
Kyai's Visionary Leadership in the Development of Quality Management at the Annajah Purwokerto Islamic Boarding School

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Abstract

This research discusses Kyai's visionary leadership in developing quality management at the Annajah Islamic Boarding School, Purwokerto. This research outlines the steps that must be taken by Kyai in creating, formulating, implementing and evaluating the vision of Islamic boarding schools. Kyai leadership plays a key role in forming an inspiring vision, communicating well, making wise decisions, and supervising and motivating Islamic boarding school stakeholders. Apart from that, quality management in Islamic boarding schools includes planning, organizing, mobilizing, supervising and assessing to improve the quality of Islamic boarding schools. This research uses a qualitative approach with descriptive methods. In data collection, the techniques used were observation, interviews and documentation. The results of data analysis show the important role of Kyai in achieving the vision of Islamic boarding schools and carrying out quality management for better Islamic boarding school development.

Keywords

Leadership, Visionary, Kyai, Quality Management, Islamic Boarding School



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INTRODUCTION

The development of education in the era of globalization requires every educational institution to be able to improve the quality of organizational management so that it remains relevant to the needs of the community and is able to produce competitive human resources. These demands do not only apply to formal educational institutions, but also to religious educational institutions, including Islamic boarding schools. As one of the oldest Islamic educational institutions in Indonesia, pesantren has played a strategic role in shaping the character, morals, and intellect of the community. In the midst of social changes, technological advances, and increasing demands on the quality of education, Islamic boarding schools are required to make various innovations in institutional governance without abandoning the Islamic values that are their identity.

Islamic boarding schools have different characteristics from other educational institutions because the leadership of kyai is the center of decision-making as well as determining the direction of pesantren development. The success of an Islamic boarding school is not only determined by the completeness of facilities and infrastructure, but also influenced by the leader's ability to formulate a vision, mobilize all resources, and build an organizational culture that is oriented towards improving quality. In this context, visionary leadership is an important aspect because it is able to integrate long-term ideals with strategic steps that can be realized gradually (Nanus, 1992; Robbins & Judge, 2017).

Visionary leadership is the ability of a leader to create, communicate, and implement the organization's vision so that it is able to provide a clear direction of change for all members of the organization. Visionary leaders are not only oriented to current conditions, but also have the ability to read future challenges as well as prepare the organization to deal with them. In the pesantren environment, the implementation of visionary leadership is greatly influenced by the charisma, example, and scientific capacity of a kyai. Kyai not only functions as an administrative leader, but also as an educator, spiritual guide, policy maker, as well as an agent of change that determines the sustainability and quality of the implementation of pesantren education (Dhofier, 2011).

On the other hand, the development of quality management is a need that cannot be avoided by Islamic boarding schools. Quality management is an organizational management process that is carried out systematically and continuously to improve the quality of educational services through the effective and efficient use of all resources (Hasibuan, 2017; Juran, 1998). In the context of education, quality management is not only oriented towards achieving academic standards, but also includes the satisfaction of all stakeholders, improving the competence of human resources, the effectiveness of institutional management, and the sustainability of quality culture in educational organizations. Therefore, the success of the implementation of quality management is greatly influenced by leadership that is able to move all elements of the organization towards the vision that has been set.

Various previous studies have shown that leadership has a significant influence on improving the quality of educational institutions. However, most of the research still focuses on the leadership of school principals in formal educational institutions or discusses kyai

leadership in general without linking it deeply to the institution's vision-based quality management development strategy. In fact, each pesantren has different organizational cultures, management systems, and leadership styles, so it requires a contextual study to understand how a kyai's vision is translated into sustainable policies, programs, and quality culture.

The Annajah Purwokerto Islamic Boarding School is one of the Islamic boarding schools that continues to carry out institutional development through various education programs and student development. The success of pesantren in maintaining their existence while improving the quality of educational services shows that there are leadership practices that are interesting to study, especially regarding how a kyai formulates a vision, builds organizational commitment, and develops a quality management system that supports the achievement of institutional goals. The study of leadership practices is expected to provide an empirical picture of the implementation of visionary leadership in the context of modern pesantren management. Based on this description, this study aims to describe the visionary leadership of kyai in the development of quality management at the Annajah Purwokerto Islamic Boarding School. The results of the research are expected to contribute to the development of Islamic Education Management studies, especially regarding visionary leadership models in strengthening quality culture in pesantren-based educational institutions, as well as becoming a reference for pesantren managers in developing educational governance that is adaptive, sustainable, and quality-oriented.

METHODS

This study uses a qualitative approach with a descriptive research type to understand in depth the visionary leadership of kyai in the development of quality management at the Annajah Purwokerto Islamic Boarding School. The qualitative approach was chosen because it is able to describe phenomena naturally based on conditions that occur in the field and reveal the meaning behind the behaviors, actions, and policies carried out by the research subjects (Bogdan & Taylor, 1992). The research was carried out at the Annajah Purwokerto Islamic Boarding School, Banyumas Regency, Central Java, in the period from June to August 2023. The location was chosen because it is one of the Islamic boarding schools that has unique characteristics, namely the majority of its students are students and implements various programs to develop independence and entrepreneurship as part of improving the

quality of the pesantren.

The subjects of the study include caregivers, Islamic boarding school administrators, and students who are directly involved in the implementation of education at the Annajah Purwokerto Islamic Boarding School. The object of the research is focused on the visionary leadership of kyai in the development of pesantren quality management. Research data were obtained through semistructured interviews, participatory observations, and documentation studies. The interview was conducted to obtain information about the leadership vision, quality development strategy, and its implementation in the management of the Islamic boarding school. Participatory observation is used to directly observe leadership activities, program implementation, and quality culture in the pesantren environment, while documentation is used to complete data in the form of archives, institutional documents, photos of activities, and various other supporting documents. To ensure the credibility of the data, the research applied source triangulation, technique triangulation, and time triangulation.

Data analysis is carried out interactively following the Miles and Huberman model which includes data reduction, data presentation, and drawing conclusions or verification. Data reduction is done by selecting, focusing, and simplifying data that is relevant to the focus of the research. Furthermore, the data is presented in the form of a narrative description so that the relationships between categories can be understood systematically. The final stage in the form of drawing conclusions is carried out through an interpretation process of all research findings that have been verified repeatedly so as to produce a comprehensive picture of kyai's visionary leadership in the development of quality management at the Annajah Purwokerto Islamic Boarding School.

RESULTS AND DISCUSSION

Kyai's Visionary Leadership at the Annajah Purwokerto Islamic Boarding School

A leader in carrying out the vision and mission of the Islamic boarding school must be accompanied by the ability to carry out his leadership. The key to the success of an institution lies in how leaders influence their subordinates to work hard for common goals and ideals. Therefore, Kyai's leadership in advancing his Islamic boarding school must have a clear vision and mission as well as a clear plan regarding what will be done in the future. The following are the steps of the visionary leadership of the Annajah Purwokerto Islamic

Boarding School that must be taken:

Vision Creation

In creating a vision, a kyai must pay attention to what is the ideal of the Islamic boarding school, communicate with all human resources involved. The main key in creating a vision is to analyze and predict every possibility that will occur in the future, being able to read the direction of changes in situations and conditions in the future. And the most important thing is the output, so in the creation of the vision it is necessary to involve stakeholders by conducting deliberation to produce a decision. Good communication and coordination must be possessed by a leader. This will be useful in resolving a problem or differences of opinion between stakeholders. The ability of a kyai to make decisions includes the following:

Kyai's Ability to Communicate and Coordinate

From the results of the interview with Mr. K.H. Prof. Dr. Mohammad Roqib, M.Ag, as the caretaker of the Islamic boarding school, data was obtained that he always conducted deliberations with the foundation, other teaching staff to realize good communication and coordination in exchanging ideas.

Kyai's ability to make decisions

In making decisions related to the vision of the Islamic boarding school that has been made, it is also necessary to ask for input or consideration from the chairman of the foundation or existing stakeholders to be in accordance with what is the common desire.

Vision Formulation

In formulating a vision, it is necessary to involve many people in it, and what is a supporting factor in the formulation of the vision is the similarity of perceptions and views related to the vision formulated, as well as high work spirit and enthusiasm. The obstacle to vision formulation is the difference in understanding, but it can be overcome by applying the value of common views related to the planned vision and the delivery of clear and measurable vision directions.

Vision Implementation

In implementing the vision of the Islamic boarding school, a kyai will communicate it with all administrators and also the foundation which will later be formulated together in accordance with the provisions in the Islamic boarding school, besides that it is also adjusted

to the needs of the community, and the expectations of the parents of the students so that later it will be right in taking steps. The differences of opinion that often occur between each other in the implementation of the vision are natural because each individual has his own thoughts. Here the role of a kyai in mediating the problem is very important, a kyai must provide insight or other understanding that can be accepted by both parties and also must be solutive and proactive in resolving existing differences of opinion so that neither party feels disadvantaged.

A kyai must also be wise in making decisions based on deliberation by looking at and analyzing what is needed by the Islamic boarding school, in accordance with the current condition of the Islamic boarding school and it would be good to be in accordance with the vision and mission of the Islamic boarding school.

The Role of Visionary Leadership of Kyai Pondok Pesantren Annajah Purwokerto

A kyai is the main actor in the leadership wheel of Islamic boarding schools and of course has a very important role in the visionary leadership of Islamic boarding schools, including the following:

Directional. A kyai always conveys the vision of the Islamic boarding school to all other stakeholders during meetings or casual chats that are held every night with some or all of the members involved to exchange ideas and always provide motivation and direction with constructive advice in order to improve the performance of each member.

Actors of change

A kyai must always be ready to adjust to changes that will have a positive impact on the running of the Islamic boarding school. This can be seen from the excellent programs planned, such as the Entrepreneurship program, writing works and religious science to make the students independent by starting an entrepreneurship with the infrastructure facilities provided, then making new breakthroughs in every activity at the Islamic boarding school.

Spokesperson

As a spokesperson, the kyai of the Islamic boarding school must be able to communicate every information or knowledge he has to all students or stakeholders. The communication of a kyai with members is very intense, he holds regular communication every night ba'da isa with all or some of the students or stakeholders. For example, there is

an announcement related to the holding of the Prophet's maulid event, so it is conveyed that night to all pilgrims or conveys other important information. So that students get clear and accurate information.

Trainer

A kyai must optimize all the capabilities of school resources so that they can cooperate by providing direction, hope, and trust to all stakeholders to achieve the vision of the Islamic boarding school. The training provided is in the form of religious knowledge or other sciences that support soft skills and provide new insights for each member

Quality Management at Annajah Purwokerto Islamic Boarding School

Improving the Quality of the Annajah Purwokerto Islamic Boarding School needs to be carried out in various aspects, ranging from facilities and infrastructure, human resources, administrative improvements, curriculum oriented to the life skills of students and the surrounding community and the last is the ability in technology. Therefore, it is necessary to implement the management function in Islamic boarding schools, starting from planning, organizing, mobilizing, supervising and also assessing.

Planning

The planning stage begins by establishing the vision and mission of the Islamic boarding school. The vision itself is an overview of the desired insight in the future, while the mission is determined by considering the assignment formula, which can later achieve the goals and desires of the Islamic boarding school. This is inseparable from the existence of the kyai which is an important element in the Islamic boarding school. In planning, it is necessary to analyze the surrounding environment to determine the next steps by optimizing strengths and taking advantage of opportunities, as well as trying to minimize shortcomings and survive in overcoming various threats. One of the environmental analysis models is a SWOT analysis that comes from inside and outside the Islamic boarding school itself.

The strength of the Annajah Purwokerto Islamic boarding school is that it is located in a strategic location close to residential areas and also the road is easy to access by vehicles, and also the teaching is different from formal educational institutions in general in Kutasari Village, Baturraden. The opportunity itself is the only Islamic boarding school in Kutasari Village and many young people around the boarding school can later enter the Islamic boarding school. The weakness is that it is still lacking in terms of managerial, starting from

inadequate facilities and infrastructure, administration that has not been neatly arranged. As for the threat itself, it is the increasing literacy of parents about the importance of religious education, so this can be an indicator of the emergence of new Islamic boarding schools in Kutasari Village.

So that with the various strengths, opportunities, weaknesses and threats that exist in the Annajah Purwokerto Islamic boarding school, it becomes the basis for the formulation of strategies in the development of Islamic boarding school quality management.

Organizing

Organizing in Islamic boarding schools is regulated and given tasks to all members and managers of Islamic boarding schools to be carried out. So that what is a common hope can be achieved. Pondok pesantren is a religious educational institution so that it regulates tasks such as teaching duties, regulating order, security and cleanliness in the pesantren environment and controlling student activities. In the division of duties, kyai considers the seniority of the students, mastery of certain fields of knowledge and also devotion and sincerity. So that the tasks that have been given by the kyai do not feel burdened for those who carry it out because they are carried out with full sincerity.

Actuating

As a form of movement, a schedule of student activities is made, starting from learning activities and other activities in the Islamic boarding school that are adjusted to the effective time. And in this mobilization, the role of kyai as a motivator, direction-setter, coach is needed, because a kyai is a figure who becomes a role model and also as the captain of the Islamic boarding school. At the Annajah Purwokerto Islamic boarding school itself, there is a forum to channel the abilities possessed by students in the field of entrepreneurship and writing. With this forum, it is hoped that the students of the Annajah Purwokerto Islamic boarding school will be able to live independently. One of them is in the culinary field which can be used as a forum for students to be independent and can also open jobs for the surrounding community.

Controlling

Supervision or control of Islamic boarding schools in the learning process of students can involve their assistants to participate in supervising their students. The attention and affection of the kyai is a form of accountability because it has been entrusted by the parents

of the guardians to entrust their children in the Islamic boarding school. Usually a kyai becomes the idol of his students because the kyai is like the figure of his own parents so that the process of supervision and control can run effectively.

Evaluating

To assess the extent of the students' understanding of what has been learned during one year of learning time, an imtihan or mid-semester or end of semester / akhirussanah is held and there is also a book sermon carried out by all students.

Data Analysis

After research and data presentation process, the author will analyze the data. The results of the analysis from the presentation of the above data are as follows:

Kyai's Visionary Leadership at the Annajah Purwokerto Islamic Boarding School

Creating the Vision of the Annajah Purwokerto Islamic Boarding School

Vision is created because it arises from a leader's thinking based on personal experience or the result of shared thinking in the form of deep ideas in the form of mutual desires in the future. A vision exists as a reference for how the institution can step in accordance with its goals. The formation of vision is influenced by many factors of life experience, education, professional experience, interactions, scientific meetings, and various intellectual activities that help a certain mindset. Therefore, the existence of vision is a combination of inspiration, imagination, knowledge and also adapts to various conditions.

The vision of the Islamic boarding school is made inseparable from the visionary competence of the kyai, a visionary leader means understanding the initial purpose of the Islamic boarding school and a clear picture of the period of time that must be taken to achieve these goals must be relevant to the existing situation and conditions. This is clearly in line with what Kyai thinks about what will be achieved by Islamic boarding schools, including creating independent students with entrepreneurship and having scientific works such as writing books. In creating the vision of the Islamic boarding school, it is necessary for the ability of the kyai to realize an inspiring vision, as well as the characteristics of the visionary leadership of the kyai.

The form of an inspiring vision can be seen when the kyai can provide inspiration to realize the vision that has been set by the Islamic boarding school and also a clear direction on how to achieve the vision of the Islamic boarding school. As a leader of the boarding

school, he sets a good example and provides opportunities for all the administrators of the boarding school to develop inspiration and initial ideas that come from the kyai. Innovation is one of the keys to the success of an institution, with new programs that are always created to make the Islamic boarding school develop. In creating the vision of the Islamic boarding school, it can be seen from several leadership cores, including the following:

Kyai Pondok Pesantren Ability to Communicate

Good communication is very necessary in leadership, because communication can channel all ideas or opinions from every individual in and outside the Islamic boarding school, because a kyai is considered a broad-minded and authoritative figure who can be used as a role model in all aspects of science. A kyai must also be a trainer to further optimize the ability of all elements in the Islamic boarding school to work together, coordinate every activity carried out by its members to achieve the vision of the Islamic boarding school by providing guidance, direction, desires and also stakeholder trust. The training provided includes religious science, because the Annajah Purwokerto Islamic boarding school emphasizes the personality of students who have good morals by applying Islamic manners. This can be seen every time the kyai's istighosah gives muqoddimah about religious knowledge.

Kyai Ability of Islamic Boarding Schools in Making Decisions Every decision making is always with deliberation by analyzing what is needed by the Islamic boarding school and adjusted to the conditions of the Islamic boarding school and what is the common goal in advancing the Islamic boarding school. In every decision taken, there will definitely be risks that must be beared, and a kyai must have the ability to handle the risks of every decision that has been mutually agreed upon and must provide solutive input if it does not go according to what is expected.

This can be seen from the plan to open a pesantren library, but by looking at the current condition of the pesantren which is not yet possible, a literacy corner was formed. Although the names are different, they have one common goal, which is to provide education that reading is a window to the world with a lot of reading can add insight to students at Islamic boarding schools in various scientific aspects.

Formulating the Vision of the Annajah Purwokerto Islamic Boarding School

In formulating a vision, there are actually not many people needed, because kyai

himself is the owner of the Islamic boarding school. But there needs to be responses and opinions from other members. The vision and mission were created from the results of the Kyai's thoughts, which until now have been the ideals of the Islamic boarding school, then it was socialized to all stakeholders in the Islamic boarding school. In planning the programs of the Islamic boarding school, the kyai always prioritizes deliberation, it aims to accommodate various forms of ideas and opinions from all stakeholders so that later there will be no problems caused by the lack of communication between one and the other. There is often a casual chat with all or part of the boarding school management to exchange ideas and plans for the Islamic boarding school in the future is one way to equalize ideas to achieve goals.

Implementing the Vision of the Annajah Purwokerto Islamic Boarding School

The implementation of vision is the ability of leaders to realize a vision into an action, in this case it can be seen from the various programs run by Islamic boarding schools that refer to the vision and mission. As a visionary leadership figure, kyai must act as a proactive planner with the planned program and then realized by the activeness of the kyai to monitor the extent to which the planned program is running.

The Role of Visionary Leadership of Kyai Pondok Pesantren Annajah Purwokerto

This is where the role of leaders is important in fostering, motivating, and evaluating the extent to which the planned program is achieved. The routine activities of the Annajah Purwokerto Islamic boarding school are Istighosah, Rotiban (pilgrimage to the grave), mutola'ah, khitobah, and also the carrying out of roan (cleaning the hut) which is included in the pillars of the Annajah Purwokerto Islamic boarding school, there are morals, dirosah, charity, nadzofah and also istighosah. There is also imtihan (an exam conducted at Islamic boarding schools to measure the extent of students' understanding) and the peak event is the Haul and Khotmil pole every year.

CONCLUSION

The results of the study show that the visionary leadership of kyai at the Annajah Purwokerto Islamic Boarding School is oriented towards strengthening the vision and mission of the pesantren as the main foundation in the implementation of education. This vision is consistently socialized through various media, both verbally and in writing, so that it becomes a guideline for all pesantren residents. Kyai plays a role as a leader who is able to move the organization through leadership competencies, program innovation, and the

development of various excellent activities aimed at improving the quality of education and public trust in Islamic boarding schools. The visionary leadership that is applied also encourages the creation of an organizational culture that is adaptive to the development of the times without abandoning the basic values of the pesantren.

In an effort to develop quality management, the Annajah Purwokerto Islamic Boarding School still needs to strengthen its management functions, including planning, organizing, implementing, supervising, and evaluating so that quality improvement can take place sustainably. Therefore, Kyai is expected to continue to maintain its commitment to the vision of Islamic boarding schools through increasing innovation, creativity, and the quality of institutional management. In addition, teachers need to improve professionalism in learning, students are encouraged to actively develop their potential and achievements, while this research is expected to be a reference for the development of visionary leadership and quality management studies in Islamic boarding school educational institutions in the future.

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