EFFECT OF EFFECTIVENESS OF PRINCIPAL LEADERSHIP AND IMPLEMENTATION OF TEACHER QUALITY IMPROVEMENT STRATEGIES ON SCHOOL QUALITY AND QUALITY OF GRADUATES IN JUNIOR HIGH SCHOOL TOURISM HOSPITALITY ACCOMMODATION WEST JAVA-INDONESIA

Harun Al Rasyid¹, Veithzal Rivai Zainal², Willy Arafah³, Iwan Kurniawan Subagia⁴, Ram Al Jaffri⁵ Saad⁶

¹Ministry of Education and Culture Republic of Indonesia, denharun@gmail.com
²Professor Islamic Economics, veithzal47@gmail.com
³Professor at Universitas Trisakti Jakarta, willy.arafah@gmail.com
⁴Lecturer at Universitas Krisnadwipayana, Jakarta, twankurniawan@unkris.ac.id
⁵Associate Professor at Tunku Puteri Intan Safinaz School of Accountancy (TISSA UUM) Universiti Utara Malaysia, ram@uum.edu.my

INTRODUCTION

The quality of SMK graduates is closely related to the learning process that is influenced by many factors including the leadership of the school principal, organizational culture, organizational climate, school quality consisting of curriculum, quality of teaching staff, learning process, facilities and infrastructure, tools and materials, school management, school environment, and student employment. The principal’s leadership determines the direction and process of learning in the school. School goals can be achieved well if supported by the principal’s leadership which is strong, participatory and effective. Then the quality of schools becomes a thing that can improve teacher quality following the objectives can have an impact on improving the quality and graduates of SMK schools. This research proves the effectiveness of leadership and the implementation of strategies to improve teacher quality in school quality and graduate quality. Therefore, policymakers in the education sector can one of the references to improve the quality of graduates.

Keywords: the effectiveness of the principal’s leadership, implementation of strategies to improve teacher quality, school quality and graduate quality

© 2019 by Advance Scientific Research. This is an open-access article under the CC BY license (http://creativecommons.org/licenses/by/4.0/)
DOI: http://dx.doi.org/10.31038/jcr.07.04.11

INTRODUCTION

The quality of SMK graduates is closely related to the learning process that is influenced by many factors including the leadership of the school principal, organizational culture, organizational climate, school quality consisting of curriculum, quality of teaching staff, learning process, facilities and infrastructure, tools and materials, school management, school environment, and student employment. The principal’s leadership determines the direction and process of learning in the school. School goals can be achieved well if supported by the principal’s leadership which is strong, participatory and effective. Then the quality of schools becomes a thing that also provides support for the implementation of a good learning process, especially related to school facilities and infrastructure. Leadership effectiveness is leadership that can maintain relationships with employees with enthusiasm, integrity, toughness, fairness, humility, and self-confidence that they have so that they can develop a business and cooperative climate in organizational life. The principal’s leadership in this context contributes very significantly to improving the quality of schools and the quality of graduates.

Educators are one of the main factors affecting the quality of education in a country. The shortage of productive teachers is experienced in almost every province, such as the results of research conducted in eight provinces namely Central Java, DIY, East Java, West Java, DKI Jakarta, Lampung, South Kalimantan, and West Nusa Tenggara. Implementation of strategies to improve teacher quality is very urgent in the face of quality competition in the modern era. However, not all schools can survive in development. This is due to the lack of response from vocational schools (SMK) to the demands of society and the development of the times. Implementation of strategies to improve teacher quality following the objectives can have an impact on improving the quality and graduates of SMK schools. In addition to these two factors, school quality is no less important in determining the quality of graduates. The concept of quality in education needs to be formulated following the characteristics and basis of values while taking into account the dynamics of change, especially in practice and the fulfillment of quality demands. A quality school has a goal so that the educational activities that occur in it can take place properly and can achieve the expected goals. All activities, efforts, and efforts made are aimed at the sustainability of these activities, namely learning activities. Quality in the world of education is some procedures that describe a process following the objectives.

The problem now is how the influence of the effectiveness of the principal’s leadership and the implementation of strategies to improve teacher quality on school quality and its implications for the quality of graduates of the Tourism Vocational Hospitality Expertise in West Java Province can obtain clarify whether or not the structural relationship between the variables, and find the presence or absence the effect of each exogenous variable directly on endogenous variables. Where the novelty in this study is the effectiveness of the school principal’s leadership, the implementation of strategies to improve teacher quality and school quality is associated with the quality of SMK graduates, combining the dimensions of...
previous theories and using path analysis and research locus in the Tourism Vocational School Hospitality Accommodation Expertise in Java Province West.

Research that examines four variables together has never been done by another researcher. The use of path analysis methods to test the proposed research models has also not been studied by previous researchers. The subject of the study was the Tourism Vocational Expertise in Hospitality Accommodation Expertise of one province as the locus of this study, which had not been conducted by previous researchers. As a reference for previous research both nationally and internationally more to examine the variables of educational effectiveness by improving the quality of teachers and the quality of education (schools). Besides teacher competence is associated with the quality of graduates (quality of education). More testing leadership and other different variables related to education quality (school quality and graduate quality). No research examines the implementation of teacher quality improvement strategies let alone related to other variables including variables of school quality and graduate quality.

RESEARCH METHODS

This research uses a mixed approach (mix method research / MMR), by combining quantitative and qualitative research techniques, in a single study. The use of MMR is based on the consideration that the quantitative analysis results do not provide a more detailed explanation related to the research variables. This means that the results of the qualitative analysis can strengthen the results of quantitative data analysis. The time of data collection is done at the same time (concurrent) both during the preliminary study (pre-survey) and when collecting research data. The weight of the study is more dominant in the quantitative approach to obtain primary data, namely the survey method with questionnaires as the main instrument and qualitative methods to complement and enrich the primary method. The qualitative method uses a semi-structured interview, FGD with the Delphi method and observation to the West Java Provincial Education Office.

Population and Research Samples

The target population in the study were all Vocational High School Teachers in the Hospitality Accommodation Expertise in Java Province West. The sample in the study was a proportional random sampling. The population and research samples are made on Tourism Vocational Hospitality Administration Expertise of one province as the locus of this study, which had not been conducted by previous researchers. As a reference for previous research both nationally and internationally more to examine the variables of leadership effectiveness by improving the quality of teachers and the quality of education (schools). Besides teacher competence is associated with the quality of graduates (quality of education). More testing leadership and other different variables related to education quality (school quality and graduate quality). No research examines the implementation of teacher quality improvement strategies let alone related to other variables including variables of school quality and graduate quality.

Data Analysis Method

Quantitative Analysis

The data analysis technique used is descriptive, inferential analysis and test the analysis requirements. The use of descriptive analysis to obtain a picture of the spread characteristics of each variable studied. Descriptive analysis can be presented in the form of frequency distribution tables and histograms. The central size includes the mean, middle value, and mode. The size of the spread includes variances and standard deviations. Whereas inferential analysis is used to test research hypotheses using path analysis. All research hypothesis testing was performed using $\alpha = 0.05$.

Qualitative Analysis

The strategy of this research is a mixed concurrent dominant design where the quantitative approach is more dominant than the qualitative approach. Quantitative data collection (main) is carried out simultaneously with qualitative data collection (supporting and complementary). While observations were made on Tourism Vocational Hospitality Administration Expertise whose teachers were research respondents to find out the educational facilities they had. This activity was carried out starting in September 2019. To verify the results obtained from in-depth interviews, document analysis was carried out, especially on school RKS documents. To maintain credibility in this study, it was conducted: 1) triangulation of data collection methods (interviews, FGD, and Observation) and triangulation of data sources namely the principal (3 people), vocational teachers (5 people), education experts (2 people), industry hospitality (2 people) and officials of the West Java provincial education office, 2) before the interview begins, each informant is asked to fill out a consent form; 3) Researchers enter the research environment.

RESEARCH RESULTS AND DISCUSSION

Structural Models and Correlations Between Variables

Before testing the hypothesis, for calculations to test the causality model by path analysis the structural model was prioritized. The structural model consists of one endogenous variable, Y2, and three exogenous variables, namely X1, X2, and Y1. Among the three exogenous variables, there is a Y1 variable which is an intermediate endogenous variable.

The next step is to calculate the correlation coefficient between variables in the structural model using the Pearson Product Moment correlation formula because the correlated data are interval. To proceed with path analysis, the correlation coefficients between variables in the model must be significant. For this purpose, each coefficient of correlation between variables was tested for significance by the t-test. The results of calculating the correlation between variables and their significance are presented in the following table:

| Correlation | r-arithmetic | t-arithmetic | t table | Conclusion |
|-------------|--------------|--------------|---------|------------|
| X1X2        | 0.897        | 21.39        | 2.62    | 1.98       | Significant |
| X1Y1        | 0.901        | 21.74        | 2.62    | 1.98       | Significant |
| X2Y1        | 0.886        | 20.03        | 2.62    | 1.98       | Significant |
| X1Y2        | 0.840        | 16.25        | 2.62    | 1.98       | Significant |
| X2Y2        | 0.834        | 15.87        | 2.62    | 1.98       | Significant |
| Y1Y2        | 0.821        | 15.07        | 2.62    | 1.98       | Significant |

The results of the calculation of the correlation coefficient between variables in the structural model are then presented in the correlation matrix as shown in Table 2 below:

| Correlation | X1 | X2 | Y1 | Y2 |
|-------------|----|----|----|----|
| X1          | 1  | 0.897 | 0.901 | 0.840 |

Table 1. Results of Calculation of Correlation Coefficient Between Variables and Significance Tests

Table 2. Simple Correlation Coefficient Matrices between variables in the Structural Model
Furthermore, to obtain a description of the causal relationship between the variables studied, the theoretical model analyzed is presented in Figure 1. In the model, five path coefficients were obtained that showed a direct effect, namely X1 to Y1 (py1x1), X2 to Y1 (py1x2), X1 to Y2 (py2x1), X2 to Y2 (py2x2), and Y1 to Y2 (py1y2). The causal relationship model can be described as follows:

Furthermore, based on the results of the calculation of the correlation coefficient in Table 2 above, the path coefficient is calculated using the method of substitution and elimination as well as matrix multiplication. From the path coefficients that have been obtained are then tested for significance using t-test statistics. If the path tested shows an insignificant coefficient, the path can be removed from the model and the structural relationship model between variables can be modified.

**Structural Pathways Model Research Structures**

The structural model as shown in Figure 1 above consists of two substructures namely Substructure-1 and Substructure-2. In Substructure-1 there is one endogenous variable namely Y1 and two exogenous variables namely X1 and X2. Whereas in Substructure-2 there is an endogenous variable namely Y2 and three exogenous variables namely X1, X2, and Y1. The summary results of the calculation of the path coefficient and test the significance of the path coefficient can be summarized in the following table:

| No. | Path   | Coefficients | t-count | t-table t(0.99) | t(0.95) | Conclusion  |
|-----|--------|--------------|---------|----------------|---------|-------------|
| 1.  | py1x1  | 0.543        | 6.306   | 2.62           | 1.98    | Significant |
| 2.  | py1x2  | 0.399        | 4.631   | 2.62           | 1.98    | Significant |
| 3.  | py2x1  | 0.360        | 2.802   | 2.62           | 1.98    | Significant |
| 4.  | py2x2  | 0.332        | 2.764   | 2.62           | 1.98    | Significant |
| 5.  | py2y1  | 0.203        | 1.658   | 2.62           | 1.98    | No Significant |

**Figure 2. Structural Model Effect of Intervariable Results of Calculation of Correlation Coefficient and Path Coefficient Hypothesis Test**

Based on the calculation of the direct path coefficient is used to determine the coefficient of indirect paths and test hypotheses and measure the percentage of direct and indirect influence between variables. The conclusion of the hypothesis is proposed.
through the calculation of the coefficient of the proposed hypothesis is drawn through the calculation of the path coefficient and the significance for each path studied.

### Table 4. Recapitulation of Hypothesis Test Results

| No. | Hypothesis | Statistical Test | t-count | t-table α=0.01 | t-table α=0.05 | Decision |
|-----|-------------|------------------|---------|----------------|----------------|----------|
| 1.  | There is a positive direct effect on the effectiveness of the principal's leadership on school quality | Ho: βy2x1 ≤ 0, Ho: βy2x1 > 0 | 6.306 | 2.62 | 1.98 | Significant |
| 2.  | There is a positive direct effect on the implementation of strategies for improving teacher quality on school quality | Ho: βy2x2 ≤ 0, Ho: βy2x2 > 0 | 4.631 | 2.62 | 1.98 | Significant |
| 3.  | There is a positive direct effect on the effectiveness of the principal's leadership on the quality of graduates | Ho: βy2x1 ≤ 0, Ho: βy2x1 > 0 | 2.802 | 2.62 | 1.98 | Significant |
| 4.  | There is a positive direct effect on the implementation of strategies for improving teacher quality on graduate quality | Ho: βy2x2 ≤ 0, Ho: βy2x2 > 0 | 2.764 | 2.62 | 1.98 | Significant |
| 5.  | There is a positive direct effect of school quality on the quality of graduates | Ho: βy2y1 ≤ 0, Ho: βy2y1 > 0 | 1.658 | 2.62 | 1.98 | No Significant |

**Discussion of Research Results**

In this section, we will discuss these direct effects as well as other influences outside the model that need to be explored further to find out the direct and indirect effects of exogenous variables on endogenous variables through other endogenous variables, which can be explained in Table 5 below:

### Table 5. Direct Effects, Indirect Effects and Total Effects X1, X2, and Y1 on Y2

| Variable | Direct Effect on Y2 | Indirect Effects Through Y1 | Total Effect |
|----------|---------------------|-----------------------------|--------------|
| X1       | 0.360               | 0.360 x 0.230 = 0.083       | 0.360 + 0.083 = 0.443 |
| X2       | 0.332               | 0.332 x 0.230 = 0.076       | 0.332 x 0.076 = 0.408 |
| Y1       | 0.203               | -                           | 0.203 |

Based on the calculation results obtained path coefficient value $\rho_{y2x1} = 0.543$ with t-count $= 6.306$ while known t-table $= 2.62$ at $\alpha = 0.01$ (t 0.99) t-table $= 1.98$ at $\alpha = 0.05$ (t 0.95). Because t-arithmetic $> t$-table then Ho is rejected or the path coefficient is significant both at the 95% confidence level and 99%. Based on these calculations it can be concluded that the effectiveness of the principal’s leadership has a direct positive effect on school quality.

The path coefficient value of $\rho_{y2x2} = 0.399$ with t-count $= 4.631$, while known t-table $= 2.62$ at $\alpha = 0.01$ (t 0.99) t-table $= 1.98$ at $\alpha = 0.05$ (t 0.95). Because t-count $> t$-table then Ho is rejected or the path coefficient is significant both at the 95% confidence level and 99%. Because t-count $> t$-table, Ho is rejected or the path coefficient is significant. Based on these calculations it can be concluded that the implementation of the teacher quality improvement strategy has a direct positive effect on school quality.

The path coefficient value of $\rho_{y2y1} = 0.360$ with t-count $= 2.802$, while known t-table $= 2.62$ at $\alpha = 0.01$ (t 0.99) t-table $= 1.98$ at $\alpha = 0.05$ (t 0.95). Because t-arithmetic $> T$ table then Ho is rejected or the path coefficient is significant both at the 95% confidence level and 99%. Based on these calculations it can be concluded that the effectiveness of the principal’s leadership directly influences the quality of graduates.

The path coefficient value of $\rho_{y2x1} = 0.332$ with t-count $= 2.764$, while known t-table $= 2.62$ at $\alpha = 0.01$ (t 0.99) t-table $= 1.98$ at $\alpha = 0.05$ (t 0.95). Because t-arithmetic $> t$-table then Ho is rejected or the path coefficient is significant both at the 95% confidence level and 99%. Based on these calculations it can be concluded that the implementation of the teacher quality improvement strategy has a direct positive effect on the quality of graduates.

The mediating effect or the indirect effect of school quality on the effect of the effectiveness of the principal’s leadership on graduate quality is 0.083. The mediating effect or the indirect effect of school quality on the effect of implementing a strategy for improving teacher quality on graduate quality is 0.076. The total effect of the effectiveness of the principal’s leadership on the quality of graduates mediated by school quality is required. This can be seen from the total effect which is greater than the direct effect obtained by the total effect value (0.443) $> t$-direct effect (0.360). The total effect of the implementation of the teacher quality improvement strategy on the quality of graduates mediated by school quality is required. This can be seen from the total effect that is greater than the direct effect obtained by the total effect value (0.408) $> t$-direct effect (0.076).

The effectiveness of the leadership of the Tourism Vocational School Principal in Hospitality Accommodation in the West Java Province has a direct positive effect on the quality of graduates. Based on the calculation results obtained path coefficient $\rho_{y2x1} = 0.360$. In this research, it is said that there is a significant influence, so it is stated that there is a direct effect on the effectiveness of the leadership of the principal on the quality of graduates. It turns out that the t-count for the effect of the effectiveness of the principal’s leadership on the quality of graduates is 2.802 greater than t-table $= 1.98$ at 110 degrees of freedom and the real level of $\alpha = 0.05$ and t-table $= 2.62$ at 110 degrees of freedom.
degrees of freedom and the real level of $\alpha = 0.01$, it can be concluded that there is a direct effect on the effectiveness of the principal's leadership on the quality of graduates.

Based on this empirical evidence, showing the effectiveness of the principal's leadership is a variable that can directly influence the variable quality of graduates. Theoretical depiction of the effect of the effectiveness on the quality of the principal on the quality of graduates following the results of research in Timor, Saud and Suhardan (2018) that describe the implementation of the leadership of the school principal, teacher performance and school quality, as well as analyzing the influence of the principal's leadership and teacher performance both partially and jointly -same on school quality. There is a weak but influential relationship between the principal's leadership and the quality of the school. There is a weak but significant and significant relationship between teacher performance and school quality. Simultaneously, the principal's leadership and teacher performance have a weak but significant relationship and have a positive effect on school quality.

The implementation of strategies to improve teacher quality has a direct positive effect on the quality of graduates of Tourism Vocational Hospitality Accommodation Expertise in West Java Province. The results showed that the implementation of the teacher quality improvement strategy had a direct positive effect on the quality of SMK graduates with a path coefficient of 0.339. In this research, it is said that there is a significant influence, so it is stated that there is a direct effect on the effectiveness of the leadership of the principal on the quality of graduates. It turns out that the t-count for the effect of the implementation of strategies to improve teacher quality to graduate quality is 4.631 greater than t-table = 1.98 at 110 degrees of freedom and the real level of $\alpha = 0.05$ and t-table = 2.62 at 110 degrees of freedom and the real level of $\alpha = 0.01$, it can be concluded that there is a direct effect on the implementation of strategies for improving teacher quality on the quality of graduates. Based on this empirical evidence, shows the implementation of strategies to improve teacher quality is a variable that can directly influence the variable quality of graduates.

This study supports the theory put forward by Permama (2017) who found that teacher competence and certification have a high relationship to improving the quality of teaching staff (teachers) in schools. A teacher who has good quality shows competence and certification as an educator. In line with Hammond’s research (2010) which shows that policy investment in teacher quality might be related to improving student performance. Quantitative analysis shows that measures of teacher preparation and certification are by far the strongest correlations of student achievement in reading and mathematics, both before and after controlling poverty and the language status of students. Country policy surveys and case study data are used to evaluate policies that affect the overall level of teacher qualifications in and across the state. This analysis shows that the policies adopted by countries regarding teacher education, licensing, recruitment, and professional development can make important differences in the qualifications and capacities that teachers bring to their work. Implications for state efforts to improve quality and equality in education.

The effectiveness of the principal’s leadership has a direct positive effect on school quality. The results showed that the effectiveness of the principal’s leadership had a direct positive effect on school quality with a path coefficient of 0.543. In this research, it is said that there is a significant influence, so it is stated that there is a direct effect on the effectiveness of the school principal’s leadership on the quality of the school. It turns out that the t-count for the effect of school quality on graduate quality of 6.306 is greater than t-table = 1.98 at 110 degrees of freedom and the real level $\alpha = 0.05$ or t-table = 2.62 at 110 degrees of freedom and the real level $\alpha = 0.01$, it can be concluded that there is a direct effect on school quality on school quality. Based on this empirical evidence, showing school quality is a variable that can directly influence school quality variables. Fourth, the implementation of strategies to improve teacher quality has a direct positive effect on school quality. The results showed that the implementation of the teacher quality improvement strategy had a direct positive effect on school quality with a path coefficient of 0.332. It turns out that the t-count for the effect of the implementation of strategies to improve teacher quality to graduate quality of 2.764 is greater than t-table = 1.98 at 110 degrees of freedom and the real level of $\alpha = 0.05$ and t-table = 2.62 at 110 degrees of freedom and the real level of $\alpha = 0.01$, it can be concluded that there is a direct influence on the implementation of strategies for improving teacher quality on school quality. Based on this empirical evidence, shows the implementation of strategies to improve teacher quality is a variable that can directly influence the variable quality of schools.

This study supports the theory put forward by Timor, Saud and Suhardan (2018) to describe the implementation of school principal leadership, teacher performance and school quality which shows that school quality is in the high category, school principal leadership and teacher performance are in the high enough category. There is a weak but influential relationship between the principal’s leadership and the quality of the school. There is a weak but significant and significant relationship between teacher performance and school quality. Simultaneously, the principal’s leadership and teacher performance have a weak but significant relationship and have a positive effect on school quality. Therefore it is necessary to improve the quality of leadership following the context on the ground.

School quality has a positive but not significant direct effect on the quality of SMK graduates. The results showed that school quality had a positive but not significant effect on the quality of SMK graduates with a path coefficient of 0.203. In this study, it was said that the effect was not significant, it was stated that there was no direct effect of the principal’s leadership strategy on the quality of graduates. It turns out that the t-count for the effect of school quality on graduate quality is 1.658 smaller than t-table = 1.98 at 110 degrees of freedom and the real level $\alpha = 0.05$ and t-table = 2.62 at 110 degrees of freedom and the real level $\alpha = 0.01$, it can be concluded that there is no direct effect of school quality on the quality of graduates. Based on this empirical evidence, shows that school quality is a variable that cannot directly influence graduates’ quality variables.

**CONCLUSION**

There is a positive direct effect on the effectiveness of the principal’s leadership on the quality of graduates, the implementation of strategies to improve teacher quality on the quality of graduates, the effectiveness of the leadership of school principals on the quality of schools, the implementation of strategies to improve the quality of teachers towards school quality, school quality on the quality of graduates. Besides, the results of this study also showed that the effectiveness of the principal’s leadership indirectly had a positive effect on the quality of graduates through school quality. The implementation of strategies to improve teacher quality indirectly has a positive effect on the quality of graduates through school quality. This study also shows that the variations that emerge in the quality of graduates of Tourism Vocational Hospitality Accommodation Expertise in West Java Province are not directly affected by school quality and indirectly by the effectiveness of school principal leadership and the implementation of strategies to improve teacher quality through school quality.

**IMPLICATION**

This good school quality can only be realized if the principal can foster the spirit of professionalism of administrative staff and support his development as a professional. High-quality teachers can be a guarantee for the learning process in the
classroom well. The effectiveness of the leadership of the Tourism Vocational School principal in the Hospitality Accommodation Expertise in West Java Province in the West Java province as its role in shaping coordination and communication that contains the different task divisions of each school component to achieve its goals. To improve the quality of SMK graduates it must be done through improving the implementation of the teacher quality improvement strategy.

RESEARCH LIMITATIONS

Limitations related to the generalization of the results of this study. This study only examined four variables namely the effectiveness of the principal’s leadership, the implementation of strategies to improve teacher quality, and school quality was associated with the quality of SMK graduates. The instrument used in this study although it has been tested and has proven to be valid and reliable, in its implementation it is possible that the teachers who filled out the questionnaire were not serious so that it could affect the quality of the results of this study.

SUGGESTION

To improve the quality of SMK Tourism Graduates in the Hospitality Accommodation Expertise to improve the quality of education in vocational schools especially in the field of tourism in West Java Province, it is hoped that the Head of the West Java Provincial Education Office needs to develop certain policies that are expected to improve the quality of SMK graduates with pay attention to aspects of the effectiveness of the principal’s leadership, implementation of strategies to improve teacher quality and school quality. Principals, School Committees and Education Councils are key factors and determinants of all operational policies in schools, especially in SMKs in West Java Province. Other researchers, especially in the field of strategic management in the field of education, should examine further the other components suspected of having a direct or indirect relationship to the quality of graduates of the Tourism Vocational School in Tourism Accommodation Expertise in West Java Province.

REFERENCES

1. Armstrong, Michael and Stephens Tina. (2005). Handbook of Management and Leadership A Guide To Managing For Results. London: Kogan Page Limited.
2. Anwar Prabu, Mangkunegara. (2003). Perencanaan dan Pengembangan Sumber Daya Manusa. Bandung: Aditama.
3. Ayu, Atikka, Yulisetyawati, Bubarkanuddin and Wildan Zulkarnain. (2018). Efektivitas Kepemimpinan Kepala Sekolah dan Hubungannya dengan Kinerja Guru. Jurnal Administrasi dan Manajemen Pendidikan Volume 1 Nomor 1 Maret 2018, hal. 37-44.
4. Badudu, S. (2003). K Autos. Akta Serapan Asing Dalam Bahasa Indonesia. Jakarta: PT. Kompe Media Nusantara.
5. Bangun, Wilson. (2012). Manajemen Sumber Daya Manusia, Jakarta: Penerbit Erlangga.
6. Becker, Gary Stanley. (2011). Human Capital: a theoretical and empirical analysis, with special reference to education and training. THIRTEENTH EDITION. USA: Pearson Education Limited.
7. Colquitt, Jason A. Jeffrey A. Le Pine, and Michael J. Wesson. (2009). Organizational Behavior. Improving Performance and Commitment in the Workplace, New York: McGraw Hill/Trifl.
8. Depdiknas. (2003). Manajemen Peningkatan Mutu Pendidikan Sekolah, Konsep Dasar, Jakarta: Ditjen Pendidikan Dasar dan Menengah.
9. Dessler Gary. (2013). Human Resources Management. Thirteenth Edition. USA: Pearson Education Limited.
10. Dubrin, Andrew J. (2010). Leadership Sixth Edition. United States: Cengage Learning.
11. Engkoswara, Aan Komariah. (2010). Administrasi Pendidikan, Bandung: Alfabeta.
12. Erni Tismawati Sule & Kurniawan Saefullah. (2010). Pengantar Manajemen, Edisi Pertama. Jakarta: Kencana.
13. Gibson James L, Ivancevich John M., and Donnelly James H. (2012). Organizations: Behavior, Structure, Processes. Singapore: McGraw Hill.
14. Griffin, Ricky W. (2011). Management, Principle and Practices. South Western:USA: Cengage Learning.
15. Griffin, Ricky W. (2013). Management, Principle and Practices, Eleventh Edition. Canada: Nelson Education, Ltd.
16. Grundy, T (2009). Managing Strategic Change, London, Kogan, 22-26.
17. Husibun, Maluay S. P. (2009). Manajemen Sumber Daya Manusia. Bumi Aksara, Jakarta.
18. Hoy, Wayne K. School Climate-Measuring School Climate, School Climate and Outcomes, Issues Trends and Controversies. 2010.
19. Ivancevich, John M. Human Resource Management, (2010). Eleventh Edition. Singapore: McGraw-Hill Education.
20. Jalal Fasliet. (2009). Teacher Certification In Indonesia: A Strategy For Teacher Quality Improvement. Jakarta: Depdiknas-World Bank.
21. Kinicki Angelo and Williams Brian K, Management, (2011). A Practical Introduction. New York: The McGraw-Hill Companies.
22. Komariah, A & Triatna, C (2006). Visionary Leadership: Menuju Sekolah Efektif. Jakarta: Bumi Aksara.
23. Kreitner, Robert, and Kinicki, Angelo. (2010). Organizational Behavior. Singapore: McGraw – Hill.
24. Luthans Fred. Organizational Behavior. (2011). Twelfth Edition. Singapore: McGraw Hill Education (Asia).
25. Luthans Fred and Doh Jonathan P. (2009). International Management, Culture, Strategy, and Behavior, Seventh Edition. USA: McGraw Hill.
26. Mullins, John W dan Walker Jr, Orville C. (2015). Marketing Management: A Strategic Decision-Making Approach, 8th Edition, McGraw-Hill International Edition.
27. Muljasa. (2011). Manajemen Berbasis Sekolah, Konsep, strategi dan Implementasi. Bandung : PT Remaja Rosdakarya.
28. Nawawi, Hadari (2012). Kepemimpinan Yang Efektif. Yogyakarta: Gadjah Mada University Press.
29. Newsrom, John W. (2011). Organizational Behavior: Human Behavior at Work. New York: McGraw-Hill Companies Inc.
30. Nurkolis, Manajemen Berbasis Sekolah: Teori, Model dan Aplikasi. Jakarta: Grafindo, 2003.
31. Nurzazin. (2011). Gerakan Menata Mutu Pendidikan: Teori dan Aplikasi Jogyakarta: Ar-Ruzz Media.
32. Pasaribu dan Simanjuntak. (2013). Sosiologi dan Pembangunan. Bandung: Tarsito.
33. Pearce, A. John Il Dan B. Robinson, Richard Jr. Cristine, (2014). Terj. Bachtar Yantri. Manajemen Strategis Formulasi, Implementasi, Dan Pengendalian. Jakarta: Salemba Empat.
34. Priansa, (2014). Manajemen Supervisi dan kepemimpinan Kepala Sekolah, Alfabeta, Bandung.
35. Ramli, Abdullah. (2012). Pembelajaran Berbasis Pemanfaatan Sumber Belajar. 12(2): halaman 216-231.
36. Rastudio. Mengangkat Citra dan Martabat Guru. 2009. (http://www.rastudio.com)
37. Riduwono dan Engkos Achmad Kuncoro. (2011). Cara Menggunakan dan Memanfaatkan Path Analysis (Analisis Jarak). Bandung: Alfabeta.
38. Rini, Riwanti. (2011). Manajemen Berbasis Sekolah dan Hasil Penelitian. Bandar Lampung: Universitas Lampung.
39. Riva, Veithzal & Sylvania Murni. (2009). Education Management. Rajawali PersPT Rajagrafindo Persada. Jakarta.
40. Riva, Veithzal. (2009). Manajemen Sumber Daya Manusia untuk Perusahaan. Jakarta: PT. Raya Persada.
41. Riva, Veithzal & Murni, Sylvania. (2010). Education Management: Analisis Teori dan Praktek, Jakarta: Rajawali Press.
EFFECT OF EFFECTIVENESS OF PRINCIPAL LEADERSHIP AND IMPLEMENTATION OF TEACHER QUALITY IMPROVEMENT STRATEGIES ON SCHOOL QUALITY AND QUALITY OF GRADUATES IN JUNIOR HIGH SCHOOL TOURISM HOSPITALITY ACCOMMODATION WEST JAVA-INDONESIA

Journal of critical reviews

42. Robbins, Stephen P., and Coulter Mary. (2012). Management. Eleventh Edition. New Jersey: Pearson Education Limited.
43. Robbins, Stephen, P, and Judge Timothy A. (2011). Organizational Behavior, Fourth tent Edition, New Jersey: Pearson Education Inc.
44. Rohman, Nur. (2017). Peran Kepala Sekolah dalam Peningkatan Mutu Pendidikan Perspektif Manajemen Mutu Terpadu (Studi Kasus di SDUT Bumi Kartini, Jepara). Jurnal Tarbawi Vol. 14. No. 2. Juli – Desember 2017, hal. 200-216.
45. Sagala, Syafqul. (2010). Konsep dan Makna Pembelajaran. Bandung: CV. ALFABETA.
46. Sagala, S. (2013). Manajemen Strategik dalam Peningkatan Mutu Pendidikan. Alfabeta, Bandung.
47. Salim, Peter dan Yani Salim, (2005). Kamus Bahasa Indonesia Kontemporer, Edisi Pertama, Jakarta: Modern English Press.
48. Sallis, E. (2010). Total Quality Management in Education (Third edit). London: the Taylor
49. Sedarmayanti. (2010). Manajemen Sumber Daya Manusia. Bandung: PT Refika Aditama.
50. Sowiyah. (2010). Kepemimpinan Kepala sekolah Capai Prestasi Juara UKS Nasional. Universitas Lampung. Bandar Lampung.
51. Sugiyono. (2011). Metode Penelitian Kombinasi (Mixed Methods), Bandung: CV. Alfabet.
52. Surya, Mohamad. (2014). Psikologi Guru: Konsep dan Aplikasi. Bandung: Alfabeta.
53. Suryadi, Ace dan Agus Budiman (2015). Peran Pendidikan Vokasi dalam Upaya Meningkatkan Kompetensi Profesional pada Guru SMK Teknik Kendaraan Ringan. Prosiding Seminar Nasional Pendidikan Vokasi dalam Rangka Dies Natalis Ke-54 Fr. UNY.
54. Suryosubroto. (2010). Manajemen Pendidikan di Sekolah. Rineka Cipta. Jakarta.
55. Sayed, Y. & Kanjee, A. (2013). "An Overview of Education Policy Change in Post-apartheid South Africa." In: Sayed, Y., Kanjee, A. & Nkomom, M. (Eds.) The Search for Quality Education in Post-apartheid South Africa: Interventions to Improve Learning and Teaching, 5–39. Cape Town. HSRC.
56. Syarifuddin (2012). Manajemen Mutu Terpadu dalam Pendidikan Konsep, Strategi dan Aplikasi. Jakarta: Grafindo.
57. Syah, Muhibbin. (2013). Psikologi Pendidikan, Dengan Pendekatan Baru. , Bandung PT Remaja Rosdakarya.
58. Thoha, Miftah. (2010). Kepemimpinan Dalam Manajemen, Jakarta : Rajawali Pers.
59. Tilaar, H.A.R dkk. (2016). Pedagogik Kritis: Perkembangan, Substansi, dan Perkembangannya di Indonesia. Jakarta: Rineka Cipta.
60. Uwe, Sanusi. (2005) Pengembangan Mutu Dosen. Jakarta: Logos Wacana Ilmu.
61. Wahjosumidjo. (2010). Kepemimpinan Kepala Sekolah. Raja Grafindo Persada, Jakarta.
62. Wibowo. (2010). Manajemen Kinerja. Jakarta: Rajawali Pers.
63. Wibowo. (2011). Budaya Organisasi. Jakarta: Rajawali Pers.
64. Zahro, Anna Mar’atuz, Ahmad Yusuf Sobri dan Ahmad Nurabad. (2018). Kepemimpinan Perubahan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan. Jurnal Administrasi dan Manajemen Pendidikan, Volume 1 Nomor 3 September 2018, hal. 358-363.
65. Zazin, Nur. (2011). Gerakan Menata Mutu Pendidikan : Teori dan Aplikasi, Jogjakarta: Ar-Ruzz Media.
66. Pathirage Kamal Perera. "Traditional medicine-based therapies for cancer management." Systematic Reviews in Pharmacy 10.1 (2019), 90-92. Print. doi:10.5530/srp.2019.1.15
67. Bansal, SK., Saxena, V., Kandpal, SD., Gray, W.K., Walker, R.W., Goel, B. The prevalence of hypertension and hypertension risk factors in a rural Indian community: A prospective door-to-door study(2012)Journal of Cardiovascular Disease Research, 3 (2), pp. 117-123. DOI: 10.4103/0975-3583.95365