



Development of Training Models for Increasing Managerial Competence of Administrative Leaders in Higher Education Based on Action Based Learning

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Abstract. This study aims to reveal: how is that the process of developing a training model for improving the managerial competence of administrative leaders in Universities based on Action Based Learning is valid, practical, effective, the info source of this research is the academic community of Padang State University, techniques of knowledge collection are validity, practicality, and effectiveness. The results of this study were found from the validity test of three aspects, namely aspects of media, material, and language. Furthermore, the practicality test of the lecturer's response and therefore the student's response. The results of the typical product validity got a value of 90.97% within the very valid category, the typical practicality of student responses was 80.31% within the practical category. The typical practicality of the lecturer's response is 88.46% within the practical category. Consistent with the data above, it are often summed up that the Model Development of Training Model for Increasing Managerial Competence of Administrative Leaders in Higher Education Based on Action Based Learning is valid, practical, and effectively utilized in higher education.

Keywords: Pengembangan Model · Kompetensi Manajerial · Action Based Learning

1 Introduction

Higher education is part of the national education system, which plays a continuing strategic role in teaching the nation's life. Education is a source of invention and solutions for the nation's growth and development, as well as the advancement of the times. Higher education's function is to advance science and technology [1]. Higher education's mission is to develop all student potential, to generate competitive graduates, to produce science and technology via research, and to realize community service in enhancing general welfare and educating the nation's life [2, 3]. In order for the function of higher education to be realized, many components are involved and work together and coordinate with each other to achieve these goals. These components include the board

of trustees, higher education leaders, teaching staff or lecturers, higher education senate, university tridharma implementers, administrative implementers or administrative staff as well as supporting staff [4]. All of these components have strategic functions and roles in the management of higher education institutions. The success of higher education management is largely determined by these components. Higher education is part of the national education system, which plays a strategic role in teaching the nation's life on a continuing basis. Education is a source of invention and solutions for the nation's growth and development, as well as for the advancement of the times. The purpose of higher education is to advance science and technology [1]. To comprehend the tri dharma of higher education, then, professionalism in university administration is essential required for institutions to compete in the global cirque [5]. If a university is to flourish, it must be governed by individuals who truly understand the numerous difficulties that universities confront, such as student affairs, learning, infrastructure, planning, financing, fundraising, and collaboration.

According to study undertaken by [6] several colleges in America, universities that are competently managed by individuals who truly understand the difficulties of higher education will swiftly expand and develop into research universities. Then, [7] discovered that the power of the University President in carrying out his leadership has a significant impact on the university's effectiveness. The objective of higher education is to develop all student potential, generate competitive graduates, produce science and technology via research, and realize community service in increasing general welfare and educating the nation's life.

Administrative staff, often known as support staff, is an important component in the management of higher education. The executive staff is responsible for providing technical and administrative assistance to higher education in the areas of planning, student affairs, finance, buildings and infrastructure, learning, staffing, research, service, quality assurance, and collaboration [8].

Administrative implementers, who include the head of the bureau, the top of the division, and the head of the sub-division, as well as administrative employees, handle administrative issues in education. The heads of Biri, Kabag, and Kasubag are university administration leaders. To benefit the smooth operation of administrative operations and the effective and efficient administration of higher education, the top of the Division and Head of Sub-Division must meet the qualifications and have a set of competencies and abilities in carrying out their duties and develop their staff to be more skilled and professional in providing administrative services to all existing elements at University one among the competencies and abilities that must be possessed by administrative implementers is managerial competence. The managerial ability of this education according to [9] covers technical, interpersonal, conceptual, and administrative skills associated with higher education management. Managerial competencies are associated with competencies regarding the management of all aspects of higher education, namely academic, staffing, financial, general, student affairs, planning and knowledge systems aspects, also as cooperation and public relations. All of those aspects must be managed properly by the Head of the Division and Head of Sub-section so that they are capable of providing excellent and suitable administrative services to the whole academic community. As a result, the managerial competence of the top and sub-section will have a

significant impact on their performance for the smooth management of higher education and the quality of administrative services. Because the top and heads of sub-sections, as well as administrative personnel, will substantially support higher education leaders in managing higher education so that the vision and purpose of higher education may be effectively fulfilled. The quality is determined by management, not the people. Because management and leadership talents are management techniques used by managers to influence their workers' behavior in order to achieve organizational goals [10, 11].

Thus, the managerial abilities or competencies must be possessed by the heads and sub-sections, in order that they can support the leadership in managing tertiary institutions effectively and efficiently. However, the phenomenon that happens in several universities, one among which is the Padang State University, is impressed that the managerial capability possessed by the top of the Division and Head of Sub-section doesn't work optimally to support the leadership in managing higher education institutions and the services provided by the administrative leadership are not optimal. Supported the results of the author's interview in March 2017 with several department heads, students and lecturers, also as the Head of the Division and Head of Sub-section, the phenomena associated with the managerial capability of the Head of the Division and the Head of Sub-section were shown:

1. There are complaints from the leadership of the department leadership about the inability of the support staff (administrative staff) in implementing various policies that have been made by the leadership. In addition, there are also complaints from lecturers about the inability of administrative staff to provide good service to several matters related to lecturer staffing, such as data updating and lecturer promotions.
2. There are still sub-divisions and sub-divisions that are less than optimal in compiling work plans for their respective divisions. For example, the head of the student affairs sub-section does not have a work plan related to learner affairs. The work plan is more of an unstructured work plan and there is no update on the next work plan. This work plan is based merely on experiences in foregoing years. As stated by several heads of the Department of Student Association that non-academic student activities are activities that are only passed down from year to year or with activities with the same implementation pattern every year. There is no student activity design yet with a new implementation pattern that is more effective and practical that is able to awaken students' independence and enthusiasm for learning.
3. There are still heads and sub-sections who are not able to properly supervise the performance of the staff on the line of command. Some of the Sub-Division Heads stated that some of their staff were difficult to guide and supervise in their work because they felt they had more abilities than other staff, but in reality it was not like that.
4. In relation to human relations, there is a work relationship that is not so harmonious. The ability to understand each other's attitudes and feelings among co-workers is still not firmly entrenched in the head of the division and head of the sub-section. The ability of the head and head of sub-section to communicate clearly persuasively with other staff is still low. It is often heard that staff complain that their superiors do not understand the difficulties they face; and also student complaints that the head and head of the sub-section do not serve them in a friendly and courteous

manner. Likewise, there were complaints from lecturers that they did not feel that they had received good service from administrative staff (head of division and head of sub-section).

5. Several Heads of Divisions and Heads of Sub-divisions revealed that with the new rules and changes in the management system in several aspects of the university, they felt overwhelmed and inappropriate in understanding the new rules and inappropriate in applying them to administrative work, socializing them with other administrative staff, so that the work they carry out must be repeated so that their understanding is just as it should be. They feel this will have an unfavorable impact in terms of administrative services. In addition, they also revealed that the PIM education and training they had attended in the past did not have much direct influence on the implementation of their daily tasks, because the training pattern they used to follow was still the old pattern, the material and time were very condensed so that they did not so much knowledge that they can absorb.

Research conducted by [12] regarding the Quality of Higher Education Administrative Services revealed that as universities in developing countries whose quality of human resources also do not have the awareness, knowledge, understanding and habits according to the demands of modern management and good habits possessed by developed countries, the state of administrative services of various organizations, both government or private, in this case, in particular, higher education administration services also vary from poor to good. The administrative staff does not appear to have good performance, cannot be relied on at work, and works according to their will without paying attention to good and efficient procedures and methods. They carry out work inconsistently and inaccurately. Serving leaders and other elements in need slowly and unresponsively. His actions and appearance are disrespectful, uneducated, do not display confidence and self-confidence. Some of them show a genuine lack of concern for every element that needs his service, and so on. Meanwhile, the head of the bureau, the head of the division and the head of the sub-section are the lower-level managers who are directly responsible for the implementation (operationalization) of the higher education administrative functions.

Various phenomena of these problems need to get a solution. The managerial ability of education staff needs to be improved so that higher education leaders can have professional support staff. If the administrative implementer has good competence in the managerial field, this will be one of the factors that help universities improve their quality to become universities that excel at national, regional and international levels or to become world-class universities. It is undeniable that the sub-divisions and sub-divisions have received guidance, but this guidance does not seem to have had a significant impact on the managerial abilities of administrative leaders. Therefore, this research is designed to develop a model of improving the managerial competence of administrative leaders based on Action Based Learning, namely the head of the section and or the head of the sub section. With the developed model, it is hoped that the managerial ability of the head of section and or the head of the sub section can be improved in order to the vision and mission of the university can be attained.

2 Method

Types of research, *Research and Development* (R&D). Sugiyono [13] notes that research and development methods are research methods used to manufacture a particular product and to test the effectiveness of that product. The type of data is primary data, namely data obtained directly from validation questionnaires and practicality questionnaires. In this development research using the ADDIE model developed by Robert Maribe Branch [14] who develops Learning Design with ADDIE approach (*Analysis, Design, Development, Implementation, dan Evaluation*).

The procedure used in developing the training model for increasing managerial competence of administrative leaders is carried out by following the steps for developing the ADDIE model including the following stages:

1. Analysis.

This stage is a process of needs assessment (needs analysis). In this first stage, researchers will analyze and identify various aspects related to managerial competence of administrative leaders which will be used as the basis for developing a training model to increase managerial competence in higher education.

2. Design.

This stage is known as making a blueprint. At this stage the researcher prepares an initial design using the data obtained in the first stage or analysis stage. In designing this model, an adult learning approach will be used.

3. Development.

This stage is the process of realizing the blueprint, meaning that everything that has been designed will be developed.

4. Implementation.

In this fourth procedure, the model that has been developed is implemented or tested on several sub-sections in the UNP environment to see the practicality of the products produced. Practicality test is carried out using a questionnaire. From the results of this product trial, if necessary the product will be revised.

5. Evaluation.

In this fifth stage, an evaluation of the product developed is carried out. This evaluation was conducted to determine the effectiveness of the developed product. This evaluation is carried out by conducting training for a group of training participants, namely the head of the sub-division in the faculty. The effectiveness test is done by giving a test and a questionnaire.

The flow of the ADDIE development model can be looked in Fig. 1.

Analysis of validity data using a Likert scale based on the validation sheet. Giving the validity value using the formula:

$$v = \frac{f}{n} \times 100\%$$

Description:

v: validity value

f: score obtained

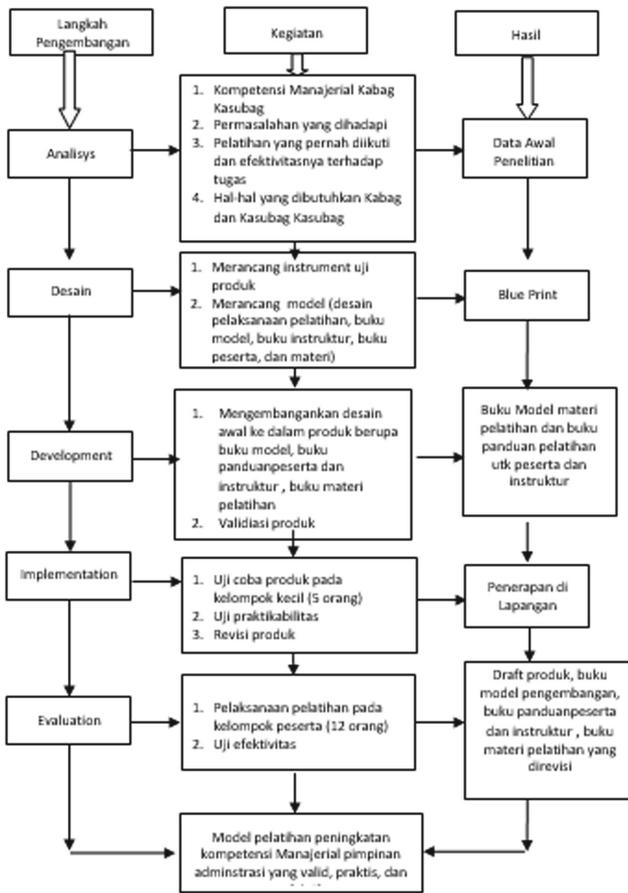


Fig. 1. Development Flow using the Addie model (Source: Researchers)

n: maximum score [15].

The Category Level Validity Scale and Practicality 0%–100% based on [16].

The practicality analysis uses a Likert scale based on the practicality sheet. The value of practicality uses the formula:

$$p = \frac{f}{n} \times 100\%$$

Description:

p: practicality value

f: score obtained

n: maximum score [15].

3 Result and Discussion

This research was conducted based on the stages of ADDIE model development (Analysis, Design, Development, Implementation, and Evaluation). The results of the research conducted are described as follows.

3.1 Analyze

- a. analysis of managerial competence of administrative leaders;

Managerial competence of administrative leaders, researchers measure based on perceptions of direct superiors, Head of Sub-section, employees, and lecturers. The measurement of managerial competence uses a questionnaire with five alternative answers. The summary of the results of the administrative managerial competency analysis in Higher Education is as in Table 1.

The managerial competence of administrative leaders at Padang State University is at an average level with an achievement percentage of 77.75%. The highest achievement is in the indicator of organizational ability with an average achievement of 79.11%, while the lowest achievement is in the indicator of ability to supervise with an average achievement of 76.89%. For the ability to plan and the ability to evaluate the percentage of achievement is almost the same, namely at the percentage of achievement of 77.78% and 77.33%. For more details, the percentage of achievement can be seen in Fig. 2.

- b. analysis of the problems faced;

As stated in the results of interviews with the Head of the Division, Head of Sub-section and direct supervisor (Dean/WD/Head of Bureau of 5 questions related to problems faced by administrative leaders in carrying out tasks related to managerial competence, it was revealed that the problems faced were problems related to limitations or inability of administrative leadership in several ways. Management, which causes poor service provided and sometimes the work is not smooth, due to lack of organizational and coordination skills, and so on. This is very contrary to opinion [17] which explains

Table 1. Description of Administrative Leadership Managerial Competence Data

No	Managerial Competency Indicators	Average score	Achievements (%)	Category
1.	Planning Ability	3.89	77.78%	Average
2.	Organizing Ability	3.95	79.11%	Average
3.	Supervising Ability	3.84	76.89%	Average
4.	Evaluating Ability	3.87	77.33%	Average
5	Average	3.89	77.75%	Average

(sources: Researchers)

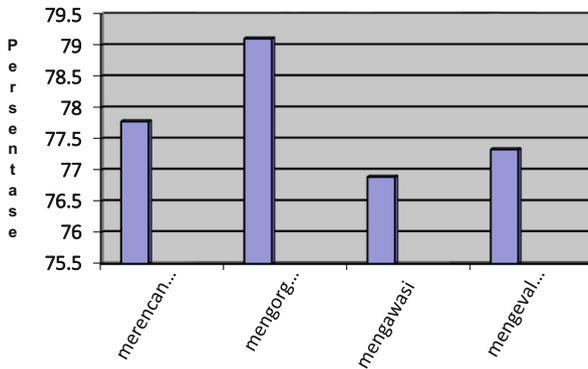


Fig. 2. Graph of Managerial Competency Achievement Level (sources: Researchers)

that the main task of an administrator or manager is to provide excellent service. So to be able to provide excellent service, administrative leaders must really have the right abilities in carrying out management tasks, so that they don't face many more problems in carrying out administrative tasks at universities.

The results of the interview also revealed that the training model is necessary to improve managerial capability of administrative leaders is a problem-based training model and the actions taken in carrying out the work, the training should be carried out continuously.

Based on the description above, it can be concluded that it is very necessary to conduct training for administrative leaders in an effort to continuously improve their managerial competence based on real problems faced in the field. The training is of course also to increase the capacity building of higher education institutions, and for that the training must be held by each university.

c. analysis of the trainings that have been attended and the perception of administrative leaders

In Table 2, the data from the questionnaire on the analysis of training needs based on the Planning Ability indicator is presented.

It can be seen that items 5, 9, 10 and 11 get the highest percentage with a weight of 100%, this illustrates that it is very necessary to train the ability to socialize work plans to subordinates, train the ability to analyze existing and needed facilities and infrastructure, draft correspondence, prepare employee career development and coaching plans. Furthermore, points 3 and 12 get a percentage of 94%, and this is still with the criteria that it is very necessary to carry out training to increase the ability to determine priorities in the preparation of work plans for problem solving in work units, as well as prepare budget plans and use of organizational unit funds that are proportional and according to procedures. The next percentage achieved is 89.47% for items 2 and 13, with the criteria that training is still very necessary to improve the ability to prepare work plans based on the needs of work units and increase the ability to develop plans for developing cooperation with other units or agencies to improve the quality of work units

Table 2. Description of Data Analysis of Training Needs for Increasing Managerial Competence of Administrative Leaders in Higher Education

No. Item	Level of Need			Weight %	Criteria
	Is indispensable	Less Required	Not required		
1	15	3	It is necessary	78,9	Really needed
2	17	2	It is necessary	89,47	Really needed
3	18	1	It is necessary	94,74	Really needed
4	15	2	It is necessary	78,9	Really needed
5	19	0	It is necessary	100	Really needed
6	17	2	It is necessary	89,47	Really needed
7	12	7	Less Need	63,16	Less needed
8	15	4	It is necessary	78,9	Really needed
9	19	0	It is necessary	100	Really needed
10	19	0	It is necessary	100	Really needed
11	19	0	It is necessary	100	Really needed
12	18	1	It is necessary	94,74	Really needed
13	17	0	It is necessary	89,47	Really needed
14	12	5	Less Need	63,16	Less needed
15	15	3	It is necessary	78,9	Really needed
16	15	1	It is necessary	78,9	Really needed
17	15	2	It is necessary	78,9	Really needed
18	14	3	It is necessary	73,63	Really needed

(sources: Researchers)

and institutions. While the lowest percentage is in items 7 and 14 with a percentage of 63.16% in the criteria that the material is less necessary to be given.

3.2 Design

The results obtained at this stage (Tables 3, 4 and 5).

3.3 Development

At the development stage, validation of the product being developed is carried out. Product validation is carried out on 3 aspects, namely material aspects, model aspects and language aspects. Validation was assessed by 3 experts, namely material experts, media experts, and language experts. The following is the percentage validation of online learning model based on blended learning.

Table 3. Training Model Handbook

Design	Description
Model Explanation	-Model explanation aims to convey to model users about the differences between this model and other models. -The explanation of the model also aims to equalize the perceptions of all model users in applying the model.
Model Construction	-It is the design basis for the training model according to the results of the needs analysis consisting of model components: syntax, social system, support system, reaction principle, direct impact and indirect impact.
Training Program	-Explanation of the program made, namely a training program to increase managerial competence and leadership based on action based learning. -Conducted on the job training and off the job training.
Training Objectives	-The training aims to develop the managerial capability and leadership of administrative leaders in higher education.
Achievement Indicator	-Administrative leaders increasingly understand their duties and functions as leaders. -Administrative leaders have new knowledge and understanding of managerial aspects as administrative leaders in carrying out management, planning, organizing, monitoring and evaluation functions. -Administrative leaders have new knowledge and understanding of leadership aspects, namely conflict management, decision making, communication, motivation, change management, and team building. -Administrative leaders are able to find solutions to solving problems faced in carrying out daily tasks related to managerial and leadership -Administrative leaders can provide services and carry out tasks better.
RPP	-Plans for implementing training activities
Training Media	-Post-it (two colors) 3 pieces each per participant -Flip chart board (1 unit per group) -Flip chart paper (3 sheets per group) -1 marker pen per group -LCD Projector complete with remote control, laser pointer, and laptop. -Power point -Activity instructions -Pre-test sheet for participants -Evaluation sheet/Post-test for participants -Facilitator's reflection sheet

(continued)

Table 3. (continued)

Design	Description
Training Method	-The method used for training -Lecture -Discussion -Question and answer -Brainstorm -Game -Discussing picture and video shows
Training Participants	-Administrative Leaders (KABAG) in Higher Education
Source person	-Expert in management and leadership -Practitioners in administrative and management matters.
Training Schedule	-This training will be conducted 2 days a week, for 5 weeks. After that it will be evaluated.

(sources: Researchers)

Table 4. Instructor's Manual

Design	Description
- Action Based Learning based training with on the job training and off the job training methods	-Explain to the instructor about action-based learning-based training. -Explain to the instructor about on the job training and off the job training methods
- RPP	-Contains guidelines for planning a series of activities in training
- Principles of Learning Model	-Adult learning model, because administrative leaders are adults who already have basic knowledge and experience in work. -Problem-based learning model, because the training will be based on the problems encountered in the implementation of the task. -Constructivist learning model, because participants will reconstruct the efforts of solving the problems they face.
- Details of Training Activities	-Instructor Activities -Participant Activities

(sources: Researchers)

Based on the results of the validation by the material expert validator, the material is in the development product. Furthermore, validation is done by learning model experts with Table 6 validation results.

Table 5. Training Material Book

Design	Deskripsi
- Administrative Leadership Competence	-Contains what competencies must be possessed by administrative leaders. -The legal basis underlying the need for competence. -Duties of administrative leadership for various levels of management.
- Managerial Competence	-Contains planning concepts -Preparation of work plans and budget plans -Organizing Concepts -Things to consider in organizing and tips for organizing -Supervision concepts -What should the Head of Division do in the supervisory function -Evaluation Concepts -What, what to do and how to evaluate the performance standards of subordinates.

(sources: Researchers)

Table 6. Percentage of model validation

NO	Aspek	Sum (%)	Category
1	Syntax	85	very practical
2	social system	90	very practical
3	Support system	96,9	very practical
4	SAP	89,2	very practical
5	Evaluation	95,8	very practical
6	reaction principle	87,5	very practical
Sum		544,4	
Average		91	
Category		very practical	

(sources: Researchers)

Based on the results of validation by expert validators of product development models. Next, validation is carried out by linguists based on the correct EYD method (Table 7).

The total scores obtained are then added up and averaged to obtain a validity value of 90.97%. Referring to the category of validity criteria, the results of the validity of the product development model are included in the very valid category. After being declared

Table 7. Model language validation

No	Aspect	Sum (%)	Category
1	The language used is in accordance with EYD in Indonesian grammar rules	75	practical
2	The sentences used are easy to understand	75	practical
3	The sentence used is not ambiguous	75	practical
4	The language used is communicative	100	very practical
5	The sentences used are easy to understand for independent learning	75	practical
6	Use simple language so that messages from the subject matter are conveyed	100	very practical
7	The terms used are consistent so they are easy to understand	75	practical
8	Sentence instructions for evaluation questions are easy to understand	75	practical
Sum		650	
Average		81,25	
Category very practical			

(sources: Researchers)

Table 8. Percentage of small group practicality test

No	Aspect	Item	Percentage	Description
1	Appearance	1–3	81,7	Very practical
2	Material presentation	4	80	practical
3	Benefits	5–10	85	Very practical

(sources: Researchers)

valid, the next step is to see the practicality developed. Practicality was obtained after the implementation of small group evaluation and field test (large group test). Small group evaluation consists of 5 (five) heterogeneous students. The number of practicality scores obtained from 5 students covering 10 aspects of the assessment was 83.5% (Table 8).

Indicating to the category of practicality criteria, the practical results of the small group test are included in the very practical category. The next evaluation is a large group evaluation. Table 9 are the results of the large group test practicality test.

The practical assessment of the large group test was carried out by 40 students covering 10 aspects of the assessment, 80.31% in the practical category. Furthermore, the effectiveness test on learning outcomes carried out was 86.00% with a very effective

Table 9. Percentage of large group practicality test

No	Aspect	Item	percentage	Category
1	Appearance	1–3	79,375	practical
2	Material presentation	4	81,25	very practical
3	Benefits	5–10	80,625	very practical

(sources: Researchers)

category. Next is the result of observing student activities with a score of 90.0% in the very good category.

3.4 Implementation

At this stage, implementation/utilization of the product development model is carried out in activities. The results of the development are applied to assign the effect on managerial quality which includes effectiveness, attractiveness, and learning efficiency. The practicality test that includes 10 aspects of the assessment is 80.31% with the practical category. While the practicality test of the lecturer's response was 88.46% with a very practical category. Next is the result of observing student activities with a score of 90.0% in the very good category. Based on this explanation, it can be concluded that product development is effective and practical to use in improving services and management in the higher education environment.

3.5 Evaluation

At this stage, an evaluation of the product developed starts from the design to the evaluation of learning. The evaluation in this study is the validation of material experts, media experts and linguists, as well as assessments from students. Based on the results obtained, product development and measuring what the target has been able to achieve. Based on the description, it can be deduced that the product development has been practical, and can be used for the next testing stage, namely conducting an effectiveness test. The result is that the product model that has been developed improves the managerial understanding and activity of lecturers and students in the lecture process.

4 Conclusion

The results revealed of the study, it was concluded that the development of the Development of Training Model for Increasing Managerial Competence of Administrative Leaders in Higher Education Based on Action Based Learning has met the criteria for valid and practical characteristics.

Practical criteria that meet the Development of Training Models for Increasing Managerial Competence of Administrative Leaders in Action Based Learning-Based Higher Education are the ease of use, both in terms of implementation, ease of use and the

time required. In addition, the Development of Training Models for Increasing Managerial Competence of Administrative Leaders in Higher Education Based on Action Based Learning also has a special room for group discussions that will make it easier for the academic community at universities to communicate with each other about solving problems they find in the field. So it can be concluded that the Development of a Training Model for Increasing Managerial Competence of Administrative Leaders in Higher Education Based on Action Based Learning has been produced that meets the valid, practical, and effective criteria.

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