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Training Needs Analysis: Enhancing Organizational Development Competence for Elementary School Principals

Egi Febrizon✉1, Rusdinal Rusdinal2, Hadiyanto Hadiyanto3

1,2,3 Educational Administration Department, Universitas Negeri Padang, Padang, Indonesia
✉efebrizon@gmail.com

Abstract. This research is motivated by the low competency of principals in organizational development. The various training programs that have been held have not had a significant impact on increasing the competency of principals. The failure of the training program was due to the training being top down and not based on the real needs of the principal. An analysis of training needs must be carried out prior to the training to determine the competencies that need to be improved through training. Theobjectives of this research is to analyze the need of principals training in organizational development competence. This research was conducted using descriptive method. Data analysis was done descriptively. The results showed the average needs of primary school principals on the readiness of school principals in implementing change was 74 (in the need category), an indicator of organizational structure was 67 (in the quite need category), The job division indicator is 69 (in the need category), and the understanding and application of information and communication technology (ICT) is 86 (in the very need category). So, it can be concluded that the most important need is the understanding and application of ICT in schools with 86.

Keywords: Needs Analysis, Education and Training, Competence, Organizational Development, Principals (LO)

INTRODUCTION ~ Successful school principals are principals who understand the existence of the school as a complex and unique organization, and are able to carry out the roles given as part of the responsibility to lead the school, one of which is managerial competence in the development of school organizations (Sanberg, 2000; Spencer & Spencer , 2008).

Competency in organizational development for principals is needed, this is due to the many changes that occur in the world of education, as currently the world of education is faced in the era of globalization and industrial revolution 4.0 which will have a lot of impact on changes in various aspects of the field of education. Therefore, mastery of principals' competencies, especially school organization development competencies, is very important to analyze

their gaps in the context of fostering and compiling education and training programs in accordance with needs (Niemi, Toom, & Kallioniemi, 2016).

In addition, in a study of principals' competencies, it was stated that in managerial competencies the most difficult thing for masters to master was in organizational development because they were closely related to change management, even organizational development was often referred to as organizational change (Harsoyo &Astuti, 2017; Rusdinal, 2017; Asmendri, Sufyarma, Rusdinal, & Mukhaiyar, 2018).

On the other hand, the principal has an active role in improving the quality of education because a good headmaster is able to manage all educational resources in order to achieve educational goals,

both in terms of learning and the development of educational organizations. As a result, principals are also required to be able to create a good organizational climate so that all school components can play a role together to achieve the goals and objectives of school organizations (Gistituati & Hadiyanto, 2018; Syahril & Hadiyanto, 2018). Principals are the main elements found at the highest level of management in school organizations all basic tasks and functions must be mastered thoroughly so that the creation of school conditions that are conducive to the learning process (Schein, 2017; Grace, 2005; Mulyasa, 2007).

The principal is a functional teacher who is given an additional task to lead a school where a learning process is held, or a place where interaction occurs between the teacher giving the lesson and the student receiving the lesson (Sumidjo, 2005). The principal is the highest leader in the school, where there are several components including the teacher, students, staff and so forth. Thus the principal in school management can be interpreted as: "The way or efforts of principals in terms of influencing, encouraging, guiding, directing and moving teachers, students, staff, parents of students and other related parties, to work actively to achieve set goals"(Grace, 2005; Levin, & Lockheed, 2012). Therefore, a school will move synergistically if it is driven by a school principal who has good management skills.

One way to improve the competency of principals through education and training, the initial stage in developing a training program is the analysis of training needs which is the first critical stage in the training cycle. Mangkunegara (2003) also stated that the training needs analysis (TNA) is a systematic study of a training problem by collecting data and information from various sources, to get a solution to the problem or suggest further actions. Training Needs Analysis (TNA) is a workplace requirements analysis specifically intended to determine what training needs are really a priority. Training Needs Analysis (TNA) can also be understood as a systematic and comprehensive investigation of various problems with the aim of correctly identifying several dimensions of the problem so that finally the institution/organization can find out whether the problem really needs to be solved through a training program or not (Irianto, 2001).

According to Atmodiwirio (2005), the objectives of the training needs analysis are as follows:

1. Describe the exact nature (exact) of a work implementation discrepancy.

2. Determine the causes of work implementation discrepancies.

3. Recommend a suitable solution.

4. Describe potential participant populations.

According to Irianto (2001), the training needs analysis function is:

1. Gather information about the capabilities, knowledge and attitudes of human resources.

2. Gather information about job content and job context.

3. Define actual performance and standard performance in operational details.

4. Involve and build support with stakeholders.

5. Providing data for planning purposes.

School organizations are essentially organizations whose job is to carry out learning. Therefore, schools must become learning organizations, that schools must be a place for the people in it to continuously and continuously develop the ability and potential to create things and achieve them, to be a place to strengthen the mindset, a forum to convey shared aspirations, shared learning processes, and expand the ability to innovate and solve problems (Gistituati, 2017). From this explanation, the school as a learning organization must be developed in an effective and efficient manner so that the goals and functions of the school organization can run properly.

The definition of organizational development (OD) has been very much put forward by practitioners and theorists. Basically, organizational development is a

planned effort at the organizational level to increase effectiveness and enable the organization to achieve its strategic objectives. Schein (2017) quotes Richard Beckhard as saying that organizational development is a planned, organized, and managed effort from above, to improve organizational effectiveness and health through planned interventions in a "process," organizations using behavioral knowledge and Science.

In general, OD begins with a thorough diagnosis of the status quo and needs at the organizational level. Organizational development is carried out with interdisciplinary techniques drawn from behavioral sciences, especially sociology and psychology (including learning theory, motivation, and personality). The high status quo of members of the organization in this case, school members will result in rejection of the changes that will be made. Organizational development of members of the organization against changes that can be made in the form of resistance and the principal must understand the common causes of this resistance, including: (1) Fulfillment of needs, (2) Fear of ignorance, (3) Threats to power and influence, (4) Science and expertise, (5) Organizational structure, (6) Limited resources, and (7) Negotiation of agreements/collective agreements (Lunenburg & Ornstein, 2000; Robbins, 2003). Thus, the principal as a leader here has an important role to direct members from the status quo to the conditions of change that are accepted. Then, the

main consequences of the resistance that occurs will make the principal easily choose the right strategy/approach to make changes. In general, there are two approaches to change followers, first, an individual approach to change. Interpersonal approaches in organizations are based on these goals: (a) To change personal work and perceptions, (b) To change behavior or abilities when followers do their work. Second, groups that carry out organizational development agree to make changes.

According to Robbins (2003) there are several indicators in organizational development competence, namely:

1. Human Resources (HR)/School Principals, Educators and Educational Personnel

Readiness is a cognitive pioneer of behavior, whether resistant or attempting to support change. On the other hand, Hanpachern (in Holt, 2003) states readiness to deal with change is the level at which individuals are mentally, psychologically, and physically willing and ready to participate in organizational development activities.

Readiness involves the need for visible change, one's ability and trust to achieve success in change and an attempt to participate in the change process. So, it can be concluded that organizational development is closely related to the level of readiness of HR/principals in dealing with changes that occur.

2. Organizational Structure

Organizing the structure is the process of adjusting the organizational structure with its goals, resources and environment. Organizational structure can be interpreted as the composition and relationships between the components of the parts and positions in a company.

There are several elements of organizational structure, including: (1) Specialization of creativity, referring to the specific tasks of individuals and work groups throughout the organization; (2) Activity standardization, is a procedure used by an organization to guarantee the appropriateness of its activities; (3) Centralized and decentralized decision making, referring to the location of decision making power. In a centralized organizational structure, decisions are taken at a high level or by managers continuously or even by someone alone; And (4) The size of the work unit, refers to the number of employees in a work group. So, it can be briefly concluded that the organizational structure is related to the readiness of new structure changes for the changes that occur.

3. Distribution and Adjustment of Tasks

Robbins (2003) states that the division of tasks is a written record of the responsibilities of a particular job. This document shows the qualifications needed for the position and describes how the work relates to other parts of the agency.

The division and adjustment of tasks is the breakdown or grouping of activities and tasks such as and closely related to each other to be carried out by certain organizations. The benefit of the division of labor is that the work is carried out properly according to plan and can be clearly known the objectives of an organization, employees or employees responsible for the implementation of the work. So, the division and adjustment of tasks related to the division of tasks and adjustment of tasks due to changes.

4. Information and Communication Technology

In general, the notion of technology is the study of skills in creating tools, processing methods, and extraction of objects, to help solve various problems and everyday human work (Blau & Shamir-Inbal, 2017). Besides that, information technology is a tool used by managers to cope with a change. In this case, Loudon (in Blau & Shamir-Inbal, 2017) emphasized that the change in question was a process of changing information that had been stored on a previous computer.

In the world of education, information and communication technology has three vital functions which are always used in teaching and learning activities. Among them are: (1) Technology has a role as a media function or tool; (2) Technology has a function as science; In addition to being a learning tool, (3) Technology also has a function and role as material. However, in

this case it is directed more towards matters related to the level of understanding and application of the latest technology in schools.

Furthermore, the researcher would like to present a number of previous studies that are relevant to this study, including:

1. Rusdinal (2017) with the research title "Organizational Development through human process intervention for the implementation of vocational educational revitalization at vocational high school". The results of this study indicate, human process interventions in vocational high schools are carried out by: (1) Interpersonal Approach, (2) Group Approach. Supposedly, it is recommended for school principals to use these results as a way to carry out organizational development by adjusting followers and organizational characteristics.

2. Rusdinal and Santoso (2018) with the research title "Implementation of organization development of public elementary schools according to school management standards". This research shows how the implementation of organizational development in primary schools in meeting school / madrasah management standards.

3. Asmendri, Sufyarma, Rusdinal, and Mukhayar (2018) with the research title "An Analysis of Managerial Competence of the Madrasah

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Principals in Islamic Senior High Schools in Tanah Datar". The results of this study are "based on the research finding, it was found that in the madrasa activities planning was 82.11%; activities organizing was 79.50%; activities leading was 79.92%; activities actuating was 78.53%; and activities controlling was 81%. Research conducted by Asmendri, et al (2018) examines the Analysis of Managerial Competency Needs of Madrasa Aliyah Heads in Tanah Datar West Sumatra.

4. Sabandi, Anisah, and Rusdinal (2018) with the research title "Training Needs Analysis: Study on Development of School Administration's Competence". Where the results of the study are "the need for education and training in the development of managerial competence of head of SAS is 83.09 (in need category), technical competence of head of SAS is 82.86 (in need category), and technical competence of SAS is 82.30 (in need category). Sabandi, Anisah, and Rusdinal's research discusses the analysis of training needs: a study on the development of competencies in school administration.

5. Irma Febrianis, Muljono, & Susanto (2014), with the research title "Analysis of Training Needs for Increasing Competence of Science Teachers of State Junior High Schools in Pekanbaru City", this study discusses the analysis of training needs for increasing the

competence of natural science teachers conducted to map the competencies of the Science teachers at SMP Negeri throughout the city of Pekanbaru.

Based on some of the research results above, we can know that OD competencies is very important in educational organizations, because school management is the task of organizational development and the function of a principal as a manager (Asmendri, Sufyarma, Rusdinal, & Mukhaiyar, 2018) . Furthermore, based on previous research in West Sumatra Province which amounted to 392 Public Elementary Schools with a total sample of 124 schools the results illustrate that the implementation of school management standards has been implemented well, this is evidenced by the average school accreditation in West Sumatra which is predicated A, but there are a few indicators of school management standards that have not been met (Rusdinal and Santoso, 2017). In addition, based on the research results of Asmendri, et al, there is a gap in the percentage results of each competency of Madrasah Aliyah school principals in Tanah Datar District, which is found that in planning school activities 82.11%, organizing 79.50%, leadership 79.92%, entrepreneurship 78.53%, and supervision 81%. The results show that organizational development and entrepreneurship competencies are at the lowest value compared to other competencies (Asmendri, Sufyarma,

Rusdinal, & Mukhaiyar, 2018). From this data, we can know that organizational development competencies really need more attention to do research and development therein.

METHOD

This research is a quantitative approach with descriptive methods. Descriptive method is a research conducted on a population, the data studied are data taken from the population which are then taken generalization (Sugiyono, 2014, Creswell, 2013). However, the first step taken by researchers in carrying out this research was to test the validity and reliability of the questionnaire used in the study using the Pearson Product Moment correlation formula. The results of the validity and reliability test of the questionnaire instrument showed the results that rcount> rtable, where the trial of the instrument was conducted on samples outside the population amounting to N = 14 at a 95% confidence level with rtable = 0.532, from the trial results obtained for indicators of readiness of HR/school principal rtable = 0.532, rcount = 0.924, indicators of organizational structure change rtable = 0.532, rcount = 0.933, assignment and adjustment indicators assignments rtable = 0.532, rcount = 0.930, and indicators for understanding and applying information and communication

technology rtable = 0.532, rcount = 0.935, which can be concluded that the instruments used in this study are valid and reliable.

The population and sample in this study were 20 Principals of Public Elementary Schools in the Nanggalo District of Padang City, West Sumatra Province.

RESULTS

Research Result

The results of the analysis of organizational development competency training needs for primary school principals can be seen in the table below. The results show that the overall training needs when combined the average score of each indicator needs is 74%. This value is in the "Need" category.

For more details, the results of the study have been divided and contained in a table of values for each aspect of the dimensions and indicators of organizational development to make it easier to see the priority of training needs as in the following tables.

1. Training Needs of School/HR Principals in Dealing with Change

Data on the results of the training needs training on the readiness aspect of the principal/HR can be seen in Table 1.

Table 1. Principal Training Needs in the Principal/HR Readiness Aspect

Indicators	Average %	Criteria
Appropriatness	75	Need

Change Efficacy	73	Need
Management Support	70	Need
Personal Benefit	78	Need
Average (%)	74	Need

The table above shows that the training needs for improving organizational development competencies in the aspect of the readiness of principals/HR in dealing with change are at 74% with the category of need.

2. Training Needs for Organizational Structure Change in Readiness

Data on the results of research on training needs on aspects of organizational structure readiness can be seen in Table 2.

Table 2. Training Needs of School Principals in the Preparedness Aspect of Organizational Structure Change

Indicators	Average %	Criteria
Arrange Structure	63	Need Enough
Department of Information	69	Need
Hierarchy	72	Need
Coordination	65	Need Enough
Average (%)	67	Need Enough

The table above shows that the training needs for increasing organizational development competency in the aspect of readiness for organizational structure change are at 67% with the category of need enough.

3. Training Needs on Division and Adjustment of Tasks

Data on the results of the training needs research on aspects of readiness for division and adjustment of tasks can be seen in Table 3.

Table 3. Principal Training Needs on the Aspects of Distribution and Adjustment of Tasks

Indicators	Average %	Criteria
Work Placement	63	Need Enough
Procedure and Workload	71	Need
Work Specialization	74	Need
Average (%)	69	Need

The table above shows that the training needs for increasing organizational development competency in the aspect of division and adjustment of tasks are 69% with the category of need.

4. Training Needs on Understanding and Application of Information and Communication Technology

Data on the results of training needs training on aspects of information and

communication technology readiness can

be seen in Table 4.

Table 4. Principal Training Needs on the Understanding and Application of Information and Communication Technology Aspects

Indicators	Average %	Criteria
Strategic Planning and Preparation of school ICT programs	86	Quite Need
Decision Making and Determination of ICT Policy	85	Quite Need
Supervision and control	86	Quite Need
Average (%)	86	Quite Need

The table above shows that the training needs for increasing organizational development competencies in the aspects of understanding and applying information and communication technology are 86% with the category of very need.

For more details, the following is a recap of all the Average scores from the training needs of the competency development of primary school principals as shown in Table 5.

Table 5. Recapitulation of Average Value Data Needs of Primary School Principal Organization Development Competency Training

Indicators	Average %	Criteria
Human Resources	74	Need
Organizational structure	67	Need Enough
Division of tasks	69	Need
Information and Communication Technology	86	Quite Need
Average (%)	74	Need

Based on the table above, we can analyze the results of training needs for improving the competency of organizational development in primary school principals obtained from questionnaire data showing different levels of need for each organizational development Indicators, such as Indicators of HR readiness / principals (74%) categories of need, Indicators Organizational Structure (67%) categories need enough, Indicators division and task adjusters (69%) categories need, and Indicators understanding and application of ICT (86%) with categories really need. Thus, the average value of organizational development competency training needs

for primary school principals is 74% with the category "Need".

Discussion of Research Results

The discussion of the results of this study is an explanation and general description of several research findings that include the results of the analysis of the training needs of the development of the competency of elementary school principals.

The ideal competency of a school principal needs to be improved because the competency of a school principal is closely related to the quality of teacher management, education staff, and the success of a school in placing itself as an

institution for educating the nation's children (Gistituati & Suyuthie, 2018; Valentine & Prater, 2011 ; Fitriani & Al Kadri, 2019).

Analysis of Training Needs for Increasing Competency in Primary School Principal Organization Development

Needs analysis is the initial process that is key to the success of the planning that will be made in every activity that will be carried out including in the education and training program for principals, training needs analysis is the first critical stage in the training cycle to be carried out (Putri & Rusdinal, 2018; Gistituati , et al, 2019; Alkadri, et al, 2019). By analyzing training needs, management identifies gaps in knowledge, strengths and weaknesses in the process that allow or hinder training programs.

Education and training is a process that will produce a change in the behavior of education and training targets. Concretely, the change in behavior takes the form of increasing the ability of the education and training targets. This ability includes cognitive, affective, and psychomotor. When viewed from a systems approach, the education and training process consists of inputs (training goals) and outputs (behavior change), and factors that influence the process.

Based on the research results obtained, in principle this study shows a general picture of the results of the analysis of training needs obtained through a questionnaire that has been distributed to respondents. The results of the questionnaire data show that principally elementary school principals need training in the area of organizational development competency according to the level of need based on the percentage value of each Indicators that has been obtained.

1. Training needs on aspects of HR / school principal readiness in dealing with change

Based on the results of research relating to the training needs of principals / HR readiness in dealing with changes in principle in the category of need, which lies in the Average score of 74%. Although the findings of this study on Indicators show that principals have competency values in the category of being able to, based on the questionnaire data needs that have been filled out by principals, in fact they still need training to improve their competence in organizational development in the aspects of human resource readiness/ principals in order to improve their performance . This is consistent with Adrianto's research (2011) that increasing the competency of a school principal will greatly affect the performance results of the school principal itself (Duncan, Range, & Scherz 2011).

2. Training needs on aspects of Organizational Structure Change

Based on the results of research relating to training needs changes in organizational

structure in principle in the category of need enough, which lies in the average score of 67%. The conditions of need for these Indicators are not prioritized compared to other Indicators, because according to Lunenburg (2012) Average the leadership of an organization is the easiest to adjust and structure the organization. Therefore, according to the questionnaire data filled out by the school principal, the Indicators do not need training on the Indicators.

3. Training needs on aspects of Task Sharing and Adjustment

Based on the results of research relating to training needs in the division and adjustment of tasks in principle in the category of need, which lies in the Average score of 69%. These indicators are also not a priority in the training needs expressed by the principal through the completed questionnaire, because researchers found that the ability of principals to divide and adjust tasks was also in the category of ability based on test results in this study.

4. Training needs on aspects of Understanding and Application of Information and Communication Technology

Understanding and applying Information and Communication Technology (ICT) is very important in improving the quality of education today (Blau & Shamir-Inbal, 2017; Mitgang, 2012). However, this also becomes a very big challenge for the

world of education, especially school principals today. According to Mingaine (2013) the biggest challenge of leadership in education is the magnitude of the influence of ICT / ICT in the world of education which is developing very rapidly and requires a principal not only to be able to use but the principal must also be able to manage ICT in the school itself.

Based on the results of the analysis of training needs that have been conducted by researchers relating to the understanding and application of ICT / ICT in the category of very need, with an average score of 86%. Each Indicators in this aspect has a high level of need, namely planning and compilation of ICT programs with a score of 86%, ICT decision-making and policies with a score of 85%, and ICT supervision and control with a score of 86%. this shows that the principal really needs training in the ICT / ICT field and at the same time becomes a training priority when compared to other Indicators.

CONCLUSION

Based on the results of research and discussion, it can be concluded several things, namely the results of the analysis of training needs for improving the competency of primary school principals' organizational development obtained from questionnaire data showing different levels of needs of each Indicator of organizational development, such as Indicators of HR/school principal readiness

(74 %) category of need, Indicator of Organizational Structure (67%) category of need enough, Indicators of division and adjustment of tasks (69%) category of need, and Indicators of understanding and application of ICT / ICT (86%) to the category of very need. Thus, the average value of organizational development competency training needs for primary school principals is 74% with the category "Need".

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