



Training Needs Analysis: Study on Development of School Administration's Competence

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ABSTRACT

The objectives of this research are (1) to identify the competency level of school administration staff (SAS), and (2) to analyze the need of SAS Training. This research was conducted using descriptive method. The population of this research is Junior High School Vocational School Administration of West Sumatera which is spread over 18 districts / cities. The sample of the research was taken by geographic cluster and selected 7 (seven) regions. In detail the sample consisted of 158 school administrative staff and 63 heads of administrative staff. The research instrument is a questionnaire with semantic scale that has been tested validity and reliability empirically and obtained significant results. Data analysis was done descriptively. The results showed that the average of head managerial competence of SAS was 78.86% (in the category capable), technical competence of SAS head of 79.14 (in the category capable), technical competence of SAS of 82.75 (in the able category); Meanwhile, the need for education and training in the development of managerial competence of head of SAS is 83.09 (in need category), technical competence of head of SAS is 82.86 (in need category), and technical competence of SAS is 82.30 (in need category).

INTRODUCTION

School management is one service that directly or indirectly influences the educational and learning process. In carrying out management activities, principals are assisted by the vice principal and/or by the school administration staff (SAS), as well as educators. SAS play a role in providing administrative services to school leaders, educators, learners, and other stakeholders for effective schooling.

The existence of SAS is increasingly important in realizing quality education services. In this regard, to ensure the availability of qualified SAS of the government issued a regulation namely the Minister of National Education of the Republic of Indonesia Number 24 Year 2008 regarding the Standard of School Administration Staff. In this rule article 1 (one) paragraph 2 (two) states that in order to be appointed as administrative staff of school / madrasah, one must meet the standard of school administration / madrasah administration nationally.

Besides also affirmed that SAS is required to master a set of competencies both as head of SAS and as executive officer. In the Indonesian National Work Competency Standards (SKKNI), it is explained that competence is a statement of how one can demonstrate his skills, knowledge, and attitude in the workplace in accordance with the established requirements. Sahertian (Wahyudi, 2012) states that competence as "the ability to implement something gained through education and training. Competence is obtained through education and training with certain standards and qualities in accordance with the task to be performed". In line with the above opinion, Johnson (Usman, 2000) suggests "competency as a rational performance which satisfies the objective for a desired condition". Suhardiman (Suhardiman, 2012) also explains the notion of competence that is "the integration of knowledge, skills and attitudes that enable implementing one effective way".

Gordon in Makawimbang (Makawimbang, 2012) explains some aspects or domains contained in the concept of competence as follows: (a) knowledge, namely cognitive intelligence, (b) Understanding, ie cognitive depth, (c) ability, that is something owned by an individual to perform a task or pekerjaan assigned to them, (d) values, which is a standard of behavior that is believed and psychologically have been fused in a person, (e) the attitude, that feeling, (happy-not happy, likes-dislike) or reaction to an external stimulus, and f) interest, ie the tendency of a person to do something deed.

Thus, the SAS competencies can be interpreted as a number of capabilities that must be owned by the SAS can be actualized in behavior right clicking school administration. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2008 regarding Standard of School/Madrasah Administrative Staff, there are three categories of competence of school administrative staff, namely SAS head managerial competence, technical competence of head of SAS, and technical competence of SAS.

Managerial competence of head of SAS is a special ability that must be owned by the head of SAS in performing the assigned task. Wahyudi (Wahyudi, 2012) concludes that managerial competence is the ability of a person in managing organizational resources based on the competencies set in order to achieve the goals that have been determined. The managerial competence of the head of SAS become the 10 most important competencies, namely:

- a. Support the management of national standards of education, that school managers are required to: assist in the planning of education based on the National Education Standards, assist in coordinating the implementation of the National Education Standards, assist in documenting the monitoring results of the implementation of the National Standards of Education.
- b. Develop school work programs and reports. The task that is the responsibility of the manager is to arrange the school work program and report, therefore the school manager must be able to: prioritize, undertake assignments, formulate goals, establish resources and determine job completion strategies and prepare the school work report.
- c. Organizing staff. Head of SAS, as a manager must be able to organize staff according to their respective field of work, that is a process of determining, grouping and arranging the various activities needed to achieve the goal, placing people in each of these activities, providing the necessary tools, establishing authority that is relatively delegated to each individual who will perform such activities (Hasibuan, 2010). Therefore, school managers should be able to develop job descriptions of educational personnel, provide tupoksi understanding, adjust work plans with organizational skills, use persuasive approaches to coordinate staff, take initiatives in meetings, improve work effectiveness and accommodate staff ideas and outline organizational policies.
- d. Develop staff. Sharma argues that staff development is a reassessment of staff resources to achieve the desired organizational goals and this includes the management and workforce (Wukir, 2013). Therefore, school managers will always provide direction for work, motivate staff and empower staff.
- e. Make decisions. Making decisions can be regarded as an outcome or outcome of a mental or cognitive process that leads to the selection of an action path between several available alternatives. Therefore, school managers are able to identify problems, formulate problems, determine appropriate actions, and take account of risk and take participatory decisions.

- f. Creating a conducive working climate. Reynolds stated that "the working climate is a condition, situation, and working conditions that generate labor has high spirit, in order to increase work productivity as expected" (Mulyasa, 2012). Therefore, school managers can create harmonious working relationships and engage in interactive communication and appreciate peers' opinions.
- g. Optimizing resource utilization. Human resources are the most strategic element in the organization (Yuniarsih, 2011). Therefore, the empowerment of human resources is a very basic work ethic that must be upheld by all leaders in the hierarchy of the organization, when the leadership seeks to improve employee productivity.
- h. Fostering school administration staff. As the head of professional school administration personnel, should be able to foster the school administrative staff well. Therefore, school managers should be able to monitor staff work, assess processes and outcomes, provide feedback and report on coaching results.
- i. Managing conflicts. Conflict can occur because each party or one party feels harmed, both material and non material (Mulyasa, 2012). Therefore, school managers are able to identify sources of conflict, alternative solutions and explore opinions and choose the best alternative.
- j. Compile reports. The report is a form of presentation of facts about a situation or an activity, basically the facts presented with respect to the responsibilities assigned to the reporting party (Priansa, 2013). Therefore, the school manager in preparing the report should be able to coordinate the preparation of reports and control the preparation of reports.

Technical competence of TAS, that is knowledge and expertise to achieve satisfactory work result. Technical competence can be measured through three indicators in improving service quality, the three indicators are (a) good job description, (b) good technical skill, (c) technology mastery. Technical competencies include: competence to carry out personnel administration, finance, infrastructure, school relationships with the community, mailing and archiving, student administration, curriculum administration, administration of special services, and application of Information and Communication Technology (ICT).

In Indonesia, the administrative staff of the school is specifically regulated in the Minister of National Education Regulation No. 24 of 2008. Based on the regulation, the school administrative staff are grouped into 3 types: (1) the head of the school administration, (2) the executor of the affairs, and (3) special services. The executor of affairs consists of a number of fields, namely: staffing, student affairs, finance, curriculum, administration and correspondence, school relations with the public (PR), and infrastructure facilities.

- a. Personnel administration, which includes: understanding basic personnel rules based on educator standards and education personnel, helping to plan the needs of educators and teachers, implementing staffing procedures and mechanisms, managing the master books and administration of the Register of Departures (DUK), conducting registration and filing staffing, preparing staffing formats, and processing rank, transfer, and employee promotion;
- b. Financial administration, which includes: Assisting the calculation of investment costs, and operating costs, personal costs and managing the flow of funds;
- c. Esiswaan k Administration, which includes: m embantu calculate investment costs, operations, and personal expenses, and assistant managers manage the flow of funds;
- d. Administration of facilities and infrastructure, which includes: identifying facilities and infrastructure needs, assisting in planning the needs of facilities and infrastructure, establishing facilities and infrastructure (such as land, buildings, educational facilities, office equipment and stationery), inventorying facilities and infrastructure, maintaining facilities and infrastructure, implementing the deletion of facilities and infrastructure, and preparing reports on facilities and infrastructure on a regular basis;
- e. School-to-community relationship administration, which includes: facilitating the smooth activities of the school / madrasah committees, helping to plan stakeholder engagement programs, fostering cooperation with government and community institutions, promoting schools / madrasahs, coordinating graduate search, and serving the school / madrasah guests;
- f. Administration of records and archiving, which includes: creating uniformity in the general pattern of the administration of the correspondence, realizing a more efficient and effective archive, supporting the smoothness of official communication and the ease of controlling its implementation, and improving the use and efficiency in a sustainable manner administration in official duties.
- g. Student administration, which includes: assisting the recruitment of new learners; assist orientation activities; helps to adjust the ratio of learners per class from school size, class size, ideal class size, average class size, pupil to teacher ratio, school and school capacity; documenting academic and non

- academic achievement; make statistical data of learners; regularly inventory the work program of the students; documenting the student work program; and documenting self-development programs;
- h. The administration of the curriculum, which includes: helps facilitate the implementation of the curriculum and syllabus; documenting the mapping of basic competencies per subject per semester; documenting curriculum, syllabus and learning plan; documenting a Value Collection List or leger; help to compose a graph of absorbency of learning per subject; as well as compiling a list of compulsory books;
 - i. Implementation of information and communication technology, which includes: operating computer equipment related to the use of LAN, internet, and database, for the purposes of school administration personnel.

A professional SAS is required to master a set of competencies in order to be able to perform its duties optimally. The development of SAS competence can be done through pre-service and inservice programs . Judging from the preservice program, so far nothing has been done formally to prepare SAS. In other words, SAS which is on the field now has not been specially prepared to be a SAS . In this regard, a well-planned and professionally administered inservice program is required for the development of SAS competence optimally.

But the reality, or phenomenon in the field according to Joko shows that the competence of TAS is still low, indicated; the TAS does not have adequate skills and ability to perform its duties, excellent service to students, parents and society is still not optimal (Zahro, 2013). Semetara that, from the results of the review in some Vocational High School of West Sumatra, indicates that the lack of competence that TAS; with indications including: the lack of ability of school administrators in applying the computer, low caring in carrying out its main tasks, lack of respect in providing excellent service, and TAS lacked training.

Based on the thinking about the importance of the existence of school administrative personnel, the standard of competence on administrative staff, there is no education program to prepare school administrative staff in particular, and still the lack of education and training programs for school administrative staff as well as the results of previous research and phenomenon in the field, interested in conducting research on "Development of School Administration Administrative Competence" at Vocational High School West Sumatera. The formulation of this research problem is (1) how is the competence of SAS SMKN Se-West Sumatera? (2) how is the need of SMKN SAS Training of West Sumatera? (3) how is the model of SMKN SAS Training in West Sumatera?

METHOD

1. Research Participants

The population of this research is Junior High School Vocational School Administration (SMK) of West Sumatera which is spread over 18 districts / cities. The sample was taken by geographic cluster and selected 7 (seven) regions, namely (1) Padang City, (2) Kota Bukittinggi, (3) Padang Pariaman District, (4) Kabupaten Lima Puluh Kota, (5) Pesisir Selatan Regency,) Sijunjung District, (7) and Kabupaten Agam. In detail the sample consisted of 158 school administrative staff and 63 heads of administrative staff.

2. Research Instruments

This research was conducted using descriptive method. The research instrument was a Semantic modified questionnaire with seven choices of answers that were in one direction interval with a "very positive" answer on the 7th on the right and the "very negative" answer on the left on the number 1 . Test the instrument performed to 20 respondents. Respondents for questionnaire test on managerial, technical and educational needs and training of head of administrative staff of the school came from 15 SMK Padang City and 5 SMK Pesisir Selatan Regency. Meanwhile, respondents to test questionnaires about technical competence and educational needs and training for the development of technical competence of administrative staff of each school 5 administrative staff of two SMK Kota Padang and SMK Pesisir Selatan or 20 school administrative staff.

The validity test results indicate valid instrument: (1) Technical Head of School Administration Technical Competence obtained $Rho = 0,647$ while rho table of 95% confidence level with $N = 20$ is 0.450; (2) Managerial Competence of Head of School Administration Staff obtained $Rho (\rho) = 0.766$, while $Rho (\rho)$ table at the 95% confidence level with $N = 20$ is 0.450; (3) Education Needs and

Training of Head of School Administration Staff obtained Rho (ρ) = 0.826 , while Rho (ρ) table at 95% confidence level with N = 20 is 0.450; (4) Technical Competence of School Administration Staff obtained Rho = 0.66 while the rho table level of 95% confidence with N = 20 is 0.450; and (5) Education Needs and Training of School Administration Staff Rho obtained rho = 0.818.

Furthermore, the instrument reliability test results show valid results: (1) Technical Competence of the Head of the School Administration Staff obtained r = 0.949 and r Table with 95% confidence level, with N = 20 is 0.444; (2) Managerial Competence Head of School Administration Staff obtained r = 0.981 and r Table with 95% confidence level, with N = 20 is 0.44; (3) Education Needs and Training of Head of School Administration Staff obtained r = 0.945 and r Table with 95% confidence level, with N = 20 is 0.444; (4) Technical Competence of School Administration Staff obtained r = 0.974 and r Table with 95% confidence level with N = 20 is 0.444; (5) Education and Training Needs School Administration Staff obtained r count = 1.038 and r Table with 95% confidence level with N = 20 is 0.444.

3. Data analysis

The data were analyzed descriptively descriptive statistically and determined the quality of research result achievement in the form of proportion.

RESULTS AND DISCUSSIONS

A. Research Results

The results of the study are presented consecutively about; (1) the competence of school administrative staff, which includes managerial and technical competence of school administrative chiefs, and technical competence of school administrative staff ; and (2) identification of training needs for school administrative chiefs and school administrators.

1. Competency school administrative staff

a. Managerial competence head of administrative staff

The managerial competence of the head of the school administration personnel is measured using 52 items for ten indicators. The results of research on the mastery of managerial competence by the head of the administrative staff of the school are described in Tabel 1.

Table 1. Managerial Competence of Head of SAS

Indicator	Average	%	Interpretation
Support the management of national standards Education	5.57	79.57	Capable
Develop programs and employment reports	5.48	78.28	Capable
Organize staff	5.36	76.57	Capable
Develop staff	5.46	78.00	Capable
Make decisions	5.49	78.43	Capable
Create a conducive working climate	5.66	80.86	Capable
Optimizing resource utilization	5.53	79.00	Capable
Fostering staff	5.51	78.71	Capable
Managing conflict	5.49	78.43	Capable
Compile reports	5.70	81.43	Capable
Average	5.52	78.86	Capable

In the table illustrates that the managerial competence of the chief of administrative personnel in SMK West Sumatra get an average score of 5.52 . These scores on achievement level of 78.86% with category is capable.

b. Technical competence head of school administration staff

Chief technical competence school administrative personnel expressed by using 37 items from nine

indicator. Results of research on the technical competence of the head of school administration staff is reflected in the Table 2.

Table 2. Technical Competence Head of SAS

Indicator	Average	%	Interpretation
Administration implement staffing	5.68	81.14	capable
Conducting financial administration	5:54	79.14	capable
Carry out administrative infrastructure	5.67	81.00	capable
Administration implement school and community relations	5.59	79.86	capable
Implement mailing administration and archiving	5.36	76.57	capable
The administration of student	5.45	77.86	capable
Implementing the curriculum administration	5.47	78.14	capable
Implement special service administration	5.44	77.71	capable
Applying information and communication technology	5.66	80.86	capable
Average	5.54	79.14	capable

The results showed an average score highest on the indicator implementing personnel administration is 5.68 with the achievements of 81.14%, and in the category is capable.

c. Technical competence of administrative staff of the school

Technical competence in vocational school administrative staff of West Sumatra investigated in 31 schools with 158 respondents. Competence is examined using 56 items per nyataan for eight indicator. Results of research on the technical competence of administrative staff of the school are described in Table 3.

Table 3. Technical Competence SAS

Indicator	Average	%	Interpretation
Administration implement staffing	5.68	81.14	capable
Conducting financial administration	5:54	79.14	capable
Carry out administrative infrastructure	5.67	81.00	capable
Administration implement school and community relations	5.59	79.86	capable
Implement mailing administration and archiving	5.36	76.57	capable
The administration of student	5.45	77.86	capable
Implementing the curriculum administration	5.47	78.14	capable
Implement special service administration	5.44	77.71	capable
Applying information and communication technology	5.66	80.86	capable
Average	5:54	79.14	capable

The results showed that the most well-controlled competence is implementing personnel administration with an average score of 6.04 and percentage achievement of an ideal score of 86.28, with a category is capable.

2. Analysis of educational and training needs of school administration staff

a. Education and training needs of the managerial competencies head of school administration staff

Results of research on education and training needs for the head of school administration staff to the development of managerial competence is described in Table 4. The results showed that the Education and Training Development Needs Managerial Competence Head of SAS with an average score of 5.82 and percentage achievement of the ideal score 83.09, with categories of need.

Table 4. Education and Training Needs Pen gembangan Competencies Managerial Head of SAS

Indicator	Average	%	Interpretation
Support the management of national standards of education	5.82	83.14	need
Develop work program and report	5.77	82.43	need
organizing staff	5.73	81.86	need
Developing staff	5.84	83.43	need
Make decisions	5.71	81.57	need
Creating a conducive working environment	5.83	83.28	need
Optimize resource utilization	5.84	83.43	need
fostering staff	5.75	82.14	need
Managing conflicts	5.91	84.43	need
Prepare reports	5.96	85.14	need
Average	5.82	83.09	need

b. Needs Education and Training for Technical Competence Enhancement Head of School Administrative Staff

Research data on education and training needs for the head of school administration staff to the development of technical competence are presented in Table 5.

Table 5. Education and Training Needs Improvement Technical Competence Head of SAS

Indicator	Average	%	Interpretation
Administration implement staffing	5.82	83.14	need
Conducting financial administration	5.77	82.43	need
Carry out administrative infrastructure	5.73	81.86	need
Administration implement school and community relations	5.84	83.43	need
Implement mailing administration and archiving	5.71	81.57	need
The administration of student	5.83	83.28	need
Implementing the curriculum administration	5.84	83.43	need
Implement special service administration	5.75	82.14	need
Applying information and communication technology	5.91	84.43	need
Average	5.80	82.86	need

The results showed that Needs Education and Training Chief Technical Competence Enhancement SAS with an average score of 5,80 and percentage achievement of the ideal score 83,86, with categories of need.

c. Analysis of educational and training needs of school administration staff

Results of research on the needs of education and training to improve the technical competence of administrative staff of the school presented on Table 6.

Table 6. Education and Training Needs Pen gembangan Competencies Managerial Head of SAS

Indicator	Average	%	Interpretation
Implement adm. Staffing	5.48	78.34	Need
Implement adm. Finance	5.71	81.51	Need
Implement adm. Infrastructure	4.93	70.45	quite Need
Implement adm. Public Relations	5.21	74.37	quite Need
Implement adm. archival correspondence	5.27	75.26	Need
Implement adm. Student	5.14	73.30	quite Need
Implement adm. Curriculum	5.14	73.42	quite Need
Applying ICT for documentation and Administration	6.23	88.96	Need
Average	5.39	82.30	Need

The results showed that the Education and Training Needs Improvement Technical Competence To Power Administration School with an average score of 5.39 and percentage achievement of the ideal score 82.30, with categories of need.

B. Discussion of Results

Furthermore, the discussion of the results pertaining to the competence of the school administration overview and description needs school administration staff training program.

1. The competence of school administration

a. Managerial competence head of school administrative staff

Based on the results, that in principle the managerial competence of the head of administrative staff in general schools in the category capable, which is located on a 5.52 score on a scale of 7 or currently on the achievements of 78.86%. Nevertheless, the achievements of competence is still not optimal because it is still more than 20% do not meet the competency as expected. As an educational institution, administrative services should be provided to stakeholders such as students, teachers, the community is more satisfying.

Based on the indicator, that competence to organize and develop the staff is much lower than other competencies. In the case, the organization of staff is important that the staff can work in accordance with the competence and be able to cooperate with other staff. The empirical conditions indicate that efforts are needed to increase the competence of the head of SAS more adequately.

b. Technical Competence Chief Administrative Staff School

Based on the results, that in principle the technical competence of the head of the general category SAS is able to, which is located on a 5.54 score on a scale of 7 or currently on the achievements of 78.86%. However, the condition of these achievements demonstrate that competence is still not optimal because it is still more than more than 20% to not yet meet the competency as expected.

Based on the indicator, that competence carry out administrative correspondence and filing, with the administration of special services, implementing student administration and curriculum administration is implementing technical competencies SAS head lower. The empirical conditions indicate that efforts are needed to increase the competence of the head of SAS more adequately, especially technical competence.

c. School Administrative Staff Technical Competence

Based on the results, that in principle the technical competence of the general category SAS is able to, which is located on a score of 5.78 on a scale of 7 or currently on the achievements of 82.75%. SAS competency achievement condition is better than the achievement of competence head of SAS. This condition, is something that needs to be discussed in greater depth. what factors which causes the condition of higher competence of competence SAS SAS head. Is it because of busyness SAS head that caused his competence will be lower. In general, SAS only does the work-related duties; while, the head of SAS is also working on technical tasks in addition to managerial duties. In addition, based on research data that one indicator of the competence of the head of the lower SAS is organizing staff and developing staff. In other words, the head of SAS busy with technical tasks compared with managerial duties. Thus, there needs to be any empirical studies on the burden of SAS chief task in time and frequency.

2. The need for school administration staff training program

a. Managerial Competence Head of School Administrative Staff

Based on the results, that in principle the training needs of managerial competence development chief general category SAS really need, which is located on a score of 5.82 on a scale of 7 or currently on the achievements of 83.09%. Although, the achievements of organizing and developing staff competence is much lower than other competencies. However, according to respondents prioritized the need for increased competence indicator reporting and managing conflicts. Meanwhile, improving the competence of the staff organize and develop staff still includes a high need category.

b. Technical Competence Chief Administrative Staff School

Based on the results, that in principle the training needs SAS chief technical competence development in general in the category of very need, which is located on a score of 5.80 on a scale of 7 or currently on the achievements of 82.86%. When linked to the attainment of technical, there are inter-related; that needs improvement are prioritized competence is the competence of the administration of special services, implementing student administration, and the administration of the curriculum. However, it is generally necessary to increase technical competency training SAS head.

c. School Administrative Staff Technical Competence

Based on the results, that in principle the training needs of technical competence development in general in the category SAS really need, which is located on a score of 5.39 on a scale of 7 or currently on the achievements of 82.30%. Training needs are very high by the respondents is the competence of applying ICT for documentation and administration as well as the competence of conducting financial administration.

C. Develop a competency development program model school administrative staff

Based on the research that has been described, following a model educational program designed for training to increase the competency of school administration. Models of school administrative staff competence development designed like the Fig. 1.

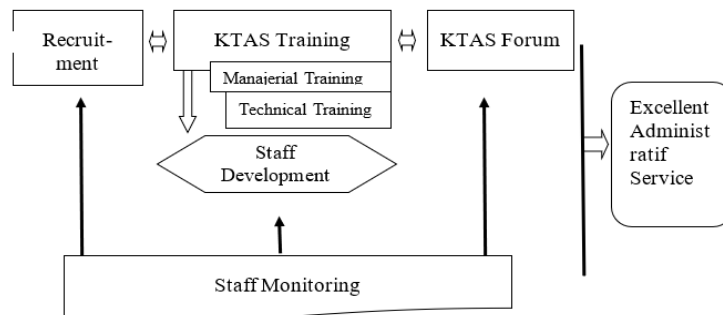


Fig. 1. Personnel Competency Development Model School Administration

Competence development SAS carried out in an integrated manner. First , the need for recruitment SAS taking into account the requirements of educational qualification and competence as administrative staff. Position as head of the administrative staff of at least vocational education S1 with the competence of management and technical competence of government offices. Second , The need for training for chief administrative personnel in the field of managerial and administrative duties vocational technical field. The training was conducted in a professional manner which contains materials on aspects of management and leadership as well as technical material field office administration tasks. Furthermore, the practice of management and leadership as well as the technical duties of office administration. Training instructor for both fields done by people who have expertise in the field of management and leadership offices, technical and administrative offices. To be the head of SAS can provide guidance to the SAS training to subordinates / her staff, it is necessary to provide technical briefing pelantikan to the staff. Third , Staff development training conducted by the head of the administration department. Fourth , the establishment of a forum the head of SAS . This forum met continuously in a certain period, such as every month to discuss the problems of school administration. Fifth , the monitoring of the competence of the head of SAS and SAS .

CONCLUSION AND SUGGESTION

Based on the results of research and discussion, it can be concluded that the managerial and technical competence as well as SAS vocational KSAS West Sumatra including enough category in the proportion is between 78% to 82%. In addition, the required training for vocational SAS KSAS and West Sumatra. Recommended starting training model of competency enhancement training KSAS and subsequently for SAS were done specifically and training in the workplace by KSAS.

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