The Phenomena of Leadership and Consistency in Implementing Quality Management on Vocational High Schools and Their Influence on School Quality

[1]Nina Anggraeni, [2]Aan Komariah, [3]Danny Meirawan, [4]Taufani C Kurniatun, [5]*Suryadi

ABSTRACT--*This study aimed to analyze the phenomena of leadership and consistency in implementing quality management on vocational high schools and their influence on school quality. The research method used was a quantitative approach. The study population consisted of 28 Vocational High Schools in DKI Jakarta. The data collection technique used was a questionnaire with a total of 240 teachers. For validation, interviews and document analysis were conducted. The results of the study showed the Weighted Mean Score of task oriented leadership was in fair category, consistency in implementing quality assurance was in good categories, and school quality variables was in fair category. Significance value of task oriented leadership and consistency in implementing quality assurance on school quality was in positive direction. The correlation coefficient value was in fair category.*

Keywords-- *Leadership, Consistency, School Quality*

I.   INTRODUCTION

A well-documented quality system becomes important for companies or organizations in implementing quality management (Yusof, 2016; Kong, 2014; Buntak, et. al, 2012). Quality education is a big problem in many communities throughout the world. The competitive education sector and the success of academic institutions depend on the quality of education. Educators, policy makers, scholars, and researchers have an interest in total quality management (TQM). Quality management is considered an effective element in continuous improvement, customer satisfaction, and organizational excellence (Uz-Zaman, et. al, 2016; Plura, 2000).

Practical experience shows that many companies go bankrupt simply because they are unable to develop as fast as their competitors (Plura, 2000). This is due to discontinued quality management. Likewise in education, inconsistent quality management causes defeat when competing with other educational institutions. Consistency is the key to customer satisfaction, must provide better products or services if an organization wants to survive. Product or service consistency is carried out by integrating quality management systems into management practices within an organization (Asri & Heveadi, 1999; Suh, 2002; Chaiken & Yates, 1985).

[1] *Student of Educational Administration School of Postgraduate Program, Universitas Pendidikan Indonesia, Indonesia.*

[2] *Universitas Pendidikan Indonesia, Indonesia.*

[3]*Universitas Pendidikan Indonesia, Indonesia.*

[4] *Universitas Pendidikan Indonesia, Indonesia.*

[5]* *Universitas Pendidikan Indonesia, Indonesia, suryadi@upi.edu.*

The consistency of quality implementation is not only implemented in companies, but also in schools, for example, efforts to ensure quality assurance (consistency in implementing quality management) in the educational process at vocational high schools with the implementation of the International Organization for Standardization (ISO). ISO is the guarantor of a quality management system for an organization. ISO certification helps vocational high schools to have international standard quality management so that it becomes a guarantor of the quality of input and output of schools. ISO in vocational high schools is designed to regulate systems and management in managing and producing educational systems and alumni who are ready to work. Furthermore, to achieve success in quality performance, schools must implement all quality assurance principles that refer to the quality system to guarantee quality (Navaratnam & O'Connor 2006; Idialu, 2013).

On the other hand, leadership is one of the main factors in the quality management to drive HR in achieving organizational goals. Leadership in education is very important in building an effective school. School principals are people who are at the forefront in coordinating efforts to improve school quality and are expected to be able to drive and lead the implementation of quality assurance (Mulyasana, 2010; Barbosa, 2017; Trisnoa and Nurdianto, 2015).

Apart from consistency in quality implementation, there are several studies that indicate the effect of leadership on consistency in quality implementation, where leaders as people who drive HR behave consistently in the implementation of quality management (Barbosa, et. Al, 2017; Verma, 2017; Misztal, 2013). Human resources are important because better performance is achieved through people in the organization (AlDamoe, et. Al, 2012; O'Gorman, 2012). Through the role of leader, human resources are driven to achieve organizational goals. Leadership is one of the main factors that bring positive change to the organization, if there is no leadership in the organization, then it will not be able to change the direction desired and even experience negative changes (Hao & Yazdanifard, 2015; Alperen, et. Al, 2017; Koech & Namusonge , 2012).

Based on this explanation, study on consistency in implementing quality had not been carried out so it is important to study. This study will discuss leadership and consistency in implementing quality management in vocational high schools and their inlfuences on school quality, so that it is known how the role of leadership on consistency in implementing quality management to drive human resources to achieve organizational goals.

II. LITERATURE REVIEW

1. LEADERSHIP

Leadership is power, where one person has the ability to influence or change the values, beliefs, behavior and attitudes of others. Someone with strong leadership will be a good example or role model for employees, because leaders who are able to effectively achieve some good results can increase employee trust and admiration, and inadvertently change values, beliefs, behavior, and attitudes (Ganta, and Manukonda, 2014; Kotter, 2001; Grint, 2007).

Effective leaders are leaders who provide clear direction to employees, and are able to make employees committed to their work and able to achieve the goals and objectives of the organization (Wasim, and Imran, 2010). The literature on leadership has a different and conflicting paradigm (Day & Antonakis, 2012). The paradigms are as follows, personality traits, behavior, contingency (situational), leader-members interpersonal relationships,

transformational-transactional information, neo-charismatic processing (implicit leadership), cultural dependence, biological evolution, and leadership thinking theory (Day et al., 2014; Day & Antonakis, 2012; Dinh et al., 2014; Horner, 1997; House & Aditya; 1997; Javidan et al., 2016; Mathews, 2016; Mortensen et al., 2014). The main objective of the leadership paradigm is to determine the characteristics of leadership (Day & Antonakis, 2012; Dinh et al., 2014; House & Aditya 1997; Mortensen et al., 2014), to determine great leaders, and determine the great qualities of these leaders (Horner, 1997). Research on leadership characteristics in schools has failed to identify universal leadership that will apply in any cultural context (Northouse, 2010). This shows something good. Leaders usually have a clear vision for the company and can therefore easily identify the problems and obstacles that currently stand between them and the goals of the organization. In this way, they can effectively and efficiently bring the reforms needed to bring the company into the future while staying abreast of contemporary changes in the business world.

2. QUALITY MANAGEMENT AND SCHOOL QUALITY

In quality management, customers are exclusive and customer satisfaction is considered as the main source of business success. Quality management advocates the development of human resources very explicitly because business excellence is largely dependent on the ability of employees. Quality management uses the ability of employees in all activities and processes as well as to create viable and tangible collaborations that are continuously able to increase the ability of employees (Schargel, 1994; Stanciu, 2003). Quality management promotes quality culture because it can ensure improvements in product and service quality. Quality management is the process of changing the basic culture of an organization and directing it to superior product or service quality (Gaither, 1996; Vinni, 2011).

Quality management creates a culture of trust, participation, teamwork, quality of mind, enthusiasm for continuous improvement, constant learning and work culture that contribute to the success and existence of the company (Yusof and Aspinwall, 2000; ISO/FDIS 9000, 2000; Kanji et al., 1999; Chang, 2002; Cole, 2002)

Quality assurance is a system of quality management. Quality management is a way of managing an organization that is comprehensive and integrated. Quality management is directed in order to: a) meet customer needs consistently, and b) achieve continuous improvement in every aspect of organizational activity (Tenner and DToro, 1992; Kanji et al., 1999; Chang, 2002; Cole, 2002). Edward Sallis (2012: 52) stated that quality is the standard to show excellence.

Quality Assurance is a term used to represent quality monitoring, evaluation or review activities. Quality assurance activities are processes to build trust, by fulfilling minimum requirements or standards on input components, process components, and outcomes, as expected by stakeholders. In the field of education, quality assurance is a way to manage all activities and educational resources for customer satisfaction (Mahmud, 2012; Manghani, 2016).

The quality assurance process begins with the setting of standards, procedures and inputs for a system, while the product of the quality assurance process is consistency between standards, procedures in the process with standards, procedures in the input that have been predetermined. The degree of consistency between various quality standards in inputs and implementation in the process, is feedback as a follow-up to check and improve the quality of education (Yusof and Aspinwall, 2000; ISO/FDIS 9000, 2000; Kanji et al., 1999; Chang, 2002; Cole, 2002).

There is no doubt that quality management has full potential in education services. This does not indicate the absence of challenges or obstacles in implementing quality management in education. Some educators believe that the philosophy developed for business may not be suitable for service organizations such as educational institutions. Schools or other academic institutions are so different from the ethos and characteristics of an industry that it is difficult or even impossible to apply that philosophy (Birnbaum and Deshotels, 1999; Seymour, 1991; Brinbaum, 2000; Massy, 2003). The biggest obstacle is the commitment of those involved in the education system, especially top management and teachers. The role of individuals, especially teachers, is often informal and less bureaucratic in the traditional education system. The quality management approach seems to be an administrative and bureaucratic process; so there is a tendency to produce endless meetings, produce large amounts of paper, and delays in making critical decisions or even not making any decisions at all (Koch and Fisher, 1998; Massy, 2003).

3. Consistency in Implementing Quality

Cognitive consistency theory, which developed between the 1940s and 1960s, is one of the studies that explore tasks by involving many variables. This theory is based on the balance theory by Fritz Heider (Heider, 1946, 1958), cognitive dissonance theory (Brehm & Cohen, 1962; Festinger, 1957), congruity theory (Osgood & Tannenbaum, 1955), theory of symmetry (Newcomb, 1953), and a number of neobalance theories (Abelson & Rosen berg, 1958; Cartwright & Harary, 1956; Rosenberg, 1960). Cognitive consistency theory shows the principle of gestaltism in which human cognition is substantially influenced by mutual interactions between pieces of psychological knowledge (Asch, 1946b; Wertheimer, 1922/1967a) - an interaction within the framework of structural dynamics (Markus & Zajonc, 1985; Zajonc, 1985; Zajonc, 1985). 1968). Cognitive consistency theory sees humans as active processors for understanding what is felt, thought and done, where they actively compile and interpret to make a match to the inconsistencies that are common in attitudes. This theory assumes that humans seek consistency among their cognitions (Heider, 1960; Festinger, 1957).

Consistency in implementing education quality is an activity in implementing quality so that it will continue to be implemented. Concepts such as quality, efficiency, performance and competence are at the forefront of important rules. For this reason, these concepts underlie the development of many models such as the use of ISO standards. Today, competition between educational institutions is very high. Therefore, each institution must work hard to be able to stand out among the others. In this way, to obtain ISO 9001 standard documents, it must increase understanding of the quality of education. On the other hand, it becomes mandatory to use ISO standards to eliminate managerial problems that arise from day to day in the growth of Institutions (Celik, 2018; Andiva and Simatwa).

Implementation of ISO in schools is an effort in implementing quality, where schools will be audited annually. So that school resources (principals, teachers, administrative staff) will carry out consistent behavior in implementing the quality of education.

III. RESEARCH METHOD

In this study, researchers used a descriptive method with a quantitative approach. The population in this study wa vocational high school that applies quality assurance in the implementation of education in DKI Jakarta. The

samples that participated in this study were 240 teachers and 30 principals in vocational high schools in DKI Jakarta. The sampling technique used was non-probability sampling. To describe each variable, the Weighted Mean Score (WMS) technique was used. WMS category can be seen in the following tablet:

Table 1: Categorization of *Weighted Mean Score*

No	Range	Category
1.	4.51-5.00	Good
2.	3.50-4.50	Fair
3.	<3.50	Bad

To find out the phenomenon of relationships between variables, the regression test was carried out as follows :
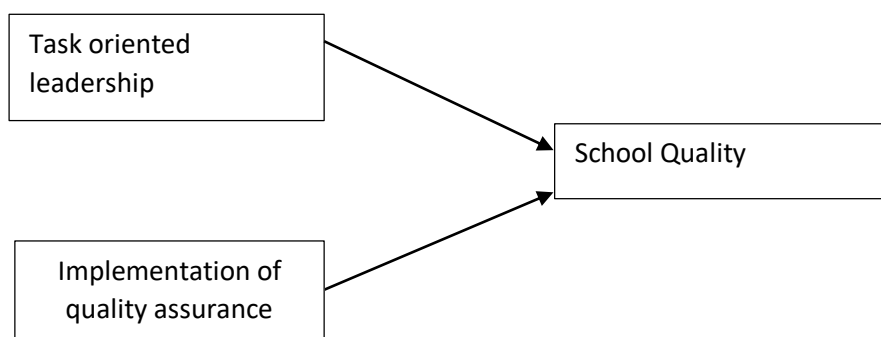

Figure 1: Research Model

IV. RESULTS AND DISCUSSION

1. RESULTS

a. Task Oriented Leadership

Weight Means Score data are as follows:

Table 2: Description of Task Oriented Leadership

Category	Aspect
Good	Remind teachers that teaching and learning activities must be in line with learning objectives and school goals
Fair	1. Know the work plan based on the school goals 2. Work together to succeed the internship program 3. Evaluate the internship program 4. Make a schedule and target of teacher 5. Coordinate with parents 6. Communicate work programs supported by the Provincial Education Office

Category	Aspect
	7. Participate in work programs with companies (internship locations)
	8. Hold regular meetings with the teacher
	9. Hold regular meetings with educational staff
	10. Carry out periodic supervision
	11. Has an objective view of teacher assessment.

Results of WMS showed aspect of task-oriented leadership in the good category was aspect of remind teachers that teaching and learning activities must be in line with learning objectives and school goals. In fair category, there were several aspects namely, know the work plan based on the school goals, work together to succeed the internship program, evaluate the internship program, make a schedule and target of teacher, coordinate with parents, communicate work programs supported by the Provincial Education Office, participate in work programs with companies (internship locations), hold regular meetings with the teacher, hold regular meetings with educational staff, carry out periodic supervision, and has an objective view of teacher assessment.

Table 3: Description of Quality Assurance Consistency

Category	Aspect
Good	1. Develop a quality assurance system
	2. Meet National Education Standards
	3. Use accurate data and information
	4. Continuous implementation of quality
	5. Have a document to improve quality
	6. Documentation of program activities
	7. Conduct periodic internal audits
	8. Socialization of the importance of school evaluation and National Education Standards
	9. Socialization to run the organizational structure and policies according to the National Education Standards
	10. Implement participatory, active, creative, effective, and fun learning activities.

Results of WMS showed several aspects of quality assurance consistency were in the good category namely, develop a quality assurance system, meet National Education Standards, use accurate data and information, continuous implementation of quality, has a document to improve quality, documentation of program activities, conduct periodic internal audits, socialization of the importance of school evaluation and National Education Standards, socialization to run the organizational structure and policies according to the National Education Standards, and implement participatory, active, creative, effective, and fun learning activities.

Table 4: Description of School Quality Improvement

Category	Aspect
Fair	1. Able to meet the needs of teachers, students and the community
	2. Select students for internship
	3. School residents obey the rules
	4. Education and training for teachers
	5. School strategy socialization
	6. Accept suggestions openly
	7. School quality policy socialization
	8. Has a planning document
	9. Written basic tasks and responsibilities of teachers
	10. Has a student flow chart
	11. Quality learning methods
	12. Student creativity activities
	13. Clarity of direction of work
	14. School strategy socialization
	15. Clear evaluation criteria
	16. Evaluation of education services
	17. Awareness of quality management.

Results of WMS showed several aspects of school quality improvement were in the fair category namely, able to meet the needs of teachers, students and the community, select students for internship, school residents obey the rules, education and training for teachers, school strategy socialization, accept suggestions openly, school quality policy socialization, has a planning document, has written basic tasks and responsibilities of teachers, has a student flow chart, quality learning methods, student creativity activities, clarity of work direction, school strategy socialization, clear evaluation criteria, evaluation of education services, and awareness of quality management.

b. *Significance of Correlation and Determination Test*

1) Significance of Correlation and Determination Test ($X_1 - Y$)

After *Weight* Means *Scores* were calculated, Significance of Correlation and Determination Tests were conducted to know correlation level between X_1 and Y. The results are as follows:

Table 5: Significance of Correlation and Determination Test ($X_1 - Y$)

X_1 Variable	Correlation (Sig.)	R Square	Regression
Task oriented leadership-school quality	0.000	50.3%	1.091

Based on the above table, the significance level of X_1 (task oriented level) on Y (school quality) was 0.000, which means that there was a significant relationship between X_1 (task oriented leadership) and Y (School quality). Then, as for the level of causality relationship between X_1 (task oriented leadership) and Y (school quality) with

R Square of 50.3% so it means the relationship between X_1 (task-oriented leadership) and Y (school quality) was 50.3 %. Furthermore, if there is an increase or decrease that occurs in X_1 (task oriented leadership) will be followed by Y (School Quality) of 1.091.

2) Significance of Correlation and Determination Test (X_2 – Y)

Table 6. Significance of Correlation and Determination Test (X_2 – Y)

X_2	Correlation (Sig.)	R Square	Regression
Quality Assurance Implementation – School Quality	0.000	59.4%	1.209

Based on the above table, the significance level of X_2 (Quality Assurance Implementation) on Y (school quality) was 0.000, which means that there was a significant relationship between X_2 (Quality Assurance Implementation) and Y (School quality). Then, as for the level of causality relationship between X_1 (Quality Assurance Implementation) and Y (school quality) with R Square of 59.4% so it means the relationship between X_1 (Quality Assurance Implementation) and Y (school quality) was 59.4 %. Furthermore, if there is an increase or decrease that occurs in X_2 (Quality Assurance Implementation) will be followed by Y (School Quality) of 1.209.

V. DISCUSSION

a. Role of Task Oriented Leader in improving School Quality

There was significant relationship between task-oriented leadership and school quality improvement. From the calculation of the determination coefficient above, it can be seen that the coefficient of determination (R Square/r2) of X1 to Y had fair influence.

From these results, it can be known and concluded that, leadership is one of the main factors in quality management that drives HR in achieving organizational goals. This is in line with the concept that school principal is at the forefront in coordinating efforts to improve school quality and is expected to be able to drive and lead the implementation of quality assurance (Mulyasa, 2011; Barbosa, 2017; Trisnoa and Nurdianto, 2015). In this case, the leader has characteristics: give instructions to subordinates, supervise subordinates closely and convince subordinates, and the task must be carried out in accordance with the wishes of the leader.

This opinion is in line with the results of research that showed a significant influence between task-oriented leadership on the objective to be achieved namely improving the quality of schools. This is in line with the opinion of Danim (2007), to improve the quality of schools, it involves five dominant factors namely the leadership of principal, students, maximum involvement of teachers, dynamic curriculum and cooperative networking. Thus, one of the factors to improve school quality is the leadership of principal, so the Principal must understand the vision of the school clearly, be able and willing to work hard, has a high work motivation, perseveres and be steadfast in working hard, has high work motivation, provides optimal service, and has strong work discipline. This will show that great leaders in controlling their subordinates will create a culture of work discipline that will have an impact on improving school quality.

This task-oriented leader prioritizes the implementation of tasks in the department which is then delegated evenly to the subordinates and accompanied by quality control to ensure the task is carried out well and sets the

targets according to demand, maximum capabilities and existing needs, thus there will be an increase in the quality of schools if accompanied with task-oriented leadership, because the leader will focus on carrying out the tasks given to subordinates in improving the quality of the school, then improving the quality of the school will be prioritized.

b. The Importance of Consistency in Improving School Quality

There was significant relationship between consistency in implementing quality assurance and school quality improvement. From the calculation of the determination coefficient above, it can be seen that the coefficient of determination (R Square/r2) of X2 to Y had fair influence.

Consistency in implementing education quality which is an activity in implementing quality must still be carried out. Concepts such as quality, efficiency, performance and competence are at the forefront of important rules. For this reason, these concepts lead to the development of many models such as the use of ISO standards. In line with the results of the study which showed a significant influence between consistency on school quality.

The principal must have and also understand the vision of school clearly, be able and willing to work hard, has a high work motivation, be diligent and steadfast in working hard, has high work motivation, be diligent and be steadfast in carrying out the duties, provides optimal service, and has strong work discipline. Cooperative networks are not only limited to the school and community environment (parents and the community) but with other organizations, such as institutions/companies so that output from the school can be absorbed in working world.

c. Role of Leader and Consistency in Improving School Quality

Y variable (school quality improvement) was influenced by X1 variable (task oriented leadership) and X2 (consistency). Task oriented leadership and consistency are efforts made by education stakeholders in schools to achieve success in the quality of the implementation of educational programs in schools.

Based on the results obtained, the significance value was in a positive direction, which means task oriented leadership and consistency had a significant and positive influence on the quality improvement of vocational high schools in DKI Jakarta. Then to determine the relationship or correlation in this study, it is reinforced by the coefficient of determination which showed the existence of a fair influence on task oriented leadership (X1) and consistency (X2) on school quality improvement.

The result of the calculation is in line with previous research on quality which was also influenced by consistency in implementing quality, there are several studies about the influence of leadership and consistency in implementing quality, that the role of leaders as people who drive HR to behave consistently in implementing quality management (Barbosa, et al, 2017; Verma, 2017; Misztal, 2013). Human resources are important because better performance is achieved through people in the organization (AlDamoe, et. Al, 2012; O'Gorman, 2012). Through the role of leader, human resources are driven to achieve organizational goals. Leadership is one of the main factors that bring positive change to the organization, if there is no leadership in the organization, then it will not be able to change the direction desired and even experience negative changes (Hao & Yazdanifard, 2015; Alperen, et al., 2017; Koech & Namusonge, 2012).

Thus it can be concluded that the variables X1 and X2 had a relationship with the Y variable, as well as the Y variable which had a dependency on the X1 variable and the X2 variable with positive direction. This showed a

significant influence between task oriented leadership and consistency on the quality of vocational high schools in Jakarta.

VI. CONCLUSION

This study examined the phenomena of leadership and consistency in implementing quality management in vocational high schools and their impact on school quality, the results of the study showed the Weighted Mean Score of task oriented leadership was in fair category, consistency in implementing quality assurance was in good categories, and school quality variables was in fair category. Significance value of task oriented leadership and consistency in implementing quality assurance on school quality was in positive direction. The correlation coefficient value was in fair category.

REFERENCES

1. Abelson, R. P., & Rosenberg, M. (1958). Symbolic psycho-logic: A model of attitudinal cognition. Behavioral Science, 3, 1–8

2. ALDamoe, et. al. (2012). The mediating effect of HRM outcomes (employee retention) on the relationship between HRM practices and organizational performance. International Journal of Human Resource Studies, 2(1), 75-88. doi: 10.5296/ijhrs.v2i1.1252

3. Alperen.2017. A Critical Review of Implicit Leadership Theory on the Validity of Organizational Actor-National Culture Fitness. Journal of Organizational Leadership. Volume 6, pp: 456-469

4. Andiva, Zilpah Kageha and Enose M.W. Simatwa.(2018). Influence of ISO 9000:2008 Quality Management System on Academic Staff's Service Delivery In Teaching In Public Universities: An Analytical Study. Journal of Current Research. Vol. 10, Issue. 05, pp.69654-69665

5. Asch, S. E. (1946b). Max Wertheimer's contribution to psychology. Social Research, 13, 81–102.

6. Asri S. W, Marwan And Antonius N. Heveadi.1999. Price Earnings Ratio (Per) Model Consistency: Evidence From Jakarta Stock Exchange. Journal of Business. Vol. 1, No. 2, pp. 85—97

7. Barbosa, et. al. (2017). Leadership and quality management – a correlational study between leadership models and quality management principles. Journal Leadership and quality management. vol 24, no. 3, p. 438-449

8. Birnbaum, R. and Deshotels, J. (1999) Has the Academy Adopted TQM? Planning for Higher Education, 28, 29-37.

9. Brinbaum, R. (2000) Management Fads in Higher Education: Where They Come from, What They Do, Why They Fail. Jossey-Bass Inc., San Fransisco.

10. Brehm, J. W., & Cohen, A. R. (1962). Explorations in cognitive dissonance. New York: Wiley.

11. Buntak, Krešimir. 2012. Impact Of Product Quality In The Business Of The Organization. Journal for Quality research. Vol 6, no 3, pp. 271-283

12. Butler, A.M., Kwantes, C.T. & Boglarsky, C.A., 2014, 'The effects of self-awareness on perceptions of leadership effectiveness in the hospitality industry: A cross cultural investigation', International Journal of Intercultural Relations 40, 87–98. https:// doi.org/10.1016/j.ijintrel.2013.12.007

13. Cartwright, D., & Harary, F. (1956). Structural balance: A generalization of Heider's theory. Psychological Review, 63, 277–293.

14. Celik, Bünyamin. The Effect of ISO 9001 Quality Management System on Education Institutions (A Case Study of Ronaki Duhok Education Company in Iraq). Journal of Management Innovationn. Vol. 3, No. 1, pp. 6-24

15. Chaiken, Shelly.1985. Affective-Cognitive Consistency and Thought-Induced Attitude Polarization. Journal of Personality and Social Psychology. Vol. 49, No. 6, 1470-1481

16. Chang, H. H. & Sinclair, D. (2003) Assessing workforce perception of total quality-based performance measurement: a case study of customer equipment servicing organization, Total Quality Management & Business Excellence, 14(10), pp. 1093–1120.

17. Cole, R. E. (2002) From continuous improvement to continuous innovation, Total Quality Management & Business Excellence, 13(8), p. 1051.

18. Day, D., & Antonakis, J. (2012). Leadership: Past, Present, and Future. In D. V. Day, & J. Antonakis (Eds.), The Nature of Leadership (pp. 3–25). California: SAGE Publishing.

19. Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. The Leadership Quarterly, 25(1),63–82.

20. Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. The Leadership Quarterly, 25(1), 36–62.

21. Festinger, L. (1957). A theory of cognitive dissonance. Evanston, IL: Row, Peterson.

22. Gaither, N. (1996) Production and Operations Management. Duxbury Press, Cincinnati.

23. Ganta, V. C. and Manukonda, J. K. (2014). Leadership During Change And Uncertainty In Organizations. International Journal of Organizational Behaviour & Management Perspectives, 3(3), 1183.

24. Grint, K. (2007). What is Leadership? from Hydra to Hybrid. Working paper, Said Business School and Templeton College, Oxford University.

25. Hassan, S., Mahsud, R., Yukl, G. & Prussia, G.E., 2013, 'Ethical and empowering leadership and leader effectiveness', Journal of Managerial Psychology 28(2), 133–146. https://doi.org/10.1108/02683941311300252

26. Heider, F. (1946). Attitudes and cognitive organization. Journal of Psychology, 21, 107–111.

27. Heider, F. (1958). The psychology of interpersonal relations. New York: Wiley.

28. Heider, F. (1960). The Gestalt theory of motivation. In M. R. Jones (Ed.), Nebraska Symposium on Motivation (Vol. 8, pp. 145–172). Lincoln: University of Nebraska Press

29. Hao, Moo Jun & Rashad Yazdanifard.2015. How Effective Leadership can Facilitate Change in Organizations through Improvement and Innovation. Journal of Management and Business Research: A Administration and Management. Volume 15 Issue 9 Version 1.0

30. Horner, M. (1997). Leadership theory: Past, present and future. Team Performance Management, 3(4), 270–287.

31. House, R. J., & Aditya, R. N. (1997). The social scientific study of leadership: Quo vadis? Journal of Management, 23(3), 409–473.

32. ISO/FDIS 9000 (2000). Quality Management Systems – Fundamentals and Vocabulary.ISO

33. Javidan, M., Bullough, A. & Dibble, R. (2016). Mind the gap: Gender differences in global leadership self-efficacies. The Academy of Management Perspectives, 30(1),59–73.

34. K. K. Navaratnam & Rory O'Connor (1993) Quality Assurance in Vocational Education: meeting the needs of the nineties, The Vocational Aspect of Education, 45:2, 113-122, DOI: 10.1080/0305787930450202

35. Kanji, G. K., Malek, A. B. & Tambi, A. (1999) TQM in UK higher education institutions, Total Quality Management, 10(1), pp. 129–153.

36. Koch, J.V. and Fisher, J.L. (1998) Higher Education and Total Quality Management. Total Quality Management , 9, 659-668. https://doi.org/10.1080/0954412988136

37. Koech, Peris M and G.S Namusonge.2012. The Effect of Leadership Styles on Organizational Performance at State Corporations in Kenya. Journal of Business and Commerce. Vol 2, no 1, pp: 01-12

38. Kong, Jian Pei. 2014. Level of satisfaction among postgraduate health sciences students on the cafeteria facilities in Universiti Kebangsaan Malaysia, Kuala Lumpur Campus. Journal of Quality and Service Sciences Vol. 6 No. 4, pp. 258-273

39. Kotter, J. P. (2001). What leaders really do. Harward Business Review, 79(11),85–96.

40. Mahmud, Marzuki.(2012). Manajemen Mutu Perguruan Tinggi. Jakarta : Rajawali Pers.

41. Manghani, Kishu. 2016. Quality assurance: Importance of systems and standard operating procedures. Journal Perspectives in Clinical Research. Vol 2, issue 1, pp. 34-37

42. Markus, H., & Zajonc, R. B. (1985). The cognitive perspective in social psychology. In G. Lindzey & E. Aronson (Eds.), Handbook of social psychology (3rd ed., Vol. 1, pp. 137–230). New York: Random House.

43. Massy, W.F. (2003) Honoring the Trust: Quality and Cost Containment in Higher Education. Anker Publication, Bolton.

44. Mathews, J. (2016). Toward a conceptual model of global leadership. IUP Journal of Organizational Behavior, 15(2),38–55.

45. Misztal, Agnieszka. (2013). The Impact of Leadership on The Quality Management Systems. Research/Expert Conference with International Participations

46. Mortensen, J., Lichty, L., Foster-Fishman, P., Harfst, S., Hockin, S., Warsinke, K., & Abdullah, K. (2014). Leadership through a youth lens: Understanding of youth conceptualization of leadership. Journal of Community Psychology, 42(4), 447–462.

47. Mulyasa (2011). Manajemen dan Kepemimpinan Kepala Sekolah, Penerbit Bumi Akasara Jakarta.Press

48. Newcomb, T. M. (1953). An approach to the study of communicative acts. Psychological Review, 60, 393–404.

49. O'GORMAN D., "Critical Appraisal of the Factors That Shape HRM Approaches in the Construction Sector", Essay, www.termpaperwarehouse.com, June 2012, 1-3

50. Osgood, C. E., & Tannenbaum, P. H. (1955). The principle of congruity in the prediction of attitude change. Psychological Review, 62, 42–55.

51. Plura, Jirí. 2000. Continual Improvement Within The Quality Management Systems. Kvalita Inovácia Prosperita. Volume 5, No 1, Pp. 13 – 22

52. Rivai, V. (2013). Manajemen Sumber Daya Manusia dari Teori ke Praktek, Edisi Kedua. Jakarta: Penerbit PT Rajagrafindo Persada

53. Rosenberg, M. J. (1960). An analysis of affective–cognitive consistency. In M. J. Rosenberg, C. I. Hovland, W. J. McGuire, R. P. Abelson, & J. W. Brehm (Eds.), Attitude organization and change: An analysis of consistency among attitude components (pp. 15–64). New Haven, CT: Yale University Press.

54. Sallis Edward. (2012). Total Quality_Management In Education: Manajemen Mutu Pendidikan. Yogjakarta: Ircisod.

55. Schargel, F.P. (1994) Transforming Education through Total Quality Management: A Practitioner's Guide. The Leadership Management Series, Princeton.

56. Seymour, D.T. (1991) TQM on Campus: What the Pioneers are Finding. AAHE Bulletin, 44, 10-13.

57. Stanciu, I. (2003), Managementul calit ii totale, Bucureti, Ed. Cartea Universitar "ISO 9000" 2006.

58. Sudarwan Danim. (2007) Visi Baru Manajemen Sekolah. Jakarta: Bumi Aksara

59. Suh, Eunkook M. (2002). Culture, Identity Consistency, and Subjective Well-Being. Journal of Personality and Social Psychology, 2002, Vol. 83, No. 6, pp. 1378–1391

60. Tenner, A.R. dan De Toro, I.J.(1992). Total Quality Management: three Stepps ToContinuous Improvement. Reading, MA: Addison-Wesley Publishing Company.

61. Trisnoa, Bambang and Daniar Nurdiantoa. 2015. UPI International Conference on Technical and Vocational Education and Training (TVET)

62. Uz-Zaman, et. al. (2016). Implementing Total Quality Management in Education: Compatibility and Challenges. Journal of Social Sciences. Vol 4, page: 207-217

63. Verma, Manoj Kumar. (2016). Importance of Leadership In Total Quality Management. Journal Vistas of Education.

64. Vinni, R. (2011). Total Quality Management and paradigms of public administration, International Public Review, 8(1) 15-23.

65. Wahjosumidjo. (1999). Kepemimpinan Kepala Sekolah. Jakarta : Raja Grafindo Persada.

66. Wasim, A. and Imran, A. (2010). The Role of Leadership in Organizational Change. Relating the successful organizational change to visionary and innovative leadership, 3(2), 9.

67. Yusof, Sha'ri Mohd. 2016. Design of quality system documentation in hydrotiller production unit as improvement of quality management system in small and medium enterprise. Journal Productivity and Quality Management, Vol. 19, No. 1

68. Yusuf, S.M. and Aspinwall, E. (2000) TQM Implementation Issue: Review and Case Study. International Journal of Operation and Production Management , 20, 634-655. https://doi.org/10.1108/0144357001032159.