The Role of Innovative Leadership in Improving the Effectiveness of Higher Education

Entuy Kurniawan[1]*, Muhammad Nurbih Abdullah[2], Cas Fitrianingsih[3], Agus Mulyanto[4]

([1,2,3,4]Universitas Islam Nusantara Bandung, Indonesia)

*Corresponding Author. E-mail: entuy.tlm@gmail.com

Abstrak

Kepemimpinan inovatif di pendidikan tinggi dapat menciptakan lingkungan pendidikan yang dinamis, relevan, dan adaptif, yang mempersiapkan mahasiswa untuk menghadapi tuntutan dunia yang terus berkembang. Peran kepemimpinan inovatif menjadi sangat strategis untuk melakukan penataan, perubahan, dan pengembangan agar tantangan dan tuntutan pendidikan tinggi dapat diimplementasikan dengan baik, sehingga tujuan pendidikan tinggi dapat tercapai secara efektif dan efisien. Tujuan penelitian adalah untuk menggali tentang bagaimana peran kepemimpinan inovatif dalam meningkatkan efektivitas pendidikan tinggi. Metode penelitian yang digunakan adalah kualitatif. Jenis penelitian deskriptif dan teknik pengumpulan data dilakukan dengan cara studi pustaka, dimana data yang diperoleh dianalisis dengan cara analisis konten isi. Sumber data penelitian berupa buku-buku, jurnal, dan internet serta sumber lainnya yang relevan. Hasil penelitian disimpulkan bahwa peran kepemimpinan inovatif dalam meningkatkan efektivitas pendidikan tinggi antara lain : 1) sebagai penentu arah kebijakan organisasi dalam mencapai visi, misi, tujuan dan strategi pendidikan tinggi; 2) sebagai motivator dalam penataan, perubahan, dan pengembangan organisasi pendidikan tinggi menghadapi tantangan dan tuntutan dunia pendidikan yang terus berkembang; 3) dalam meningkatkan mutu pendidikan, kepemimpinan inovatif sebagai penggerak dalam proses standarisasi mutu, mengelola dan mengarahkan tim serta sumber daya lainnya dalam organisasi.

Kata Kunci: Kepemimpinan Inovatif, Efektivitas Pendidikan Tinggi.

Abstract

Innovative leadership in higher education can create a dynamic, relevant and adaptive educational environment that prepares students for the demands of an ever-evolving world. The role of innovative leadership becomes very strategic to organize, change, and develop so that the challenges and demands of higher education can be implemented properly, so that the goals of higher education can be achieved effectively and efficiently. The purpose of the study is to explore about how innovative leadership roles in improving the effectiveness of higher education. The research method used is qualitative. This type of descriptive research and data collection techniques are carried out by means of literature studies, where the data obtained is analyzed by means of content analysis. Research data sources are books, journals, and the internet as well as other relevant sources. The results of the study concluded that the role of innovative leadership in improving the effectiveness of higher education includes: 1) as a determinant of the direction of organizational policy in achieving the vision, mission, goals and strategies of higher education; 2) as a motivator in structuring, changing, and developing higher education organizations facing the challenges and demands of an ever-evolving education world; 3) in improving the quality of education, innovative leadership as a driving force in the quality standardization process, managing and directing teams and other resources in the organization.

Keywords: Innovative Leadership, Higher Education Effectiveness.

Introduction

Entering the industrial era 4.0 where there is a rapid development of information and communication technology. Higher education must adapt systemically to these changes, both input, process, output and outcome. Society's demands for the quality of higher education and the regulations governing the obligations of higher education institutions to do so standardize quality, it is necessary to make arrangements in education management so that it is in accordance with national education standards. According to (Supriani, 2022) that the role of innovative leadership is very strategic for structuring, changing, and developing so that the challenges and demands of higher education can be properly implemented, so that the goals of higher education can be achieved effectively and efficiently.

With the limited government budget and the ability of community participation in education financing, as well as government policies on educational autonomy, it demands higher education management to make efficient use of its educational resources. On the other hand, the potential for external resources has not been optimally utilized in the form of strategic partnerships between education and industry in the development of science and technology for the national interest and increasing the nation's competitiveness.

Innovative leadership in increasing the effectiveness of higher education requires new ideas, creative approaches, strategies that focus on change and improving the quality of education, as well as exemplary leadership. Through innovative leadership, higher education can face challenges and opportunities more effectively. This helps create a dynamic, relevant and adaptive educational environment that prepares students for the evolving demands of the world.

According to (Chalim, 2012) that the nature of innovative leadership is the activity of a leader in the framework of renewal, improvement and development in order to produce changes that are better than the previous situation. Furthermore according to (Arifudin, 2022) that in higher education, innovative leadership becomes a very important and strategic matter in entering education 4.0, where the use of digitalization technology in education requires major changes in the education management system, preparation of human resources (HR) and building an adaptive and team-based organizational culture. Adaptation to change requires courage and accuracy in decision-making from a leader, because building creativity and innovation in higher education organizations is fraught with risks of failure and loss as well as success and profits which will add value to the organization, and will continue to grow and develop. Innovative leadership can increase the effectiveness of higher education in achieving its goals in an era of world that is constantly changing.

According to (Uwes, 2017), effectiveness is a measure of the success of organizational goals. The effectiveness of educational institutions consists of the dimensions of educational management and leadership, teaching staff, educational staff and other personnel, students, curriculum, infrastructure facilities, class management, relations between educational institutions and the community, management of other special fields, whose real results refer to the expected results. , even indicating the closeness/similarity between the actual and expected results.

While (Drucker, 2007), effectiveness is doing the right job (doing the right things), while efficiency is doing the job right (doing things right), in this case it is necessary to support a management model that is able to process cooperation between two or more people in order to achieve the goals that have been set.set previously. So that in terms of increasing the effectiveness of higher education, the role of a leader who is able to innovate to make it happen is necessary. Thus the researcher intends to study and explore how the role of innovative leadership in increasing the effectiveness of higher education?

Methodology

This study seeks to analyze and describe the role of innovative leadership in improving the effectiveness of higher education. The writer uses a qualitative approach to analyze the role of innovative leadership in improving the effectiveness of higher education.

The method used in this study uses a descriptive method or approach, according to Zed in (Rahayu, 2020) that qualitative descriptive research can be interpreted as a series of activities related to socially analyzing events, phenomena or conditions.

This type of research is qualitative research. According to Ibnu in (Arifudin, 2023) qualitative research is a study in which the data is expressed in verbal form and analyzed without using statistical techniques. Based on some of the definitions of qualitative research above, it can be concluded that qualitative research is a study in which the data is expressed in verbal form, does not use numbers and its analysis does not use statistical techniques.

1. Object of research

In this study the research object consisted of 2 (two), namely formal objects and material objects (Tanjung, 2023). The formal object in this study is in the form of data, namely data related to a critical review of the study of the role of innovative leadership in improving the effectiveness of higher education.

2. Data Collection Techniques

Data collection was carried out using documentation, observation and interview techniques. The data collection technique according to (VF Musyadad, 2022) suggests that it is the most strategic step in research because the purposemain of research is to get data. There are several ways or techniques in collecting data, including observation, documentation and interviews. Sources of data used in this study include primary and secondary data. According to (Hanafiah, 2021) that primary data is data collected directly from the individuals being investigated or first-hand data. While secondary data is data in the libraries. The primary data in this study are books related to critical reviews of studies on the role of innovative leadership in improving

the effectiveness of higher education, and secondary data obtained from both national and international journals.

3. Data Collection Tools

In this research, the writer will use observation, documentation and interview methods as a tool for collecting data because this research is library research. In other words, according to (Ulfah, 2019) this technique is used to collect data from primary and secondary sources.

4. Data analysis technique

Data analysis was not only carried out after the data was collected, but since the data collection stage the analysis process had been carried out. According to (Supriani, 2023) that the use of a "qualitative" analysis strategy means that the analysis starts from data and leads to general conclusions. Based on this data analysis strategy, in order to form general conclusions the analysis can be carried out using an "inductive" framework.

5. Research procedure

The data in this study were recorded, selected and then classified according to the existing categories. The approach used is an analytical descriptive approach. According to (Nurbaeti, 2022) that analytical descriptive (descriptive of analyze research), namely the search in the form of facts, the results of one's thought ideas through searching, analyzing, making interpretations and generalizing the results of the research conducted. This research procedure according to (Ulfah, 2020) is to produce descriptive data in the form of written data after conducting a thought analysis (content analysis) of a text. After the author collects materials related to the problem to be discussed in this study, then the authors analyze and interpret to draw conclusions.

Findings and Discussions

Innovative Leadership in Higher Education

Innovative leadership in higher education involves the adoption of new strategies and approaches that promote innovation, creativity, and contemporary educational development. The following are some explanations regarding innovative leadership in the context of higher

education: a) Creating a culture of innovation: An innovative leader in the field of higher education must encourage and create a culture of innovation in all educational institutions. This involves building an environment where staff and faculty feel supported and valued in developing new ideas, trying innovative educational approaches, and sharing best practices, b) Strengthening collaboration: Innovative leadership involves facilitating collaboration between faculty, staff, and students. A leader must encourage the exchange of ideas, interdisciplinary teamwork, and external partnerships to promote creative and productive collaboration. This can drive synergies and result in more holistic and comprehensive educational solutions, c) Adopt educational technology: Innovative leadership in higher education involves understanding and adopting relevant educational technologies. A leader must understand the role and potential of technology in enhancing the experience of learning, teaching and managing educational institutions. Integrating the right technology can open the door to innovative learning methods, such as online learning, more effective use of interactive tools, and data collection, d) Building relationships with industry: Innovative leadership in higher education also involves building and strengthening relationships with industry and the external community. A leader must work closely with external stakeholders, such as companies, non-profit organizations, or research institutions, to understand the needs and current trends in the world of work. This helps inform relevant curricula, collaboration opportunities, and training suited to market needs, e) Promotes professional development: Innovative leadership in higher education involves paying attention to the professional development of staff and faculty. A leader must encourage staff and faculty to continue learning and developing new skills that are relevant to educational developments. This can be done through training, self-development programs, interdisciplinary collaboration, and increased access to Educational resources, and f) Encourage innovative learning approaches: An innovative leader must promote learning approaches that are innovative and responsive to

the needs of students. This involves utilizing a variety of learning methods and approaches, including project-based learning, experiential internships, problem-based learning, and flexible approaches that pay attention to individual learning styles.

According to (Febrianty, 2020) that through innovative leadership, higher education can face the challenges and opportunities that exist more effectively. This helps create a dynamic, relevant and adaptive educational environment that prepares students for the evolving demands of the world.

Leadership Innovative education must be able to carry out its leadership in: a) constructive manner, namely leadership that always encourages, fosters and directs educational human resources so that they develop into qualified personnel professional, b) creative, namely leadership that can increase the professionalism of human resources in carrying out creativity and building innovation in improving the quality of education according to predetermined standards, c) delegative, namely leadership in improving the quality of education always gives trust, and tries to integrate and synergize all activities so that can achieve educational goals effectively and efficient, d) rational and objective, namely leadership in improving HR professionalism always using rational and objective considerations in decision making, e) pragmatic, namely leadership in developing HR quality always setting specific targets and goals based on competence, f) exemplary, namely leadership who always set an example or exemplary in improving HR professionalism, g) adaptable and flexible, namely leadership that has the ability to adapt and be flexible in dealing with new situations and fun in carrying out its duties and responsibilities (Mulyasa, 2002).

Higher Education Effectiveness

The effectiveness of higher education can be measured by the extent to which higher education institutions are able to achieve the desired educational goals. (Mahdayeni, 2022) revealed that in realizing the effectiveness of higher education, a curriculum is needed as a reference for implementing education,

developing lecturers and managing research and community service, in this case it is necessary to harmonize the tri dharma of higher education. The strategy can be carried out by maximizing coordination of all elements of higher education institutions. Role Leadership In higher education, the benchmark is to play the role of: 1) determining university policy, 2) motivating employees, 3) allocating human resources. Higher education is an educational unit that organizes higher education, requiring innovative leadership to create The goals of higher education are in accordance with Law No. 12 of 2012 concerning higher education, namely: a. developing the potential of students to become human beings who believe in and fear God Almighty and have noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent and cultured for the benefit of the nation; b. produce graduates who master the branch of Science and/or Technology to fulfill national interests and increase the nation's competitiveness. c. producing Science and Technology through research that pays attention to and applies the values of the humanities so that it is beneficial for the progress of the nation, as well as for the advancement of civilization and the welfare of mankind; and D. the realization of community service based on reasoning and research works that are useful in promoting general welfare and educating the life of the nation.

In achieving the goals of higher education that have been set, there are several factors that can influence the effectiveness of higher education, namely: a) Quality of teaching: The quality of teaching is an important factor in the effectiveness of higher education. Qualified lecturers, effective teaching methods, and a relevant and comprehensive curriculum can provide students with a good learning experience. The use of appropriate educational technology can also increase the effectiveness of teaching, b) Learning achievement: The effectiveness of higher education can be measured based on the extent to which students achieve the set learning goals. This includes increasing knowledge, skills and competencies relevant to their field of study. Periodic evaluation and measurement of learning helps to identify successes and deficiencies in learning achievement, c) Empowerment of students: Effective higher education also involves empowering students. Students must be given the opportunity to develop critical skills, think independently, and take initiative in their learning process. Facilities and support that enable student participation in extracurricular activities, research, internships, and collaborative projects are also important for increasing the effectiveness of higher education, d) Meeting the needs of the job market: The effectiveness of higher education is also related to the extent to which educational institutions are able to prepare students to enter the job market . This involves developing a curriculum that is relevant to industry demands and developments, providing work experience or internship opportunities, and building links with industry. The job placement rate and success of alumni in their careers is an indicator of the effectiveness of higher education in meeting the needs of the job market, e) Scientific research and contribution: An effective higher education institution must also contribute to scientific research and development. Encouraging and supporting research activities by lecturers and students helps generate new knowledge, advances disciplines, and contributes to society, and f) Accessibility and inclusiveness: The effectiveness of higher education is also related to accessibility and inclusiveness. Educational institutions must strive to create fair and equitable access for prospective students from various backgrounds and social groups. Scholarship programs, financial support, and inclusive policies can increase the effectiveness of higher education in achieving educational equity and justice.

The Role of Innovative Leadership as a Directioner for Higher Education Policy

Innovative leadership is essentially an activity of a leader in making changes or developing new things in an organization in achieving agreed goals. The urgency of innovative leadership in an organization is to make a change or improve an organizational condition that is not good, not qualified, or to develop a better condition. According to

(Bairizki, 2021) changes are made so that the organization can adjust or adapt to external changes, so that the organization can continue to exist and its goals can be achieved.

The strategic role of innovative leadership is important in driving and managing innovation within organizations. Innovative leadership involves the ability to inspire, motivate, and guide team members in generating new ideas, developing creative solutions, and implementing impactful change. According to (Arifudin, 2020) that innovative leadership in higher education can provide directions and policies in realizing the vision, mission, goals and strategies of educational organizations. Changes that occur in the internal and external environment of higher education demand quick adaptation efforts by making changes systematically and continuously, so that they can continue to exist and continue to develop.

Innovative leadership is visionary leadership, because efforts to change or develop new things in higher education organizations require clear direction and orientation, so that the steps in achieving higher education goals can be realized properly. Implementation in realizing higher education directions and policies requires collaboration and synergy between the government, stakeholders and the community. This collaboration is to build an organizational system and quality culture in higher education, so as to produce excellent graduates (HR) (Junaidi., 2020).

The Role of Innovative Leadership as a Motivator in Higher Education

Motivation is a process of providing encouragement both internally and externally so that the organization moves in achieving its goals. In educational institutions, motivation needs to be carried out by a leader so that members have high enthusiasm and work hard so that they have high productivity (Mubiarto & Syarifuddin., 2021). Furthermore according to (Tanjung, 2022) that a leader must be able to direct, foster or manage, guide and also show or influence. An educational institution is a container or means used to foster human beings, bringin the direction of a better future. Leadership in an educational institution is

someone who holds authority in determining directions and policies for the development of educational institutions. Professional educational leaders are required to make changes (innovations) that are developmental and perfecting so that the educational goals that have been set can be achieved effectively and efficiently.

According to Stephen Robbin in (Ulfah, 2022) leadership has the ability to influence a group toward the achievement goals. Leadership is the ability to influence a group to achieve goals. The ability of a leader cannot be separated from managerial abilities (Robbins & Judge., 2011). Educating the life of the nation through the educational process is the ideal goal of the national education system. In higher education institutions the interaction process of the entire academic community both internally and externally with stakeholders and the community is influenced by the system and organizational culture that is built. The organizational system in the management of higher education includes aspects of planning, organizing, division of tasks, communication, motivation, authority, exemplary and supervision. In the management of education, leadership plays a central role in the organization to achieve its goals.

Educational leadership has a function or role as a manager, leader, and educator. The Ministry of National Education (Depdiknas, 2000) divides the educational leadership function into seven, namely a) as an educator (Educator), b) Manager, c) Administrator, d)Supervisor (supervisor), e) Leader (leader), f) Invoice, and (g) Motivational speaker The educational leadership function (EMASLIM) can be summarized into three main elements as follows: a) educational leadership as a manager includes functions as administrator, and supervisor (supervisor). b) educational leadership as a leader (leader) includes the function of being an innovator and motivator. c) educational leadership as educators (educators).

According to Sukamto in (Hadiansah, 2021) from the pattern of higher education leadership above, innovative leadership should include objectives to: 1). assist the community in setting educational goals; 2). expedite the

process of learning and teaching, making it more effective; 3). arrange a productive organizational unit; 4.) create a climate of development and opportunity emergence leadership; 5). provide resources‑a good resource for teaching effectively. If higher education leadership with an innovative leadership pattern is running well (effectively), then the community will receive assistance in determining its goals. In addition there will be greater results and effectiveness in teaching and learning. Furthermore, the public is aware of the function of higher education as a responsible contributor to productive organizations. So that the working climate will help the development and obtain additional resources‑resources needed to improve teaching and learning situations in tertiary institutions.

The Role of Innovative Leadership in Improving the Quality of Higher Education

One definition of quality or quality is degree of action, according to the requirements, the overall characteristics of the product or service produced to meet customer needs. According to ISO-9000 quality means the totality of characteristics that satisfy customer needs or are operationally significant fitness for use (Tilaar, 2012).

In the context of educational organizations, in a systemic sense the notion of quality includes input, process, output and educational outcomes. Educational input is everything that is needed including human resources, facilities and infrastructure, finance and other resources. The process includes aspects of education management, both learning, research and community service. Outputs are outputs or products produced, for example qualified graduates, educational services that meet customer satisfaction, research products and their use, publication of research results and community service, etc. The system approach in education quality must comply with established standards, both for national and international standards (Arifudin, 2019).

The quality of graduates produced by a tertiary institution must meet the expectations of stakeholders. The process of setting and fulfilling education quality standards must be carried out consistently and continuously so that customers get satisfaction. Graduate competencies produced by tertiary institutions must be in accordance with the needs of users, so that the educational process must comply with standards with internal and external quality assurance efforts. The process is carried out consistently and continuously or continuously improved (quality improvement (Chairy, 2021).

The achievement of educational quality is carried out through a standardization process both internally (internal quality assurance) and externally (accreditation by an Accreditation Agency). Standardization is the process of implementing that the input-process-output is carried out in accordance with established standards both nationally and internationally. In standardizing the quality of education, leadership plays a very important and strategic role. Leadership acts as a driving force in the process of standardizing, managing and directing teams and other resources within the organization. Education quality standards are dynamic according to global challenges. Changes occur rapidly in the external environment that have an impact on the internal environment. The acceleration of organizational change demands innovation and creativity leaders in managing educational organizations. Educational organizations must constantly adapt to changes in educational quality standards. according to (Arifudin, 2021) that the orientation of changes in education quality standards is due to changes in customer expectations for education quality, due to developments in information and communication technology. In the world of education that is experiencing rapid change, the role of leadership innovation becomes very important and strategic in bringing organizational changes to always adapt to these changes.

Conclusion

Based on research conducted, can concluded that paper made from the roles of innovative leadership in increasing the effectiveness of higher education are: 1) as a determinant of organizational policy direction in

achieving the vision, mission, goals and strategies of higher education; 2) as a motivator in structuring, changing, and developing higher education organizations in facing the challenges and demands of the ever-evolving world of education; 3) in improving the quality of education, innovative leadership as a driving force in the quality standardization process, managing and directing teams and other resources within the organization. Education quality standards are dynamic according to global challenges, acceleration of organizational change demands innovation and creativity in managing Educational organizations.

References

[1] Supriani, Y. (2022). Peran Manajemen Kepemimpinan dalam Pengelolaan Lembaga Pendidikan Islam. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *5*(1), 332–338.

[2] Chalim. (2012). *Urgensi Kepemimpinan Inovatif (Menyiapkan Sekolah Bernuansa Islam Tetap Eksis di Era Globalisasi).* Surabaya: Ponpes Jagad Alimussirry.

[3] Arifudin, O. (2022). Implementation Of Internal Quality Assurance System In Order To Improve The Quality Of Polytechnical Research. *International Journal of Social Science, Education, Communication and Economics (Sinomics Journal)*, *1*(3), 297–306.

[4] Uwes, S. (2017). *Sistem Pemikiran Manajemen Pendidikan Alternatif Memecahkan Masalah Pendidikan.* Bandung: CV Pustaka Setia.

[5] Drucker. (2007). *The Effective Executive.* London: Elsevier Health Sciences.

[6] Febrianty, F. (2020). *Kepemimpinan & Prilaku Organisasi Konsep Dan Perkembangan*. Bandung: Widina Bhakti Persada.

[7] Mulyasa. (2002). *Manajemen Berbasis Sekolah, Konsep, Strategi, dan Implementasi*. Bandung: PT. Remaja Rosdakarya.

[8] Mahdayeni. (2022). *Kepemimpinan Dan Inovasi Kependidikan Pada Perguruan Tinggi Agama Islam Swasta Di Provinsi Jambi.* Jambi: Lakeisha.

[9] Undang-Undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.

[10] Bairizki, A. (2021). *Manajemen Perubahan.* Bandung : Widina Bhakti Persada.

[11] Arifudin, O. (2020). Manajemen Perguruan Tinggi Era Revolusi 4.0 Dalam Meningkatkan Daya Saing Perguruan Tinggi Nasional. *Jurnal Al-Amar (Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan)*, *2*(1), 1–8.

[12] Junaidi., A. (2020). *Arah Kebijakan Pendidikan Tinggi Saat Ini Dan Era Industri 5.0.* Jakarta: Direktorat Pembelajaran Dan Kemahasiswaan Direktorat Jenderal Pendidikan Tinggi Kemendikbud.

[13] Mubiarto & Syarifuddin. (2021). Motivasi Kepemimpinan Dalam Lembaga Pendidikan. Al- Khair Journal : Management, Education, And Law., 1(1), 1–10.

[14] Tanjung, R. (2022). Manajemen Mutu Dalam Penyelenggaraan Pendidikan. *Jurnal Pendidikan Glasser*, *6*(1), 29–36.

[15] Ulfah, U. (2022). Kepemimpinan Pendidikan di Era Disrupsi. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *5*(1), 153–161.

[16] Robbins & Judge. (2011). *Organizational Behavior.* London: Prentice Hall.

[17] Depdiknas. (2000). *Rambu-rambu Penilaian Kinerja Institusi Pendidikan (SLTP dan SMU).* Jakarta: Rineka Cipta.

[18] Hadiansah, D. (2021). *Membaca Perspektif Balanced Scorecard*. Bandung: Azka Hafidz Maulana Foundation.

[19] Tilaar. (2012). Standar Pendidikan Nasional, Suatu Tinjauan Kritis. Jakarta: Rineka Cipta.

[20] Arifudin, O. (2019). Manajemen Sistem Penjaminan Mutu Internal (SPMI) Sebagai Upaya Meningkatkan Mutu Perguruan Tinggi. *MEA (Manajemen, Ekonomi, & Akuntansi)*, *3*(1), 161–169.

[21] Chairy. (2021). Peran Kepemimpinan dalam Penjaminan Mutu Perguruan Tinggi

Keagamaan Islam Swasta. *Tafahus: Jurnal Pengkajian Islam.*, *1*(1), 113–124.

[22] Arifudin, O. (2021). Implementasi Balanced Scorecard dalam Mewujudkan Pendidikan Tinggi World Class. *Edumaspul: Jurnal Pendidikan*, *5*(2), 767–775.

[23] Rahayu, Y. N. (2020). *Program Linier (Teori Dan Aplikasi)*. Bandung : Widina Bhakti Persada.

[24] Arifudin, O. (2023). Pendampingan Meningkatkan Kemampuan Mahasiswa Dalam Submit Jurnal Ilmiah Pada Open Journal System. *Jurnal Bakti Tahsinia*, *1*(1), 50–58.

[25] Tanjung, R. (2023). Pendampingan Meningkatkan Kemampuan Mahasiswa Dalam Menulis Jurnal Ilmiah. *Jurnal Karya Inovasi Pengabdian Masyarakat (JKIPM)*, *1*(1), 42–52.

[26] VF Musyadad. (2022). Supervisi Akademik untuk Meningkatkan Motivasi Kerja Guru dalam Membuat Perangkat Pembelajaran. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *5*(6), 1936–1941.

[27] Hanafiah, H. (2021). Pelatihan Software Mendeley Dalam Peningkatan Kualitas Artikel Ilmiah Bagi Mahasiswa. *Jurnal Karya Abdi Masyarakat*, *5*(2), 213–220.

[28] Ulfah, U. (2019). Peran Konselor Dalam Mengembangkan Potensi Peserta Didik. *Jurnal Tahsinia*, *1*(1), 92–100.

[29] Supriani, Y. (2023). Partisipasi Orang Tua Dalam Pendidikan Anak Usia Dini. *Plamboyan Edu*, *1*(1), 95–105.

[30] Nurbaeti, N. (2022). Penerapan Metode Bercerita Dalam Meningkatkan Literasi Anak Terhadap Mata Pelajaran Bahasa Indonesia. *Jurnal Tahsinia*, *3*(2), 98–106.

[31] Ulfah, U. (2020). Implementasi Bimbingan Dan Konseling Di Sekolah Dalam Kurikulum 2013. *Jurnal Tahsinia*, *1*(2), 138–146.