LEADERSHIP AND MANAGEMENT OF EDUCATION INSTITUTIONS IN IMPROVING HUMAN RESOURCES IN INDONESIA.pdf

By ihsan dacholfany

LEADERSHIP AND MANAGEMENT OF EDUCATION INSTITUTIONS IN IMPROVING HUMAN RESOURCES IN INDONESIA

3 authors, including:

Eko Susanto
Universitas Muhammadiyah Metro

LEADERSHIP AND MANAGEMENT OF EDUCATION INSTITUTIONS IN IMPROVING HUMAN RESOURCES IN INDONESIA

M. Ihsan Dacholfany

Doctor of Science (DSc)

Mail: mihsandacholfany@yahoo.com

Eko Susanto

Doctor of Science (DSc)

Mail: ekobkummetro@gmail.com

Andi Noviandi

Doctor of Science (DSc)

Mail: Andinoviyandi89@gmail.com

Abstract: *Educational institutions in Indonesia are expected to produce superior human resources and compete to have insight into science and technology. To achieve this expectation, educational institutions should strive and play a role in optimizing and achieving academic excellence, particularly in education, industry relevance, for new knowledge contribution, and for empowerment. Recognizing the importance of the process of improving the quality of human resources, the government, managers of educational institutions, educators and learners in Indonesia are striving to achieve the goals, vision and mission through various activities to build a better quality education through the development of human resources development and improvement of curriculum and evaluation system, improvement of educational facilities, the development and procurement of teaching materials, and training for teachers and education personnel to be more advanced and developed than other countries.*

Keywords: *leadership, management, educational institutions, process, human resources*

Introduction

The development and spirit of educational institutions in Indonesia today have caused widespread concerns in the midst of society, especially faced with a prolonged multidimensional crisis and the

community also expect certainty how this nation will face competition with other nations in the face of globalization era. Educational institutions are expected to foster and produce qualified human resources so as to produce qualified alumni with knowledge of science, skill, and technology and have the provision of knowledge so as to master, develop and apply with a fixed based on religious values, moral, with the norms of religious or governmental rules.

The role of educational institutions in Indonesia in preparing great, professional, and competent human resources is very important, in general, educational institutions in the country of Indonesia still lag behind other countries, even alienated from social, economic, educational and cultural needs of society. Educational institutions need autonomy and independence to be able to improve and strengthen its role as one milestone of progress and development of a nation.

Education is a basic capital in the construction of which will determine the progress and development of a nation, because with education, potential and resources of each individual can be developed, is expected to built up human personality conscious of its responsibility as an individual, being moral, social beings and creatures of religion so it has a good character and dignified, then education must be a top priority in the development of Indonesia better, advanced and developed in the future (Dacholfany, 2015). And the characteristics of local wisdom is quite pivotal to be studied within the global scale (Sudirman Aminin. 2018) According to Langeveld, that education is every effort, influence, protection and assistance given to children drawn to the maturation of the child, or more precisely to help children to be quite capably carried out the task his own life. The influence of the arrival of an adult (or created by adults such as school, books, the round of daily life, and so on) and addressed to minors. (Hasbullah, 2005)

To make a fundamental and psychological change in order to produce high-quality human resources, educational institutions should revitalize the role of educational institutions in order to be able to play an optimal role in realizing academic excellence for education, for industrial relevance, for the contribution for new knowledge, and for empowerment. Initiation Strategy Management in improving human resources needs to be planned and managed properly.

Similarly, in the study of educational institutions in Indonesia, human resource issues are becoming crucial in improving the competitiveness of graduates. The quality of educators and education is the main thing to improve the competitiveness of educational institutions graduates, so the high quality of human resources of educational institutions will also be high competitiveness in

educational institutions because human resources will create competitive graduates than graduates in other educational institutions.

Seeing how very important the management of quality improvement graduates of educational institutions, in order to be able to implement the ideal goals of an educational institution can be achieved well and satisfy the community, stakeholders, and parents. With this the authors conclude some of the problems are:

1. What are the influencing factors in improving the quality of human resources in educational institutions in Indonesia ?
2. What are the obstacles in the process of improving the quality of human resources in educational institutions in Indonesia?
3. What is the solution to solving the challenges in the process of improving the quality of human resources in educational institutions in Indonesia ?.
4. What is the Strategy and Management Technique conducted by the Institute of education in improving the quality of human resources in educational institutions in Indonesia ?.

THEORETICAL REVIEW

Leadership and management factors are one of the keys to achieving success in an educational setting, in addition to programs, resource availability, academic culture, and other factors. Doing to achieve the best in the field, in meritocratic institutions of education, requires a unique style of leadership and management.

The definition of leadership is the process of influencing human behavior to achieve goals that have been established in an organized manner. (Blanchard, 2006). Leadership on the educational unit will look at the way leaders determine policy, basic decision-making considerations, ways and parties that receive delegates, benchmarks in work, and supervisory references. Therefore, every institution, no exception units education, requires leaders who have a vision and mission, close to the customer, have innovative ideas that are broad, friendly, and have high morale. (Yulk, 2002).

Leaders are expected to be able and skilled to influence the behavior of others, especially their subordinates, to think and act, to work with passion and trust in such a way that through that behavior positive, it gives a real contribution to the achievement of vision and goals. (Dacholfany, 2013).

True leaders are always willing to learn and grow in various aspects, whether knowledge, health, finance, relations, etc. Every day always recalibrating,himself to a commitment to serve God and others, through solitude prayer and scripture. (Ken Blanchard, 2006).

The character of a leader is usually influenced by several factors behind it. First, family, Second, educational background, Third experience, and Fourth, the surrounding community environment will determine the direction to play. (Dacholfany, 2013), John Maxwell defined leadership by influence (Maxwell, 1998).That management practice could be improved by incorporating insights from management theory into total quality efforts .(Dacholfany, 2015)

With the leadership and management in educational institutions is expected all activities in educational institutions can run efficiently and effectively (Bambang, 2015) . In an educational institution that is superior and professional and competitive in any country. Of course, Management in improving human resources needs to be planned and managed well. (Dacholfany, 2013). Moreover, leaders should have charisma; a sense of mission; ability to influence people in a positive environment; and ability to solve problems (House, 1977). The continuity of educational institutions relies heavily on management and leadership skills to prepare the next generation that is expected to be capable and qualified and has knowledge of management and art that leads and meets educational standards, that leadership style strategy adopted by leaders in implementing planned programs and having a vision of the mission clear to advance educational institutions and with emphasis on the application of knowledge resulting (Dacholfany, 2015).

Quality Improvement

Quality improvement (QI), as defined by the Health Resources and Services Administration (HRSA), "consists of systematic and continuous actions that lead to measurable improvement in health care services and the health status of targeted patient groups." (U.S. Department of Health and Human Services, 2016). The Indonesian Department of Labor termed the improvement of quality as one of the prerequisites for an educational institution in order to enter the era of competitive globalization. The existence of educational institution is no exception. According to him, more important in the effort to improve the quality is the science of human behavior (Make People Before Make Product), because in essence, improving the quality is the same as building a whole person. (Department of Labor, 1986)

Improvement of quality in all types and levels of education (basic, secondary, and high), basically focused on three main factors, namely:

a. The adequacy of educational resources to support the educational process in the sense of adequacy is the provision of the number and quality of teachers and other education personnel; textbooks for students and libraries; and learning facilities and infrastructure.

b. The quality of the educational process itself, that is the curriculum and implementation of teaching to encourage students to learn more effectively.

The output quality of the education process, in terms of skills and knowledge that students have acquired. (Education Development Vision and Strategy, 1996).

In terms of the quality of graduates become the main problem concerning the competitiveness of graduates. The quality of the graduates may also be due to the quality of educators, educational facilities, and infrastructure, as well as the policies of these institutions. This is a crucial cause to promote and improve the quality of graduates in educational institutions. The quality of graduates will enhance the competitiveness of the graduates of the private and educational institutions concerned. The colleges at the ranks of educational institutions-the best educational institutions require that change fundamental so as to compete (better competitive situation). To that end, educational institutions should have strategic intent, different and distinct. To realize it needs to be done institutional transformation is more complex than just organizational development (organization development). Educational institutions are institutions, built academic communities that are collegial, and uphold academic value to educate the nation, this is what distinguishes it from other organizations.(Dacholfany, 2017).

Human Resources

Educational institutions are expected to produce faithful and devoted human resources to have insights into science and technology (Dacholfany, 2017). With the presence of qualified and capable human resources, hoping to achieve the desired goals In many organizations, the human resource development process begins with hiring new employees and continuing throughout the lifetime of employees with the organization and requiring mutual and coordinated intervention from all parties. (M Ihsan and Nedi, 2017). In Indonesia, the concept of the goal of education is to form a whole person which is reflected in the faith and taqwa, personality, intelligent, healthy and responsible. Therefore, education in practice needs to apply the appropriate principles. (Dacholfany, 2017). Quality education in the development of a nation is a necessity. With quality education will be found of human resources is expected and able to competitiveness as one of the one of the input row nation-building process. Without a quality education is not the possible purpose of development of a nation can be achieved with good. (Dacholfany, 2016).

Basically, human resources are people who carry out a task to achieve certain goals. In the context of educational institutions limited by the name of employees or employees, therefore, personnel in educational institutions include elements of faculty and education personnel. More details can be mentioned overall school residents, if the school level there are principals, teachers, employees, administration, and the school or guardian, while at the college level there are rectors or chairmen, representatives, heads of departments, administration, employees, then the meaning of Human Resource Management (HR) is a technique or procedure related to the management and utilization of school personnel both educative and administrative personnel effectively and efficiently depends a lot on the ability of the principal/madrasah both as manager and leader of the institution. (Baharuddin, 2010) the approach that involves communities in the development where construction the stage of ideas, planning, a program of activities, budgeting/cost, procurement of resources to the implementation of a more stressed the desire or need for real there (the real needs of the community) in communities. (Dacholfany and Nedi, 2017).

The authors conclude that the main objective of human resource management is a plan that has been organized in an effort to implement a well-controlled activity or activity by evaluating it to be better than before.

Discussion

1. Factors Affecting In Improving Education Quality

In improving the quality of human resources is a concept that seeks to implement the quality management system in the world of national and international, so that required major changes in the culture and system of an organization such as educational institutions. There are several factors that must be considered by education providers in educational institutions can meet the quality or good quality of which are:

a. Obsession with Quality

In the era of globalization, educational institutions face intense competition with public education institutions that exist throughout Indonesia. Increased intensity and competition cause every educational institution should try to improve the quality so that customer satisfaction materialized. Quality education is the most important thing to realize, for the creation of human qualities and the quality of Indonesian society which developed and

independent can be realized only if public education successfully upgraded. (Dacholfany, 2016).

b. **Scientific Approach**

Through good leadership management, decisions that are sometimes subjective can be minimized and *take part to measure globalization era, it means by orientation and* values (Dacholfany, 2015). One of the key successes in improving the quality of management is to use a scientific approach, in a scientific approach, decision-making based on data, finding the source of the cause and working out a solution in a short time

c. **Education And Training**

Education as a process of human empowerment activities into qualified human resources must be based on "wise and wise" nature and attitude 21, whereas Training relates specifically to the work of administrative staff and educators so as to know what to do and the rules of the rules done so that it can be applied immediately. Thus, training materials or workshops should be practical. [1]Training is part of education even though education is more philosophical and theoretical, although education and training or workshops have the same goal of learning. (Dacholfany, 2015)

d. **Agent of change**

There is a visionary leader. In context change, the external environment is central. Economic, social, technological, and Political change takes place on a continuous basis, with some taking place on a continuous basis dramatic and the other progress slowly. Of course, need customers and choices change as well as changes in the desires of the people stakeholders. Effective leaders must constantly adjust to this change and think ahead about potential change and which can be changed. (Dacholfany, 2013).

This ensures that the leader is provided for entire situations or events that could threaten the organization's success at the moment this, and most importantly the future. Finally, flexibility and risk calculated retrieval is also an important environmental change.

e. **Client Satisfaction**

In business terms, the client is the person who buys and uses the company's product. While there are students, parents, and community or stakeholders. The business purpose is essentially to create and retain customers. In the application of quality or quality in educational institutions,

---

[1] P.11

the quality is determined by the customer ie students, and educational institutions should also strive to create student satisfaction. The roles and responsibilities of divisions and managers must be viewed from the point of view to achieve student satisfaction. Student satisfaction can provide several benefits: (1) the relationship between educational institutions and students becomes harmonious; (2) provide the best basis for increasing the number of students to enter the educational institution; (3) can encourage the creation of student loyalty; (4) the reputation of the institution is good for the students; and (5) the benefits of funds obtained by educational institutions are increasing.

f. **Long-Term Commitment**

Improving the quality of management is a new paradigm in the various contexts, both as a background and as the present reality and the various trends or possible future conditions that are taken into account through various perspectives. In this context, the planning of educators and educators is a recent prediction to organize performance that can further realize the programs of human resources development, in order to answer the demands in educating the nation's generation to be more trustworthy and responsible.

2. **Inhibiting Factors In The Process Of Improving The Quality Of Human Resources In Educational Institutions.**

The main problems in Indonesian educational institutions are still about low quality, relevance, efficiency and productivity, and effectiveness. The reason is the availability of educators and educational staff who have not been adequate both in quantity and quality, and the welfare of educators who have not been adequate. Among the factors that hamper the process of improving the quality of human resources in educational institutions are:

a. **Quality of Teachers**

Quality of Educators who become the main thing to improve the quality of human resources. The commitment of Teachers-Teachers is the main thing for this purpose, given the many teachers who are not committed to teaching to improve and develop the quality of learning.

b. **Compensation**

Compensation can be interpreted as salary or appropriate or appropriate salary, because if educators and educational staff are not rewarded or reward in the form of an appropriate

salary then the activities of teaching and learning process and the process of educational services will be constrained and experiencing difficulties.

c. Quality improvement

There is no willingness for educational institutions or educators themselves and even learners to try to improve the quality or quality of learning outcomes or education.

d. Lack of facilities and infrastructure

Lack of educational facilities and infrastructure such as libraries, laboratories, workshops (workshops), learning resource centers (PSB) and learning supplies greatly hinder the growth of professional education institutions. This is mainly related to the government's ability to complete it which is still lacking. In addition, although the government has completed the manuals and books in the utilization of the package is still lacking. Some cases indicate that many packaged books have not been optimally utilized for the benefit of learning, either teachers or by learners which impact on the readiness of the exam.

e. Leadership and Management.

It is more important that the key to success in improving the quality of human resources in educational institutions is largely determined by leaders and managerial leaders. If the leader is incapable of organizing and not having the skills and experience in the lead then it will decline and be left behind with other educational institutions.

3. **Solutions In Completing Challenges In The Process Of Improving The Quality Of Human Resources In Educational Institutions include:**

a. **Educators and Education Personnel**

Educators and educators are very urgent in the continuity of teaching and learning activities, both in the classroom and outside the classroom, the need for highly committed educators, for example in terms of teaching, educators should prepare teaching materials using teaching methods that in accordance with the material taught, in addition educators have educational background in accordance with the field of science taught by still trying to have a broad scientific knowledge and professionalism of high, creative, dynamic and innovative in developing science and have a high awareness in work that is based by the intention of worship and always trying to improve personal quality by showing dedication and high discipline and adhere to professional code of conduct and attitude and behavior of honest, trust and morality,

patient, sincere and accommodative in the association and can be role model for fellow teachers, students and anyone by acting wisely and wisely in dealing with and solving every problem.

b. **The honorary teachers**

The honorary teachers, who work in public schools are usually given little incentive and even hardly match the results obtained from the work that he did, but there is a positive value that can be pursued that there is a possibility to be a civil servant and certification income would have to meet the applicable terms and conditions.

The honorary teachers who work in private institutions or non-government schools, usually get adequate incentives and even some are almost equivalent to the salaries of employees depending on the level of school. but the chances of upgrading to become a Civil Servant based on a very small job path are almost non-existent, even certification is extremely rare.

According to the authors, then the honor/reward given must be considered fair and appropriate, then job satisfaction will increase. Conversely, if the reward given is not fair and appropriate, it will cause dissatisfaction. Job satisfaction has a direct effect on the decreasing or increasing commitment of teachers or employees.

c. **Not yet a Culture of Quality.**

Quality or quality is a description and overall characteristics of goods or services that indicate its ability to satisfy the expected or implied needs. Quality is also understood as what the consumer understands or understands. In the context of education, the definition of quality includes input, process, and educational output. Input education is everything that should be available because it is needed for the process. The process of education is the transformation of something into something else, while the output of education is the school's performance, that is school's achievement resulting from process and behavior. The quality / quality culture, which has the following elements: Quality information should be used for improvement, the authority should be limited responsibility, the results should be followed by prizes and punishment, collaboration, synergy not full competition but should be the basis of cooperation, feel secure in doing his job; an atmosphere of justice should be instilled; and the impact of services should be commensurate with the value of the work.

The lack of quality culture in terms of input, process, and output of education is a factor inhibiting the growth of professional education institution leaders. In this case, schools should

always promote quality/quality improvement, namely customer satisfaction, both internal and external. Keep improving the quality of human resources (HR) is highly competitive with competence certified and professionally by learning developed from each program and level should also be integrated with the world of work-related so that education institutions can develop collaborations with many industries with many models (Dacholfany, 206). Though the quality of learning can only be achieved through the quality learning process. If the learning process is not optimal it is very difficult to expect quality learning outcomes. If it does not happen optimally will result in a good exam score results then it is almost certain that the learning result is false. Means the main issue of the quality of education is more diluted on the problem of processing education. Furthermore, the processing of education is supported by the education component consisting of students, education personnel, curriculum, learning facilities, and also the surrounding community.

Although for each type and level of education each has a specificity but basically solving the problem of quality education targeted improvements in the quality of education components and the mobility of these components. These efforts, in turn, are expected to improve the quality of educational processes and learners' learning experiences and produce educational outcomes.

Efforts to solve the problem of quality of education in outline include things that are physical and soft, personnel, and management. As follows:

a. A more rational selection of raw inputs, especially for schools and colleges.
b. Development of the capability of educational staff through further study.
c. Performance of curriculum.
d. The development of infrastructure that creates a peaceful environment for learning.
e. Completion of learning facilities such as textbooks, instructional media.
f. Administrative management penis, especially regarding the budget.
g. Quality control activities.

d. **Facilities And Infrastructure**

The facility is a tool or means needed to do certain things. The facilities at the school are a means to support or facilitate effective teaching and learning activities If the educational institution or school needs funds to facilitate the educational institution or school then the government will directly provide assistance through school accounts that will be managed by

the principal or with community self-reliance and cooperation with parents, but there is still a lot of School Operational Assistance funds / School (BOS) are misused. Funds that should be used properly, such as used to buy laptops, computers, pay for electricity, pay water, pay honorary teachers, complete laboratory equipment, repair damaged school buildings etc. instead used by unscrupulous persons who are not responsible for their personal interests , then the solution needs to be supervised by the government and society by making an orderly, transparent, transparent and open report. and others also cultivated, the solution institution education trying to prepare the facilities, infrastructure, and laboratories in accordance with the development of science and technology, such as testing, laboratories are also required to provide quality assurance testing to customers, in addition to the method should be validated, accredited ISO 17025: 2005, using the latest technology and laboratories are also required to participate in proficiency testing on a regular basis so that competence of the laboratory can be maintained quality so laboratories must be able to give proper testing and can be accepted or recognized by the international market and industry players can control the quality of products by seeing the results of the test values. (Dacholfany, 2016).

e. **Leadership and Management**

Principals or leaders of educational institutions often see leadership and management as two distinct roles, but the principal or leader of the most effective educational institution knows how to combine the two. Includes: Tips to combine leadership and management skills to become more effective administrators. The role of the leader or staff in education that is able to understand and identify the information that has quality so can solve the problem to be guided to make the decision (Dacholfany.2016)

Management is the process to achieve the goals of the organization by performing four functions - its function. So the management of education is the whole process of cooperation activities by utilizing the personnel and material available and appropriate to achieve the goals of established educational institutions. At educational institutions, the leader or principal is one of the most important figures for improving and creating school effectiveness. In the management of the leader is a very influential person to plan, direct, organize, motivate, organize, supervise, evaluate, the personnel of the teacher in order to perform the main duties and functions properly.

Understanding Leadership According to Siagian (2002) is the ability of a person to influence others, in this case, his subordinates in such a way that others are willing to do the will of the leadership even though personally it may not be liked. The role of Behavior that is arranged and expected from a person in a certain position. Dynamics aspects of the status (position) if a person or several persons or groups of people or organizations that exercise the rights and obligations in accordance with the position. So can be interpreted as Roles Leadership A set of behaviors that are expected to be done by someone according to his position as a leader. according to the author is explains there are four main roles of effective leadership, namely: an agent of change, as a determinant of direction, spokesman, and trainer. These four roles are jointly the work of the visionary leadership.

Leadership in management education is very necessary for the management of education because basically every institution or educational institution required a figure of a leader, the reasons for voter title in this article is to know the role of leaders, how management education, and factors that influence the effectiveness of leadership in management education.

In education, Leadership and management are an integral part of the anatomy of education. In addition, educational leadership becomes the mainstream in running the wheels of management and organizing education. Even leaders can make changes to the way of thinking, attitude, and behavior he leads. That is, in carrying out its leadership function, the head of educational institutions to manage and foster educational institutions through administrative, management and leadership activities that all become in one direction.

Relational relationships between leadership and management in educational institutions such as an educational leader should be able to have the ability of leaders in the pattern of development and how to manage or organize, and organize material resources and non-material to be led in educational institutions into something very substantive therefore, the leadership is not only a normative symbol at the top of the structural level but also as a reliable manager. Thus, to manage an institution requires management (manager) and an organizational leader. Therefore, the relationship between leadership, management, and organization within an educational institution cannot be separated from one another.

Strategy And Management Techniques That Are Performed By The Institute Of Education In Improving The Quality Of Human Resources.

Management strategies and techniques are undertaken by Educational Institutions in improving the quality of human resources by the gradual alignment of institutional structures (programs and resources) with the behavior of academic civitas to achieve performance target. Every manager, from the board of foundations, leaders, educators and education personnel in the educational institution should be committed to the quality target, timeliness, and effectiveness of the program. Then the renewal of teaching and learning process in the service and satisfaction of stakeholders and ability to actualize management best practice in management and development of the educational institution.

The logical consequence of efforts to improve the quality of education is required willingness to improve the maximum quality of each component of the education system, ranging from human resources and in the form of material resources. In an effort to improve the quality of education, education components in the form of human resources have a very important role in achieving the desired goals, vision and mission, therefore, leaders of educational institutions strive to give serious concern and care to the management of human resources involved in in the educational institution, not only educators and educational staff but also students and parents of students and the community because only with the readiness of human resources that will be able to bring education institutions to survive and able to improve the quality of education in educational institutions.

CONCLUTION

In improving the quality of human resources, educational institutions have a very important and strategic role in the process of improving and developing the quality of human resources. Improving the quality of education is an integrated plan and process, with a plan to be able to implement what is often stipulated, while the process of improving the quality of human resources supported by infrastructure, budget, willingness to improve the quality of education, appropriate compensation based on existing standards, and management and institutional leadership. Recognizing the importance of the process of improving the quality of human resources, the government, managers of educational institutions, educators and education as well as learners strive to realize the goals, vision and mission through a variety of strong and sincere efforts in the development of quality education, among others through the development and improvement of appropriate curriculum and evaluation systems, improvement of education and teaching facilities, the development and procurement of teaching

materials, and training for teachers and other education personnel for educational institutions should revitalize the role of educational institutions in order to play an optimal role in realizing the expected human resource management In improving the quality of human resources, educational institutions have a very important and strategic role in the process of improving and developing the quality of human resources. Improving the quality of education is an integrated plan and process, with a plan to be able to implement what is often stipulated, while the process of improving the quality of human resources supported by infrastructure, budget, willingness to improve the quality of education, appropriate compensation based on existing standards, and management and institutional leadership. Recognizing the importance of the process of improving the quality of human resources, the government, managers of educational institutions, educators and education as well as learners strive to realize the goals, vision and mission through a variety of strong and sincere efforts in the development of quality education, among others through the development and improvement of appropriate curriculum and evaluation systems, improvement of education and teaching facilities, the development and procurement of teaching materials, and training for teachers and other education personnel for educational institutions should revitalize the role of educational institutions in order to play an optimal role in realizing the expected human resource management for that educational institution should revitalize the role of educational institutions in order to be able to play an optimal role in realizing human resource management with the way of developing, performing management functions, planning, procurement of human resources staff by providing performance appraisal and compensation as well as fulfillment of infrastructure facilities by conducting training and development as well as fostering effective working relationships for the progress and development of educational institutions, in the hope of procedures, educators and education personnel (employees) effectively and efficiently in accordance with the purpose, vision and mission of the institution.

References

1. Baharuddin and Moh. Makin, (2010). Management of Islamic Education, Malang, UIN-Maliki Press.
2. Bass, B. (1985). Leadership and performance beyond expectations. New York, Free Press,
3. Bass, B. (1990). Bass and Stogdill's Handbook of Leadership: Theory, Research & Managerial Applications, 3rd Ed., The Free Press, New York, NY.

4. Bass, B. (2010). The Bass handbook of leadership: Theory, research, and managerial applications. New York, NY: Simon & Schuster.

5. Bennis, W. G., and Nanus, B. (1985), Leaders: The Strategies for Taking Charge, Harper and Row, New York.

6. Bennis, W. G. (1989). Managing the dream: leadership in the 21st century. Journal of Organizational Change Management.

7. Bennis, W., and Goldsmith, J. (1997). Learning to Lead: A Workbook on Becoming a Leader.

8. U.S. Department of Health and Human Services(2016). Quality improvement. Health ResourceandServicesAdministration.http://www.hrsa.gov/quality/toolbox/methodology/qualit yimprovement/. Accessed March 25, updated Ed., Addison-Wesley, Reading, MA.

9. Bennis, W. G., and Nanus, B. (1997), Leaders: The Strategies for Taking Charge, HarperCollins, New York.

10. Bennis, W. G., and Nanus, B. (2007). Leaders: The strategies for taking charge. NewYork, NY: HarperCollins.

11. Bryman, A. (1986). Leadership and Organizations. UK: Routledge & Kegan Paul.

12. Capowski, G., (1994), "Anatomy of a leader: where is the leader of tomorrow?", Management Review, Vol. 83 Issue 3.

13. Certo, S. C. (1997). Modern Management. USA: Prentice Hall.

14. Chapman, E. N. (1989). Leadership. USA: Prentice Hall Englewood Cliffs.

15. Covey, S. R. (2003). Principle-Centered Leadership. New York: Franklin Covey Company.

16. DePree, M. (1989). Leadership is an art. New York: Dell Publishing.

17. Drucker, P F (1999). Knowledge-worker productivity: The biggest challenge. California Management Review,

18. Department of Labor, (1986).Integrated Quality Improvement,

19. Education Development Vision and Strategy for 2020 Demands on Quality of Education, 1996; Lecture by the Minister of Education and Culture at Ujung Pandang National Convention III, 4-7 March.

20. Gosling, J. & Murphy, A. (2004). Leading Continuity. Working Paper: Centre for Leadership Studies, University of Exeter.

21. Hasbullah. *Basic Education*. (2005). Jakarta. Publisher: PT Persada Raja Grafindo,

22. Hughes, H., Ginnett, M & Curphy, R. (1999). Leadership.Singapore: Mc Graw-Hill.

23. Hull, T., & Ozeroff, P. (2004). The transitioning from Manager to leader. New York: Harper and Row.

24. House, R. J. (1977). A (1976) Theory of Charismatic Leadership. In: Hunt, J. G., Larson, L. L. Eds.

25. James W. Dean and David E. Bowen, (1994) Management Theory And Total Quality: Improving Research And Practice Through Theory Development Academy of Management Review VOL. 19, NO. 3 |

26. Maxwell, J C (1998) 21 Irrefutable Laws of Leadership. Nashville, Tennesse: Thomas Nelson, Inc.

27. M.Ihsan Dacholfany and Nedi Hendri, (2017). *An Analysis of Zakah funds Through Community Based Development*. Journal Akademika, Vol. 22, No. 02 Juli-Desember

28. M. Ihsan Dacholfany, (2015) . *Reformasi Pendidikan Islam Dalam Menghadapi Era Globalisasi: Sebuah Tantangan dan Harapan* , Jurnal Akademika, Vol. 20, No. 01 Januari-Juni

29. M. Ihsan Dacholfany. (2016). Revitalization Of Education In Indonesia: Different And Distance. Indonesia – Malaysia Symposium on Southeast Asia Studies.

30. M.Ihsan Dacholfany, (2017). *Inisiasi Strategi Manajemen Lembaga Pendidikan Islam Dalam Meningkatkan Mutu Sumber Daya Manusia Islami Di Indonesia Dalam Menghadapi Era Globalisasi*, At-Tajdid, Volume. 1, No. 1 Januari-Juni

31. M. Ihsan Dacholfanya and Khoirurrijal, (2016). Reconstruction of the Islamic Educational Development in Indonesia in Dealing with ASEAN Economic Community, *Scientific Journal of PPI-UKM* Vol. 3 No. 2 ISSN No. 2356 – 2536.

32. M. Ihsan Dacholfany, (2015), *Leadership Style in Character Education at The Darussalam Gontor Islamic Boarding*, Al-Ulum Volume 15 Number 2 December

33. M.Ihsan Dacholfany and Nedi Hendri (2017), *An AnAlysis of Zakah funds Through Community Based development*. Journal Akademika, Vol. 22, No. 02 Juli-Desember.

34. M. Ihsan Dacholfany, (2017). *Inisiasi Strategi Manajemen Lembaga Pendidikan Islam Dalam Meningkatkan Mutu Sumber Daya Manusia Islami Di Indonesia Dalam Menghadapi Era Globalisasi*, At-Tajdid, Volume. 1, No. 1 Januari-Juni.

35. *M Ihsan Dacholfany,* Inisiasi Strategi Manajemen Lembaga Pendidikan Islam Dalam Meningkatkan Mutu Sumber Daya Manusia Islami Di Indonesia Dalam Menghadapi Era Globalisasi, 2017

36. Mullins, L. J. (2010). Management and Organizational Behavior. UK: Pearson Education.

37. Northouse, P. (2007). Leadership theory and practice. Thousand Oaks, CA: Sage Publications.

38. Phi Theta Kappa. (1991). Creating then communicating your vision. In Phi Theta Kappa,

39. Leadership Development Program. Jackson, MS: Phi Theta Kappa.

40. Rehnquist, W. H. (1995). Time: It's yours to use or abuse. In Phi Theta Kappa, Leadership

41. Development Program. Jackson, MS: Phi Theta Kappa.

42. Sudirman Aminin, Miftachul Huda, Widhiya Ninsiana, M Ihsan Dacholfany, (2018) Sustaining civic-based moral values: Insights from language learning and Literature, International Journal of Civil Engineering and Technology (IJCIET) Volume 9, Issue 4, April.

43. The Guardian. (2013). What's the difference between leadership and management?. Available at http://careers.theguardian.com/difference-between-leadership-management Watson, C. M. (1983). Leadership, Management, and the Seven Keys. Business Horizons.

44. Ylitalo, J. (2004). Leadership and Management. Department of Industrial Engineering and

45. Management, Helsinki University of Philosophy USA available at www.hcl.hut.fi

46. Yukl, G., (1989). Managerial Leadership: a review of theory and research. Journal of Management, Vol. 15 Issue 2.

47. Zaleznik, A. (1977), 'Managers and Leaders: Are They Different? Harvard Business Review,

LEADERSHIP AND MANAGEMENT OF EDUCATION INSTITUTIONS IN IMPROVING HUMAN RESOURCES IN INDONESIA.pdf

ORIGINALITY REPORT

0%

SIMILARITY INDEX

PRIMARY SOURCES

| 1 | reliancepapersupport.net
Internet | 15 words — < 1% |

| EXCLUDE QUOTES | ON | EXCLUDE MATCHES | OFF |
| EXCLUDE BIBLIOGRAPHY | ON | | |