed by a principal is competence as a professional teacher, who is then given additional duties as the principal. With the addition of three competencies in accordance with the Ministerial Regulation, a teacher who gets an additional assignment as headmaster has seven competencies that must be implemented in carrying out his duties as a teacher as well as the principal.

The qualification of the Principal is in accordance with the qualifications of the principal above, in the appointment of a school principal must be in accordance with the procedures and criteria as stipulated in the applicable legislation so that the person appointed as headmaster is a qualified headmaster.

If we look at some of the competencies possessed by a principal, then it is ideal if a school he leads will achieve success to achieve the vision and goals that have been formulated jointly by all stakeholders. Even though a person has adequate competence, he must carry out his function as headmaster as well as possible, so that what he aspires to achieve will be achieved.

The following are some of the things that are the function of the principal in carrying out their duties and responsibilities at school, namely:

1. The principal as an educator

The principal in carrying out his function as an educator must have the right strategy to improve the professionalism of the education staff in his school. Creating a conducive school climate, providing advice to school residents, providing encouragement to all education staff, and implementing interesting learning models.

2. Principal as manager

Some things that need to be done by the principal as a manager to achieve educational goals, which might be put forward by GR Terry (Saefullah, 2012), management is a typical process consisting of actions of planning, organizing, mobilizing and controlling carried out to regulate and achieve targets that have determined the use of human resources and other resources.

The most important thing in implementing school-based management is management of the components of the school itself. There are at least seven school components that must be managed properly in the framework of SBM, namely curriculum and teaching programs, education staff, student affairs, finance, educational facilities and infrastructure, management of school and community relations, and management of special services for educational institutions.

3. Principal as Administrator

The principal as an administrator has a very close relationship with various administrative management activities that are in the form of recording, compiling and documenting all school programs. As an administrator, the principal has the ability in operational tasks which include the ability to manage the curriculum, the ability to manage student administration, the ability to manage personnel administration, the ability to manage administrative facilities, the ability to manage archival administration, and the ability to manage financial administration.

4. Principal as a supervisor

As a supervisor, the principal must be able to carry out supervisory and control activities to improve the performance of the education staff. This can be realized in the ability to compile, and carry out educational supervision programs, and utilize the results

5. Principal as a leader

Principals as leaders must be able to provide guidance and supervision, improve the ability of education staff, open two-way communication and delegate tasks. Wahjosumijo 1999: 10 suggests that principals as leaders must have special characteristics that include personality, basic skills, experience and professional knowledge, and knowledge of administration and supervision. Therefore the principal must have honesty, confidence, responsibility, dare to take risks and decisions, be big-spirited, have stable emotions and are role models.

6. Principal as an innovator

As an innovator, principals must have the right strategies to establish harmonious relationships with the environment, seek new ideas, integrate each activity, set an example for all education staff in schools and develop innovative learning models.

7. Principal as a motivator.

As a motivator, the principal must have the right strategy to provide motivation to the education staff in carrying out various tasks and functions. This motivation can be grown through the regulation of the physical environment, regulation of work atmosphere, discipline, encouragement, effective appreciation, and the provision of various learning resources through the development of learning resource centers.

Challenges of Principal Leadership

Some of the challenges faced by school principals in their leadership are various factors that come from outside and from within. Therefore these factors are also a challenge for the school they lead. Professional principals in improving the quality of education include less directed political mechanics, low responsibility, limited insights from school principals, appointment of principals who are not transparent, lack of facilities and infrastructure, graduates who are less able to compete, low public trust, bureaucracy and low work productivity.

1. A less targeted political mechanism

The mechanism of a political system that is less stable in the order of life of the nation and state besides causing various problems in life and life in the community is also an inhibiting factor for the birth of a professional school principal. People's representatives on the council are slow and inaccurate in making a decision giving birth to a less stable and less profitable political system. Such conditions greatly affect various fields of life, including education, along with the components included in them. The development of development resources through an adequate education system needs to be supported by a stable political system and positive political will from the government. education must be in accordance with the needs of the educational program.

2. Low Responsibility

The low responsibility of some principals is a limiting factor for the growth of professional principals. The low number of responsibilities included in the form of lack of

discipline in carrying out tasks, lack of motivation and morale, and often coming late to school and going home faster than the teacher and school administration. These conditions are very inhibiting and are a challenge for the growth and development of professional principals who must find a way to solve them appropriately and precisely.

3. Limited insight into the principal

Many principals have insufficient insights to carry out their duties and functions in improving the quality of education in schools. This narrowing of insight is mainly related to various problems and challenges that must be faced by school principals in the current era of globalization, where the advancement of science and technology, especially information technology is so fast. So fast the development of science and technology makes it difficult for some principals to carry out to improve the quality of education in schools, which are able to produce graduates to be able to compete in an era full of global uncertainty and chaos (chaos). This condition is partly due to the factor of principals who lack reading books, magazines and journals; lack of development; rarely do scientific discussions; and rarely attend seminars related to education and profession. The existence of Principal Working Groups (K3KS) and Principal Deliberations (MKS) that have not been utilized optimally to improve the professionalism of principals in carrying out their duties and functions. Lesson (MGMP) where this institution only acts as a place to negotiate without referring to the objectives of the activities.

4. Appointment of school principals that have not been transparent

Appointment of school principals that are not transparent is an inhibiting factor for the growth of professional school principals. The results of the study indicate that the appointment of school principals today has not or does not involve the community and the workforce. after that, it can be re-elected for the next period, it cannot be implemented. This is directly a barrier to the growth of professional school principals who are able to push the vision into action in improving the quality of education.

5. Lack of facilities and infrastructure

Lack of educational facilities and infrastructure such as libraries, laboratories, workshops (workshop), learning resource centers (PSB) and learning equipment severely hampers the growth of professional school principals. This is mainly related to the government's ability to equip them which are still lacking. In addition, even though the government already complete the guidebooks and package books but in its utilization is still lacking. Some cases show that many textbooks have not been optimally utilized for the benefit of learning, both teachers and students / students that have an impact on readiness in facing the National Examination.

6. Graduates are less able to compete

With various ways and models in changing and improving the value of the National Examination which results in the low competitiveness of graduates of school education, many are caused by the quality of graduates who are not yet in line with the target of graduates, so graduates are still unable to work because of the requirements an institution or business world and industry are increasingly increasing, which among others must master foreign languages, computers and entrepreneurship. School graduates who want to continue to a higher level of education each year increase in number, but the ability to compete in examinations is generally still low so the percentage of graduates who are

accepted and able to continue their education is very small, this really needs change starting from New Student Admission, Learning Process and the purity of the results of the National Examination

7. Low public trust

Indonesian society in general still has a lack of confidence in the productivity of education, especially those held on the school track. School education in general has not been able to produce quality human resources, who are ready to use, both for work and to continue their education. higher. The lack of success of the link and match program (linkages and equivalence) and the unsuccessful community-based education program and competency-based curriculum in vocational schools have led to a lack of public trust in education.

8. Bureaucracy

The bureaucracy which is still influenced by feudalism in which officials prefer to be served rather than serve is still attached to the Office of Education. Other habits such as lack of initiative and always waiting for operational and technical guidelines do not support the growth of professional principals to improve the quality of education. Besides that, in the school environment the leadership behavior of school principals tends to be less transparent in managing their schools. This leads to a lack of trust in education staff towards school principals, which can reduce their performance in improving the quality of education in schools. Besides being less independent, another obstacle that weakens the performance of principals is a lack of sensitivity to crisis (sense of crisis), a sense of belonging and an important sense of the quality of education, which causes weak responsibility, which can reduce participation in school activities. This phenomenon is mainly due to the conditions for many years where principals lacked education and training that led to modern management systems, even if there were trainings often not spurring the achievements and potential of school principals.

9. The decline in work productivity

Low work productivity is partly due to the low work ethic and discipline. One indicator of this problem is the low learning achievement that can be achieved by students, both the academic achievements listed in the education report book and the final test scores and non-academic achievements and their participation in life and solving various problems that exist in society.

10. Not yet growing quality culture

Quality is a picture and overall characteristics of goods or services that show their ability to satisfy expected or implied needs. Quality is also understood as what is understood or said by consumers. In the context of education, the notion of quality includes input, process and educational output. Educational input is everything that must be available because it is needed for the process to take place.

Identify challenges and steps to resolve leadership, namely as an effort to exploit strengths and opportunities and overcome weaknesses and threats to the new paradigm of professional school principals can be done by fostering the professional capacity of principals, revitalizing MGMP and MKKS, increasing discipline, forming discussion groups and improving services libraries by adding collections include:

The principal as the highest leader who is very influential and determines the progress of the school must have administrative abilities, has a high commitment and flexibility in carrying out his duties. The principal must also increase professionalism in accordance with his leadership style, departing from intention, willingness and willingness, initiating and based on mature considerations, more subordinate, democratic, more focused on relationships than tasks and considering the maturity of subordinates. Some activities to foster the capacity of the teaching staff (teachers) that can be done by the principal are as follows:

Today there are changes in the school management system, including elementary schools. Since the enactment of regional autonomy, there has been a decentralization of education, namely the delegation of part of the authority of the central government to the regions, including the authority in the management of education. One approach to managing education that is implemented is the approach to managing education based on schools, known as school based management.

School-based management is one of the approaches used in school management. School-based management is a translation of the term school based management, which is basically the provision of broader opportunities to schools in school management. Schools are given greater authority to manage schools independently in accordance with the conditions of the school. Educational management activities, starting from planning, implementation to evaluation are largely determined by the school. Thus, schools are expected to be able to develop themselves according to the school's potential and environmental demands society.

In some countries, school based management is expressed in several terms, including site based management, delegated management, community based management, school autonomy or local management of school. Although the designation is different, the target is the same, which is to provide flexibility to schools to manage schools independently. In principle, the school obtains authority, responsibility and accountability in school management. Through school-based management it is hoped that it can provide comprehensive education services and be responsive to the needs of the community.

In general, the purpose of school based management is intended to improve efficiency, quality and educational equity. Increased efficiency is obtained through several ways, including through the flexibility to manage resources or simplify bureaucracy. Quality improvement is carried out through increasing parents' participation in schools, flexibility in managing schools and increasing the professionalism of school personnel. While increasing educational equity is achieved through increasing community participation in the implementation of education in schools.

In particular, school-based management is directed at improving the quality of education. In school management guidelines, school-based management is emphasized in the management of school based quality improvement. School-based quality improvement management is basically a school management process that is directed at improving the quality of education through the implementation of school autonomy from planning, implementation to evaluation in accordance with the needs and conditions of the school by involving all school stakeholders. In other words, the management of improving school-based quality is the whole process of utilizing the entire component of education in order

to improve the quality of education that the headmaster himself and all parties involved in or concerned with the quality of education themselves. The term component refers to the field of educational work in schools, including curriculum and learning, student affairs, staffing, facilities and infrastructure, and finance. While the term self-managed refers to self-regulating, self-designed or self-planning, self-organizing, self-directed or self-controlled or self-controlled.

On the other hand, Levacic put forward three key characteristics of school-based management, namely: a) Power and responsibility in making decisions on improving the quality of education decentralized to school stakeholders, b) The domain of decentralized education quality improvement management covers all aspects of improving education quality, both financial, staffing, facilities and infrastructure, acceptance of new students, and curriculum, and c) Although the domain of improving the quality of education is decentralized to schools, a number of regulations are needed which regulate the central control function of the overall implementation of school authority and responsibilities (Bafadal and Imron, 2004).

More specifically, Levacic also identified that there are three specific objectives of school-based management, namely achieving education efficiency, effectiveness and responsibility. Through school-based management, the quality improvement process will take place efficiently, especially in the use of human resources. With school-based management, the effectiveness of improving the quality of basic education also increases, through improving the quality of learning. With school-based management, the school response also increases for students. Briefly, it can be argued that school-based management is aimed at empowering or empowering schools and flexibility to improve education quality. With independence, it is expected: a) Schools can know their strengths, weaknesses, opportunities and threats, and be able to optimize the resources available to advance schools, b) Schools can develop their own programs according to their needs, c) Schools can be responsible for the quality of education to parents, the community and the government, and d) Schools can conduct fair competition with other schools to improve the quality of education.

There are several principles that need to be held in implementing school-based management. These principles are: a) Openness, meaning school-based management is carried out openly with all available resources, both principals, teachers, students, parents of students, and the community, b) Togetherness, meaning that school-based management is carried out jointly by school and society, c) Sustainable, meaning school-based management is carried out continuously without being influenced by changes in school leadership, d) Comprehensive, meaning that school-based management is compiled should include all components that affect the success of achieving goals, e) means that school-based management can be accounted to the community and interested parties, f) Democratic, meaning that decisions taken in school-based management should be carried out on the basis of deliberation between the components of the school and the community, g) School independence, meaning that the school has initiatives, initiatives, and innovative within the framework of achieving educational goals, h) Quality oriented, meaning that the various efforts carried out are always based on quality improvement, i) Achievement of minimum service standards, meaning that minimum education services must be carried out

in accordance with minimal, total, gradual and sustainable standards and Education for all, meaning that all children receive the same education. In managing the school, the primary school principal must implement these principles well.

Conclusion

Based on this foundation, it can be concluded that there is a shift in the role in the management of education, from the principle of centralization to decentralization. The existence of independence, openness, participatory, and accountability shows the management of schools independently based on the ability possessed by the school. The fields that are the authority of the school include the teaching and learning process, planning, school program evaluation, curriculum management, workforce management, school equipment and equipment management, financial management, student services, school relations with the community, and school climate management (Ministry of Education, 2003).

The consequences of the existence of school based management, the duties and responsibilities of the principal become increasingly large. The principal must be able to lead and empower all school resources. The principal is the driving force and determinant of school policy direction. For this reason, the leadership of elementary school principals must be able to empower teachers to carry out the learning process that is good, smooth and productive, completing tasks according to the time set, establishing harmonious relationships with the community so that they can be actively involved in realizing school goals team cooperatively, and succeed in realizing school goals productively in accordance with predetermined provisions.

So that the welfare of teachers cannot be ignored, because it is one of the determining factors in improving performance which directly affects the quality of education. Improvement of teacher welfare can be carried out, among others, through incentives outside salaries, rewards and rewards and benefits that can improve performance. The Teacher Welfare Improvement Program is a variety of activities to improve the quality of education, health and life of teachers. This activity was held with the consideration that all teacher development should be based on healthy life.

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