Validity and Reliability of Questionnaire Problematics Leadership Beginner School Principals

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Abstract: Beginner school principals have their own challenges when entering new schools that they lead. Not infrequently, problems arise that must be resolved by novice school principals, so that school organizations continue to move forward. These problems must be identified in such a way that the headmaster of a successful school leads the new school he leads. Therefore, there needs to be an instrument that helps the novice headmaster find various kinds of problems he faces in the new school. This article presents an analysis of the validity and reliability of the problematics questionnaire instrument for beginners. The research respondents were 41 beginner school principals. Test the validity of using the Product Moment Correlation formula developed by Pearson. Test reliability using the Cronbach’s Alpha formula. The validity test results showed that of the 99 items developed, there were 56 valid items, with a value of $\alpha \leq 0.05$. The reliability test results were subject to 56 valid items, showing $r_{\text{alpha}} = 0.924 > r_{\text{table}} = 0.308$; and all Cronbach’s Alpha if Deleted Items $> 0.308$. So, it was concluded that the instrument was reliable.

Keywords: validity, reliability, problematics, beginner school principals

I. INTRODUCTION

Beginner school principals in carrying out their duties, require adjustments to the new institution he leads. The adjustment process is a separate matter for beginner school principals, and sometimes problems arise in leading a new institution. The problem of beginner headmasters in leading new schools is faced with new people, new school environments, new organizational systems, new school culture, and a new school work climate. New institutions require high adaptability for novice principals. And often new things require adaptation in order to understand the rhythm of new school work. And from this, arises the problems of school management faced by novice school principals.

Principal’s leadership is a determining factor for school success (Lunenburg, 2010; Bafadal, et al., 2017; Gunawan, 2018). A beginner headmaster must understand his duties and responsibilities. The duties of a school principal are: (1) formulating the vision, mission, and goals of the school; (2) preparing a school strategic plan; (3) preparing school operational plans; (4) developing school work programs; (5) summarizing school rules; and (6) developing a school management system. In order to complete the task, the principal’s conceptual ability becomes an important aspect for beginners to have (Gunawan, 2017a; Gunawan, 2017b; Sultoni, et al., 2018; Bafadal, et al., 2018; Sobri, et al., 2018). Conceptual ability is related to the ability to reason, think, and develop a strategy for implementing a program.

Referring to the theoretical basis, it is necessary to have a valid and reliable instrument in measuring the problems of the beginner headmaster. The instrument can be used as a reference for beginner school principals to analyze the problems of school organizations when he starts working as a school principal. With the availability of these instruments, the headmaster is expected to be able to adjust the new school climate, and be able to accelerate the work program in his new school. If this happens, then the induction program for beginner headmasters can run well.

II. METHOD

This article presents the results of the validity and reliability of the beginner headmaster’s problematics questionnaire. The questionnaire was composed of 99 statement items. The research respondents were 41 headmaster beginners, with details: 20 beginner headmasters from Pamekasan Regency, East Java, Indonesia; and 21 beginner school principals from Malang City, East Java, Indonesia. Test the validity using the Pearson Product Moment Correlation formula. Test reliability using Cronbach’s Alpha. Test the validity and reliability using the IBM SPSS Statistics 20 program.

III. RESULTS

Problems of beginner headmaster’s leadership are measured using 99 statement items. Based on the results of the validity test, it is known that there are 56 valid items, with a value of $\alpha \leq 0.05$; and there are 43 invalid items, with a value of $\alpha > 0.05$. The validity results are shown in Table 1. Referring to the results of the validity test, it can be concluded that there are 56 items out of 99 items that can be used to measure the problematics leadership of beginner school principals.

Furthermore, 56 valid items were tested for reliability. The reliability test results showed that the Cronbach’s Alpha value of 0.924 as shown in Table 2; and Cronbach’s Alpha if Item Deleted as shown in Table 3. The reliability test results show $r_{\text{alpha}} = 0.924 > r_{\text{table}} = 0.308$; and all Cronbach’s Alpha if Deleted Items $> 0.308$. So, it
was concluded that the instrument was reliable. This means that the instrument can be referred to as an instrument that has a high level of consistency in measuring the problematic leadership of beginner principals.

Table 1

Test Results of Problematic Validity of Beginner Principal Leadership

| Item | Statement                                                                 | Pearson Correlation | Sig. (2-tailed) | Note |
|------|---------------------------------------------------------------------------|---------------------|-----------------|------|
| 1    | I have initiatives, ideas, or ideas for school development                | 0.37               | .051            | Invalid |
| 2    | I am positive with all the conditions at school                           | -0.21              | .188            | Invalid |
| 3    | I collaborate on all ideas, ideas, or initiatives with teachers and school members | 0.014              | .932            | Invalid |
| 4    | I feel I can understand all the conditions that exist in the school I just lived | 0.045              | .778            | Invalid |
| 5    | I see that the school community has many ideas, and I feel I can manage them | 0.055              | .735            | Invalid |
| 6    | Together and sharing for me many ideas and aspirations in developing schools | -0.035            | .830            | Invalid |
| 7    | I think that being together with the teacher and staff at school can increase my concentration of thought | 0.362              | .020            | Valid |
| 8    | I believe that my experience as a teacher is an inspiration that I must trust and follow in developing the school | 0.250              | .116            | Invalid |
| 9    | As the principal, associating with teachers and staff must be done for things that are useful | 0.126              | .126            | Invalid |
| 10   | Interacting with student parent, in my opinion is very important for the freedom of school development | 0.070              | .663            | Invalid |
| 11   | Being a school principal is a challenge for me, especially since I really want to be a school principal | 0.479              | .002            | Valid |
| 12   | Since I was appointed as a school principal, I felt I was already a part of the school community | 0.154              | .336            | Invalid |
| 13   | I feel that I am the right person to be a principal                       | 0.325              | .038            | Valid |
| 14   | As a new headmaster, I realized that I could take care of all the schoolwork well | 0.244              | .124            | Invalid |
| 15   | I understand the duties of the principal, including as a principal I must also be able to teach | 0.253              | .111            | Invalid |
| 16   | For me, the important thing is that my work is complete and of good quality and does not need to be bound by complicated mechanisms | 0.333              | .034            | Valid |
| 17   | Completing the work of the principal is far more important than the existing complicated mechanism | 0.229              | .150            | Invalid |
| 18   | Many things made sense to me when I was doing my job, especially my job as a principal | 0.282              | .074            | Invalid |
| 19   | I believe that achievement and ability factors are decisive in carrying out tasks | 0.235              | .138            | Invalid |
| 20   | In terms of carrying out my duties so far, I have experienced many events that made sense that helped me succeed | 0.212              | .184            | Invalid |
| 21   | I am very confident that this school will get better under my leadership | 0.536              | .000            | Valid |
| 22   | I realize that with the ability and experience that I have, this school will be more successful | 0.562              | .000            | Valid |
| 23   | My experiences of success can be followed and applied by my teachers and staff | 0.308              | .050            | Valid |
| 24   | As a school principal who has many achievements and successes, my ideas and ideas deserve to be supported by all school members | 0.434              | .005            | Valid |
| 25   | If one day there is a failure for the school, then the main cause is my leadership | 0.298              | .058            | Invalid |
| 26   | As a principal who is quite successful, I will carry out many strategies so that the school community follows my bright ideas | 0.431              | .005            | Valid |
| 27   | Schools that do not succeed are schools led by school principals who are firm and strict in supervision | 0.169              | .291            | Invalid |
| 28   | All school affairs must be completed according to a flexible structure | 0.363              | .020            | Valid |
| 29   | Completion of tasks and work of teachers and staff, must really be done properly and perfectly | 0.390              | .000            | Valid |
| 30   | I was able to guide students to take part in the Math Olympiad | 0.241              | .136            | Invalid |
| 31   | I was able to guide students to take part in the IPA Olympics | 0.380              | .014            | Valid |
| 32   | I was able to guide students in art festivals | 0.284              | .072            | Invalid |
| 33   | I was able to guide students in participating in religious competitions | 0.254              | .110            | Invalid |
| 34   | I was able to guide students in scouting activities | 0.359              | .021            | Valid |
| 35   | School management is getting heavier because of the high administrative burden, especially with regard to curriculum administration | 0.211              | .186            | Invalid |
| 36   | The activities of principals were mostly used to deal with financial administration | 0.143              | .371            | Invalid |
| 37   | I am able to understand education policies which are quite confusing | 0.296              | .060            | Valid |
| 38   | I was able to implement an education policy that was quite confusing | 0.083              | .605            | Invalid |
| 39   | The policies issued by the education office and school principals are ambiguous | 0.005              | .974            | Invalid |
| 40   | The various policies implemented are overlapping with other policies | 0.038              | .811            | Invalid |
| 41   | The regulations made by the education office and school principals have been replaced by other education policies | -0.141             | .379            | Invalid |
| 42   | Every day the headmaster faces many problems, especially those related to professional practice | -0.042             | .796            | Invalid |
| 43   | The problems faced by school principals are complex and take up a lot of time | 0.171              | .286            | Invalid |
| 44   | The success of the performance evaluation of the principal is determined by the element of personal closeness | -0.080             | .618            | Invalid |
| 45   | Low quality teachers can cause learning that is less fun | 0.231              | .146            | Invalid |
| 46   | The quality of teachers who are less qualified can result in weak interaction between subjects | 0.396              | .010            | Valid |
| 47   | Learning outcomes carried out by low quality teachers produce learning that is not contextual in nature | -0.421             | .006            | Valid |
| 48   | Teachers who cannot contextualize the results of their learning in class cause ineffective learning | 0.588              | .000            | Valid |
| 49   | Unprofessional teachers cannot empower the potential of each student in their class | 0.302              | .055            | Invalid |
| 50   | Learning done by teachers who have low quality results in not achieving the goals and curriculum targets that have been set | 0.344              | .028            | Valid |
| 51   | I care about the ethics of the human resources at school | 0.229              | .149            | Invalid |
| 52   | I uphold ethics in every relationship | 0.437              | .004            | Valid |
| 53   | I hold firm the secrets of the profession | 0.212              | .184            | Invalid |
| 54   | I have never taken someone else’s theory without writing down the source | 0.106              | .511            | Valid |
In addition, it will be considered by the novice headmaster in adaptation of beginner school principals to schools. In principalship year, headmaster identify the problems he faced when he took problematic questionnaire instrument is to help the novice work culture of the new school he is leading.

Headmaster usually takes beginner’s school faces problems related to the beginning of the term of office, the headmaster of a

The usefulness of the beginner headmaster’s problematic questionnaire instrument is to help the novice headmaster identify the problems he faced when he took office. Accelerated understanding of beginner school principals to school problems will increase the level of adaptation of beginner school principals to schools. In addition, it will be considered by the novice headmaster in preparing the school’s strategic plan in his leadership year. The principal has the responsibility to improve teacher performance (Gunawan, 2015).

Teacher performance will not develop if it is not accompanied by supporting programs. So, the principal needs to design programs to improve teacher performance. Teacher performance can be seen from the learning activities carried out by the teacher.

Teacher performance in learning activities is the ability of teachers to create an atmosphere of educational communication between teachers and students that includes a cognitive, affective, and psychomotor atmosphere as an effort to learn something based on planning through evaluation and follow-up in order to achieve teaching objectives.

| Item | Statement                                                                 | Pearson Correlation | Sig. (2-tailed) | Note |
|------|--------------------------------------------------------------------------|---------------------|----------------|------|
| 55   | I conduct research and studies to produce intellectual work              | .395               | .011           | Invalid |
| 56   | I monitor the electronic activities of human resources                  | .349               | .025           | Valid |
| 57   | I do not do eavesdropping on electronic human resources activities     | .252               | .111           | Invalid |
| 58   | I use data at school as a supporter of main tasks and functions         | .356               | .022           | Valid |
| 59   | I use school data in accordance with existing procedures               | .466               | .002           | Valid |
| 60   | I use information and technology media responsibly                      | .517               | .001           | Valid |
| 61   | I use information and technology media correctly and well              | .308               | .001           | Valid |
| 62   | I care about the political developments in this country                | .373               | .000           | Valid |
| 63   | I am not involved in practical politics in every election activity     | .521               | .005           | Valid |
| 64   | I am a trusted school principal                                       | .630               | .000           | Valid |
| 65   | I easily believe the words and deeds of human resources at school      | .188               | .239           | Invalid |
| 66   | I apply the division of main tasks and functions according to the existing structure in the school | .526           | .000           | Valid |
| 67   | I do school development work as a team                                  | .597               | .000           | Valid |
| 68   | I treat human resources like family                                     | .383               | .014           | Valid |
| 69   | I made a policy of involving all school members                        | .360               | .021           | Valid |
| 70   | I implement policies fairly                                             | .587               | .000           | Valid |
| 71   | I made the school environment a vehicle for socialization and learning | .495               | .001           | Valid |
| 72   | I believe that a good school environment is very important for the progress of the school | .448               | .003           | Valid |
| 73   | I uphold the ancestral values in everyday life                         | .412               | .007           | Valid |
| 74   | I adjust customs to where I work                                       | .607               | .000           | Valid |
| 75   | I treat human resources as a team                                       | .554               | .000           | Valid |
| 76   | I believe that team cohesiveness will influence the progress of the school | .307               | .010           | Invalid |
| 77   | I put the interests of groups first so that groups are always compact  | .260               | .101           | Invalid |
| 78   | I have fair competition with other schools                             | .433               | .005           | Valid |
| 79   | I use the same facilities as other school residents                    | .403               | .009           | Valid |
| 80   | I give the same freedom in utilizing the facilities available at the school for all school residents | .543               | .000           | Valid |
| 81   | I use school network partners to build mutually beneficial cooperation | .506               | .001           | Valid |
| 82   | I maintain and care for school network partners so they can work together on an ongoing basis | .430               | .005           | Valid |
| 83   | I approached the community around the school                           | .531               | .000           | Valid |
| 84   | I ask for support and assistance to the community around the school    | .475               | .002           | Valid |
| 85   | I utilize human resource data in accordance with applicable regulations | .383               | .013           | Valid |
| 86   | I use human resource data as a support in developing schools           | .458               | .003           | Valid |
| 87   | I protect every human resource data according to good security procedures | .438               | .004           | Valid |
| 88   | I treat human resource data as something very valuable                 | .315               | .045           | Valid |
| 89   | I use digital media safely                                             | .461               | .002           | Valid |
| 90   | I believe that every education policy expended by the government is to advance education | .469               | .002           | Valid |
| 91   | I think positively of human resources about the policies issued by the government | .351               | .025           | Valid |
| 92   | I do not discriminate between men and women                             | .362               | .020           | Valid |
| 93   | I believe that school progress is not determined by the gender of human resources | .359               | .021           | Valid |
| 94   | I do not discriminate in making policies                                | .281               | .075           | Invalid |
| 95   | I believe that school progress is not determined by race from human resources | .358               | .022           | Valid |
| 96   | I do not discriminate age in giving assignments                         | .162               | .310           | Invalid |
| 97   | I believe that school progress is not determined by the age of human resources | .222               | .040           | Valid |
| 98   | I believe that school progress is not determined by differences in the level of education of human resources | .164               | .305           | Invalid |
| 99   | I do not discriminate the socio-economic conditions of every school citizen in providing services | .254               | .109           | Invalid |

### Table 2

Reliability Statistics

| Cronbach’s Alpha | N of Items |
|------------------|------------|
| .924             | 56         |

IV. DISCUSSION

Even before becoming a school principal, a person receives the training of the principal, usually at the beginning of the term of office, the headmaster of a beginner’s school faces problems related to the management of the new school he leads. So, the beginner headmaster usually takes about 4 months to adjust to the work culture of the new school he is leading.

The usefulness of the beginner headmaster’s problematic questionnaire instrument is to help the novice headmaster identify the problems he faced when he took office.
Programs that can be designed by school principals in order to improve teacher performance are: (1) teacher scientific meetings; (2) teacher creativity contest; (3) outstanding teachers; (4) training; (5) motivational seminars; (6) discussion of subject teachers; (7) lesson study; (8) research grants; and (9) professional writing (Gunawan, 2015). Educational leadership is carried out at educational institutions, with the aim of influencing all school members to carry out their duties and work properly and correctly in accordance with their respective responsibilities, in order to achieve the educational goals that have been set effectively and efficiently, and ultimately aim to develop all the full potential owned by students (Gunawan, 2016; Kusmintardjo and Gunawan, 2017; Pertiwi, et al., 2018b). Leadership becomes a determining factor for an organization’s success in achieving its objectives effectively and efficiently. The role of a leader in the organization becomes important and crucial. The success and failure of an organization to achieve its goals are determined by its leaders.

Leaders and leadership carried out by a leader determine the wheels of the organization.

Table 3
Item–Total Statistics

| Item | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item–Total Correlation | Cronbach’s Alpha if Item Deleted | Note |
|------|---------------------------|--------------------------------|---------------------------------|---------------------------------|------|
| i7   | 185.49                    | 231.306                        | .923                            | Reliable                        |      |
| i11  | 186.17                    | 227.045                        | .923                            | Reliable                        |      |
| i13  | 186.44                    | 231.402                        | .924                            | Reliable                        |      |
| i16  | 186.34                    | 231.730                        | .924                            | Reliable                        |      |
| i21  | 185.71                    | 229.862                        | .921                            | Reliable                        |      |
| i22  | 185.68                    | 227.272                        | .921                            | Reliable                        |      |
| i23  | 186.02                    | 233.124                        | .923                            | Reliable                        |      |
| i24  | 186.15                    | 229.778                        | .922                            | Reliable                        |      |
| i26  | 185.88                    | 229.360                        | .923                            | Reliable                        |      |
| i28  | 185.73                    | 230.901                        | .923                            | Reliable                        |      |
| i29  | 185.56                    | 229.602                        | .921                            | Reliable                        |      |
| i31  | 186.22                    | 232.176                        | .923                            | Reliable                        |      |
| i34  | 186.24                    | 230.889                        | .923                            | Reliable                        |      |
| i46  | 185.66                    | 231.630                        | .923                            | Reliable                        |      |
| i47  | 185.71                    | 231.662                        | .923                            | Reliable                        |      |
| i48  | 185.61                    | 228.194                        | .921                            | Reliable                        |      |
| i50  | 185.66                    | 232.230                        | .923                            | Reliable                        |      |
| i52  | 185.17                    | 233.795                        | .922                            | Reliable                        |      |
| i54  | 186.12                    | 237.160                        | .926                            | Reliable                        |      |
| i56  | 186.27                    | 233.851                        | .924                            | Reliable                        |      |
| i58  | 185.29                    | 234.212                        | .923                            | Reliable                        |      |
| i59  | 185.37                    | 232.588                        | .922                            | Reliable                        |      |
| i60  | 185.46                    | 230.755                        | .922                            | Reliable                        |      |
| i61  | 185.44                    | 229.902                        | .922                            | Reliable                        |      |
| i62  | 186.46                    | 224.205                        | .921                            | Reliable                        |      |
| i63  | 186.48                    | 220.026                        | .922                            | Reliable                        |      |
| i64  | 185.41                    | 228.599                        | .921                            | Reliable                        |      |
| i66  | 185.49                    | 229.356                        | .921                            | Reliable                        |      |
| i67  | 185.46                    | 228.505                        | .921                            | Reliable                        |      |
| i68  | 185.46                    | 230.855                        | .922                            | Reliable                        |      |
| i69  | 185.37                    | 232.538                        | .923                            | Reliable                        |      |
| i70  | 185.54                    | 229.605                        | .922                            | Reliable                        |      |
| i71  | 185.37                    | 230.738                        | .922                            | Reliable                        |      |
| i72  | 185.17                    | 232.795                        | .922                            | Reliable                        |      |
| i73  | 185.54                    | 230.805                        | .923                            | Reliable                        |      |
| i74  | 185.56                    | 228.002                        | .921                            | Reliable                        |      |
| i75  | 185.34                    | 229.980                        | .921                            | Reliable                        |      |
| i76  | 185.44                    | 230.552                        | .922                            | Reliable                        |      |
| i79  | 185.68                    | 230.872                        | .922                            | Reliable                        |      |
| i80  | 185.59                    | 229.999                        | .922                            | Reliable                        |      |
| i81  | 185.56                    | 229.652                        | .922                            | Reliable                        |      |
| i82  | 185.59                    | 231.849                        | .922                            | Reliable                        |      |
| i83  | 185.51                    | 230.906                        | .922                            | Reliable                        |      |
| i84  | 185.61                    | 232.594                        | .923                            | Reliable                        |      |
| i85  | 185.44                    | 231.402                        | .922                            | Reliable                        |      |
| i86  | 185.46                    | 230.755                        | .922                            | Reliable                        |      |
| i87  | 185.34                    | 231.180                        | .922                            | Reliable                        |      |
| i88  | 185.41                    | 233.349                        | .923                            | Reliable                        |      |
| i89  | 185.66                    | 230.880                        | .922                            | Reliable                        |      |
| i90  | 185.41                    | 231.299                        | .922                            | Reliable                        |      |
| i91  | 185.54                    | 231.505                        | .922                            | Reliable                        |      |
| i92  | 185.49                    | 232.256                        | .923                            | Reliable                        |      |
| i93  | 185.59                    | 231.649                        | .924                            | Reliable                        |      |
| i95  | 185.51                    | 231.606                        | .923                            | Reliable                        |      |
| i97  | 186.02                    | 232.074                        | .924                            | Reliable                        |      |
A good organization is led by a good leader, and vice versa. Quite often an organization that fails, turns into success when it is led by a good and qualified leader, and vice versa. Leadership in education also applies equally. A good educational institution is also led by a good and qualified leader. The quality of educational leaders is reflected in the nature and performance in leading educational institutions.

V. CONCLUSION

The results of the validity analysis concluded that 56 items were valid for measuring the problematic of novice principals. The reliability test of the 56 items concluded a reliable instrument, with \( \alpha = 0.924 \). Principals, who are the main actors in improving school quality, need to master conceptual, technical, and human relations abilities. The third ability is the managerial ability of a leader in leading the organization.

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