

Total Quality Management (TQM) in an Effort to Improve Education Services Through Teachers and Education Personnel at State Vocational High School 1 Dlanggu Mojokerto

Antonius Yudha Setyawan^{1*}, M. Jamal Abdul Nasir², Tri Cicik Wijayanti³

^{1,2,3}Program Pascasarjana Universitas Gajayana Malang, Indonesia

*Email: antoniusyudha53@gmail.com, jamal@unigamalang.ac.id, tricicik@unigamalang.ac.id

ARTICLE INFO	ABSTRACT
<p>Keywords: Total Quality Management (TQM), Education Services, Teachers, and Education Staff.</p>	<p><i>This research was conducted with the aim of analyzing and knowing how to implement, monitor, and evaluate TQM in improving education services through teachers and education staff in schools and how efforts are made to maintain good education services in an educational institution. This research uses a qualitative approach to the type of research using case studies. With research subjects, namely the principal and all managerial parties of Sekolah Menengah Kejuruan Negeri 1 Dlanggu, Data collection techniques include interviews, observation, and documentation. The results of the research that has been done, it shows that the implementation of TQM at Sekolah Menengah Kejuruan Negeri 1 Dlanggu in improving education services involves focusing educational services on customer needs, involving all school parties in realizing school goals, and always making continuous improvements. Likewise, monitoring continues to be carried out by school principals and representatives of quality management to find out customer needs. Evaluation is carried out by assessing the needs that have been met by the school by focusing on key performance indicators and the vision, mission, and goals of the school. Various efforts have been made to maintain the quality of education services, namely by fulfilling the needs of internal and external stakeholders, increasing the competitiveness and quality of graduates, and building a good culture—a culture that is in accordance with the work culture of each skill competency or major at Sekolah Menengah Kejuruan Negeri 1 Dlanggu.</i></p>

INTRODUCTION

The education process in schools today is the best service derived from public policy as an effort to increase the knowledge and skills of future generations. Many parents, industry and the world of work (IDUKA), and other graduate users consider that education is a necessary activity for future interaction. With education, social skills and social class awareness will increase. The school as a whole becomes a medium of interaction between students, teachers, and education staff in an effort to improve intelligence, skills and a sense of concern among them. Now many schools are hampered by the education process due to the impact of Covid-19 for approximately 2 years and the impact that has occurred to date has proven to greatly affect the productivity and development of students and teachers when teaching and learning activities take place, and finally education personnel also feel many obstacles faced in providing technical educational services for students and teachers.

The school is one of the formal educational institutions that requires human resource management in order to form effective and efficient performance. Because Total Quality Management (TQM) will have a positive impact on human performance in the institution (Dawabsheh et al., 2019). At this time, teachers and education staff are needed to continue to improve their performance in achieving the quality of graduates targeted by the school (Nadim & Al-Hinai, 2016). The form of its efforts to improve quality will have implications for the need for schools to have human resources that are efficient and able to work optimally, resulting in the need to carry out the

improvement and development of teachers and education staff so that they have an attitude that is always creative and innovative in facing current global challenges and competition. This is in accordance with the vision of national education stated in Government Regulation Number 19 of 2005 concerning National Education Standards.

The improvement of educational services in schools through the Total TQM concept certainly has conditions that must be met such as the commitment of all parties in the school to remain measurable and well evaluated. This is also supported by the results of survey data from 400 public service employees in the United Arab Emirates who work in eight different service sectors in Abu Dhabi, the results of which show that TQM will be able to influence innovation and performance improvement on an ongoing basis (Ali AlShehail et al., 2022). Evaluation and improvement efforts, as well as coaching must be carried out continuously until the desired quality point is achieved. Teachers and education staff are required to be able to carry out their performance in accordance with their main duties, and in accordance with their educational background so that it is easy to get opportunities to develop the abilities needed even better.

After researchers made observations and interviews with the Vice Principal for Curriculum and Vice Principal for Public Relations at State Vocational High School 1 Dlanggu, researchers found that during the Covid-19 pandemic, their educational services experienced a lot of decline, especially in the performance of teachers and education staff, which had a major impact on the academic achievement of students. With the government policy for the State Civil Apparatus (ASN) to work on a Work from Home (WFH) basis alternately with 50% shifts, which is also a major factor in the performance of teachers and education staff declining and difficulty adapting in completing their duties and obligations properly (interview, 2023). If identified more deeply related to educational services to students which have also experienced a lot of decline, especially in terms of academic achievement, which has an impact on the number of events and activities at the national level are not achieved properly, in contrast to the achievements of students before the pandemic.

Researchers found that there were many achievements that students had before the pandemic, namely in 2019. In contrast to the achievements of students during the pandemic, namely late 2020 and 2021, it showed a very significant decline triggered by less and limited services, while in 2022, namely after the pandemic, the school began to improve its performance and service to students, so as to get the achievements needed by students at State Vocational High School 1 Dlanggu (observation, 2023).

Human resources owned by schools need to be prioritized, because then they will certainly experience quality and quality improvement and development. As stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system which emphasizes that education units have efforts to improve their human resources, in this context, namely teachers and education personnel, so as to create a controlled quality of education services. One of the efforts is to implement TQM which has proven to be able to contribute greatly to achieving the expectations and goals of the school. The TQM approach can be used well in educational institutions such as schools in order to later excel in education and compete in the world of work and industry.

Along with the development of the times and post-pandemic challenges that worry graduate users, especially vocational schools, State Vocational High School 1 Dlanggu Mojokerto is one of the schools that continues to strive to be able to face and resolve the anxiety of graduates in facing challenges by implementing TQM in an effort to improve and develop the quality and quality of their schools. This is based on Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system which emphasizes that education units are able to improve the quality and relevance and efficiency of education management to face challenges in accordance with the changing demands of local, national, and global life so that it is necessary to reform education in a planned, directed, and sustainable manner.

As a state vocational school, SMK Negeri 1 Dlanggu has an advantage and competitive graduates because they can read well the challenges and even opportunities that are in front of them, and of course also solve the demands of today's society. SMK Negeri 1 Dlanggu also continues to develop and improve human resources, especially teachers and staff systematically and continuously. The results of the pre-research show that SMK Negeri 1 Dlanggu, always has programs and activities to improve and develop the quality of teachers and educators, and this is also stated in the school work plan (RKS). In the process they also provide punishment and rewards to teachers and even education staff.

In this study, the author limits the problems in this study to only focus on TQM in Educational Service Efforts Through Teachers and Education Personnel. Then the formulation of the problem in this study is as follows: (1) How is the application of Total Quality Management in educational services through teachers and education staff?.

- (2) How is the monitoring and evaluation of TQM in education services through teachers and education personnel?
 (3) How does Sekolah Menengah Kejuruan Negeri 1 Dlanggu maintain the quality of education services with TQM?

The objectives of this research are as follows: (1) Analyze and know TQM in educational services through teachers and education personnel. (2) Know the monitoring and evaluation of TQM in educational services through teachers and education personnel. (3) Know the efforts in maintaining the quality of Education services with TQM.

Total Quality Management (TQM) or commonly known as Integrated Quality Management (MMT) is a method or approach that is often used in an institution to improve quality and quality continuously (Sallis, 2014). TQM is often applied in institutions that focus on getting profits such as companies, factories and / or businesses. However, this encourages many organizations and institutions to apply it to achieve the expected quality (Nawawi & La'alang, 2020). In the world of education that is new to the concept of Total Quality Management, consider TQM as a characteristic that must be owned and continue to be sustainable in the process in order to be able to face the needs of dynamic stakeholders. Through application in educational institutions, namely schools, it will certainly have a capable adaptability to the times, and the emphasis on the quality and quality of schools will be seen by the implementation of an active, effective and efficient management process. There are 5 indicators in TQM activities in education, namely (Sallis, 2014): Customer Needs Focus, Total Engagement, Measurement, Commitment, Continuous Improvement

In the context of education, TQM changes the pattern of relationships that focus on education stakeholders. Focus does not affect the authority structure and does not reduce the leadership role of the principal. The reverse hierarchy emphasizes the relationship between service patterns and the importance of education stakeholders to institutions. The application of TQM in education requires systematic and continuous steps. According to (Sallis, 2014) These steps are divided into 5 things: Continuous Improvement, Determining Quality Standards, Making Culture Changes, Organizational Changes, Maintaining Good Relationships with Stakeholders.

Service is the behavior of producers in order to meet the needs and desires of consumers in order to achieve satisfaction with the consumers themselves. (Kotler, 2002) also says that such behavior can occur during, before and after a transaction occurs. Education as a service product is something that is intangible but can meet the needs of consumers who are processed by using or not using the help of physical products where the process that occurs is an interaction between service providers and service users that has a nature that does not result in the transfer of rights or ownership, services are not goods but an intangible process or activity. In simple terms, educational services can be interpreted as educational services. The word service itself has several meanings, ranging from personal service to service as a product. Before further discussing educational services, we will first discuss the understanding of services according to several experts, so that this discussion can be understood comprehensively (Suadi, 2022).

The services offered by the institution can be improved through the element of service quality. Educational institutions are organizations that provide services to internal and external stakeholders. Internal stakeholders consist of all institutions within the school (such as foundations, study programs, and student activity units) and the actors within it (such as students, teachers, administration, and other staff). External stakeholders consist of alumni, parents of government students and the general public.

The quality of service of educational institutions must certainly be able to be maintained and improved because education stakeholders expect to get a good service even beyond what they expect. The quality of education services is a necessity to meet the needs of stakeholders for better education.



This research was conducted to determine the purpose of implementing TQM in schools, including to find out educational services through teachers and education staff. In addition, it is also used to find out how the implementation of monitoring and evaluation of TQM in improving education services through teachers and education personnel, as well as knowing the school's efforts in maintaining the quality of education services.

The place and time of the implementation of this research is located at State Vocational High School 1 Dlanggu Mojokerto located on Jalan Jend A. Yani No.1 Ds. Pohkecik Dlanggu Mojokerto. The determination of this place was carried out with consideration, that the school has carried out Total Quality Management activities well in improving its educational services, this school has achieved for its students at the international level competition, and this school has received recognition of trust both from the surrounding community and from the business / industrial world.

The subjects of this study are informants who will provide data on the variables to be researched and observed by the researcher. It consists of the Principal and all management parties of State Vocational High School 1 Dlanggu, Head of Department, teachers and students plus documentation. The object of this research is TQM in improving educational services through teachers and education personnel at State Vocational High School 1 Dlanggu.

METHOD

This study uses a qualitative research approach that aims to understand and describe in depth about TQM in improving educational services through teachers and education personnel as the object studied, and the targets to be analyzed are TQM, monitoring and evaluation in improving education services, and how to maintain the results. Qualitative data cannot be accurately measured and calculated, and are generally expressed in words rather than numbers. Therefore, this type of data is descriptive. The data sources used in this study are primary data (School management and Students) and secondary data (curriculum format that contains the basic framework, characteristics of educational units, vision, mission, goals, learning organization, and learning plans).

Data collection techniques are data collection tools that support research, to obtain relevant data used three ways of data collection are as follows:

Observation

The observations in this study researchers use to obtain data on the process of implementing TQM in improving educational services through teachers and education personnel starting from how the research subjects carry out the TQM program, namely continuous improvement, determining quality standards, making cultural changes, organizational changes, maintaining good relationships with stakeholders. Then observing the monitoring and evaluation carried out by the State Vocational High School 1 Dlanggu in improving its quality, and finally efforts to maintain the quality of services that have been owned, so that finally researchers know that TQM at State Vocational High School 1 Dlanggu can improve its educational services.

Interview

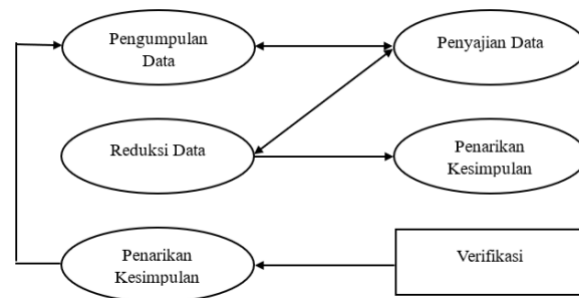
This study uses in-depth interview techniques, with the aim that the information can really be proven and reliable, this technique is by means of questions and answers and face-to-face between researchers and informants or interviewees using interview problems. In this case, the researcher asked several questions to the resource persons mentioned above related to TQM which focuses on improving educational services at State Vocational High School 1 Dlanggu, including to ask for information and explanation about the problems studied, namely how long and how to implement TQM for quality improvement, as well as how monitoring and evaluation have been carried out so far, as well as efforts and steps taken in schools in maintaining the quality that has been achieved.

Documentation Studies

This documentation study researchers use to obtain data about administration, organizational structure, curriculum format, history and so on.

Data Analysis Methods

The data analysis technique used in this study refers to the concepts of Miles and (Huberman, 1994), illustrated below:



Interactive Model Data Analysis Component Image
 Sumber: Miles & Huberman (1992)

RESULTS AND DISCUSSION

A. Implementation of Total Quality Management in Improving Education Services Through Teachers and Education Personnel

State Vocational High School 1 Dlanggu focuses on customers, by making the covid pandemic period and input of education users as a benchmark in providing satisfaction to vocational education users in welcoming the world of work and the industrial world. There is total involvement from the entire academic community of State Vocational High School 1 Dlanggu as well as industry and world of work partners (IDUKA) to continue to realize the vision, mission and goals of the school that have been determined together. With face-to-face learning conditions that have been allowed, State Vocational High School 1 Dlanggu maximizes vocational education programs to catch up with the previous pandemic.

By continuing to make continuous improvements based on the results of previous evaluations. Which was then followed by a coordination meeting with all GTK, so that they could easily determine decisions and solutions to the problems faced. Building a joint commitment of all GTK and IDUKA partners to make educational services at Sekolah Menengah Kejuruan Negeri 1 Dlanggu have professional performance in accordance with their fields and needs. Such teachers continue to be accompanied to be able to provide material learning and vocational practices that are in accordance with the needs of students in the world of work and industry. Meanwhile, education personnel are ensured by the leadership to be able to continue to be responsible and provide all educational programs can run effectively and efficiently.

B. Monitoring and Evaluation of Total Quality Management in Improving Education Services

Monitoring is carried out by the head of SMK Negeri 1 Dlanggu with special assistance from representatives for quality management and in general by representatives of other fields and senior GTK to be responsible for supervising and supervising all GTK performance and other educational services.

To determine the extent of educational services in meeting the needs of students at State Vocational High School 1 Dlanggu, the evaluation process is carried out by assessing the needs of facilities and infrastructure for both students and GTK. In its implementation, all GTK are also involved regarding the responsibility for the programs owned by the school, and for the quality of school quality, the evaluation is carried out by focusing on key performance indicators of the vision, mission and goals of the school.

C. School Steps to Maintain Quality of Education Services with Total Quality Management

Efforts to maintain the quality of service quality include focusing on meeting the needs of internal and external stakeholders. Then provide academic services so that students can compete for achievements in school and in competitions / LKS (Student Competency Competition). Improve the competitiveness and quality of graduates of State Vocational High School 1 Dlanggu, through partnering with companies/factories/industries and the world of work in the learning process and job absorption. Building a good culture, which is a culture that is in accordance with the work culture of each skill / department competency at State Vocational High School 1 Dlanggu. This can be realized because of the school's long-standing collaboration with industry and the world of work (IDUKA).

CONCLUSION

Implementing Total Quality Management, Sekolah Menengah Kejuruan Negeri 1 Dlanggu conducts a systematic monitoring and evaluation process which is shown through the form of measuring the performance of

the management system, monitoring information related to customer perceptions and expectations in order to find out whether the school has met customer needs using the coordination meeting method with all stakeholders of expertise / kakomli competency policies set by school leaders. Monitoring is carried out every time there are educational activities and programs that run both in the classroom and during industrial work practices. School evaluations are carried out annually with learning evaluation examinations carried out through daily assessments, midterm assessments (PTS) and end-of-semester assessments (PAS). Then checking school output by checking the results of the students' achievements is also a measure of the achievement of the success of the quality of education at school.

The efforts of the school to maintain the quality of quality that has been achieved include the role of the principal to always provide credible educational services to all education stakeholders, both internal and external. The school also always seeks the needs of students by preparing services through teachers and education staff. Because as a vocational school, the school is very motivating to improve the competence of the skills of teachers and education staff who are always changing according to the needs of industry and the world of work (IDUKA) and its graduate users. That way, students will get services from teachers and education staff who always play an active role in improving the quality of learning and education.

REFERENCES

- Agnes, Kharisma, & Shoviana Devi. (2021). Marketing mix jasa pendidikan Islam. *CERMIN: Jurnal Manajemen Dan Pendidikan Berbasis Islam Nusantara* 1, no. 1, pp. 36–40.
- Ahmad, ST. (2020) *Manajemen mutu terpadu*. Makassar: Nas Media Pustaka.
- Al Imama, Tubagus Bay Achmad, Farida Wulandari, & Herfina Herfina. (2022). Implementasi total quality management sebagai usaha pemimpin dalam meningkatkan kinerja guru di pondok pesantren modern. *Jurnal Manajemen Pendidikan* 10, no. 1, pp. 049–054.
- Ali Al Shehail, O., Khan, M., & Ajmal, M. (2022). Total quality management and sustainability in the public service sector: the mediating effect of service innovation. *Benchmarking*, 29(2), pp. 382–410.
- Arcaro, Jerome S. (2015). *Pendidikan berbasis mutu: Prinsip-prinsip perumusan dan tata langkah perencanaan*. Yogyakarta: Pustaka Pelajar.
- Arofah, Eli Fitrotul. (2022). *Manajemen mutu terpadu (total quality management)*. *Jurnal Azhaaruna* 01, no. 02. pp. 112–123.
- Astuti, Tita Boedi. (2019). Pengaruh teknik total quality management terhadap kinerja manajerial dengan sistem pengukuran kKinerja dan sistem penghargaan serta perilaku manajer sebagai variabel moderating. *Jurnal Ilmu Manajemen dan Akuntansi* 7, no. 1. p. 46.
- Azizah, Lailatul, & Silvia Witri. (2021). Peningkatan mutu pendidikan melalui penerapan total quality management dalam program akreditasi sekolah. *Dawuh Guru: Jurnal Pendidikan MI/SD* 1, no. 1. pp. 69–78.
- Badzaly, Firazzahran Naila. (2021). Pengaruh penerapan total quality management, motivasi kerja dan komitmen organisasi terhadap kinerja manajerial. *Jurnal Riset Akuntansi* 1, no. 2. pp. 66–71.
- Baharruddin, & Makin, Moh. (2010). *Manajemen pendidikan Islam: Transformasi menuju sekolah atau madrasah unggul*. Malang: UIN Maliki Press.
- Dawabsheh, M., Hussein, A., & Jermisittiparsert, K. (2019). The triangular relationship between TQM, organizational excellence and organizational performance: A case of Arab American University Palestine. *Management Science Letters*, 9(6). pp. 921–932. <https://doi.org/10.5267/j.msl.2019.2.010>
- Departemen Pendidikan Nasional. (2005). *Peraturan Pemerintah Nomor 19 Tahun. 2005 tentang Standar Nasional Pendidikan*, Jakarta: Depdiknas.
- Hakim, Muhammad Nur, & Fitriani Dwi Rahayu. (2019). Pembelajaran saintifik berbasis pengembangan karakter. *Nazhruna: Jurnal Pendidikan Islam* 2, no. 1. pp. 1–27.
- Hakim, Muhammad Nur. (2016). Implementasi manajemen berbasis sekolah dalam mewujudkan sekolah Islam unggulan. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 1, no. 2. pp. 104–114. Retrieved November 3, 2018. <http://e-journal.ikhac.ac.id/index.php/nidhomulhaq/article/view/7>.
- Hendri, Arif Bahtera Sukma, Fadzli Makmur, Nurhasanah, Salfen Hasri, & Sohiron. (2022). Implementasi prinsip-prinsip total quality management (TQM) dalam meningkatkan mutu pendidikan di MA terpadu madinatul munawwarah plalawan. *Tadbir Muwahhid* 6, no. 2. pp. 185–206.
- Hermanto Nst, Mulyadi. (2018). *Manajemen mutu terpadu dalam pendidikan Islam*. *Al-Muaddib: Jurnal Ilmu-Ilmu Sosial & Keislaman* 3, no. 1. pp. 228–249.

- Husna, Aini. (2014). Penerapan manajemen mutu terpadu dan dampaknya di SD Budi Mulia Dua Sedayu Bantul. *Jurnal Penelitian Ilmu Pendidikan UNY* 7, no. 1. <https://journal.uny.ac.id/index.php/jpip/article/download/3107/4095>.
- Jasti, N. V. K., Venkateswaran, V., Kota, S., & Sangwan, K. S. (2022). A literature review on total quality management (models, frameworks, and tools and techniques) in higher education. *The TQM Journal*, 34(5), pp. 1298–1319.
- Kristiawan, Muhammad, Ahmad Syarwani, Tobari, & Suhono. (2017). Desain pembelajaran SMA Plus Negeri 2 Banyuasin III berbasis karakter di era masyarakat ekonomi Asean. *Iqra': Jurnal Kajian Ilmu Pendidikan* 2, no. 2, pp. 403–432.
- Kusumastuti, Adhi, & Ahmad Mustamil Khoiron. (2019). *Metode penelitian kualitatif*. Semarang: Presindo.
- Ma'arif, Samsul, Amir Maliki, & Lilik Huriyah. (2015). *Manajemen mutu terpadu berbasis karakter (studi multi kasus pada MAN 3 Model Malang, SMA 2 BPPT RSM Darul Ulum, dan MAN Unggulan Tambakberas Jombang)*. Jakarta: Direktorat Jenderal Pendidikan Islam Kementerian Agama Republik Indonesia.
- Mardikawati, Woro, & Naili Farida. (2013). Loyalitas pelanggan, melalui kepuasan pelanggan pada pelanggan bus efisiensi (studi PO efisiensi jurusan Yogyakarta-Cilacap). *Jurnal Administrasi Bisnis* 2, no. 1, pp. 64–75.
- Marlius, Doni, & Izet Putriani. (2020). Kepuasan nasabah PT. Bank Rakyat Indonesia unit Tapan cabang Painan dilihat dari kualitas layanan customer service." *Jurnal Pundi* 3, no. 2, p. 111.
- Mekarisce, Arnild Augina. (2020). Teknik pemeriksaan keabsahan data pada penelitian kualitatif di bidang kesehatan masyarakat. *Jurnal Ilmiah Kesehatan Masyarakat: Media komunikasi komunitas kesehatan masyarakat* 12, no. 3, pp. 145–151.
- Minarti, Sri. (2011). *Manajemen sekolah*. Yogyakarta: Ar-Ruzz Media.
- Munir, M. (2018). Manajemen pemasaran pendidikan dalam meningkatkan kuantitas peserta didik. *Intizam: Jurnal Manajemen Pendidikan Islam* 1, no. 2, p. 17.
- Nadim, Z. S., & Al-Hinai, A. H. (2016). Critical success factors of TQM in higher education institutions context. *International Journal of Applied Sciences and Management*, 1(2), pp. 147–156.
- Nawawi, Muhammad Adlan, & Abd La'alang. (2020). Urgensi peningkatan mutu dengan menggunakan total quality manajemen (TQM) dalam pendidikan Islam di era millennial. *Andragogi: Jurnal Pendidikan Islam dan Manajemen Pendidikan Islam* 2, no. 2, pp. 188–204.
- Nisa, Dina Qurotun, Aep Kusnawan, & Herman. (2019). Total quality management dalam meningkatkan kualitas lembaga amil zakat. *Tadbir: Jurnal Manajemen Dakwah* 4, no. 3, pp. 267–286.
- Nugrahani, Farida. (2014). *Metode penelitian kualitatif dalam penelitian pendidikan bahasa*. Solo: Cakra Books.
- Pratama, Yoga Anjas. (2019). Implementasi manajemen pembelajaran karakter berbasis total quality management di SMP Muhammadiyah 3 Yogyakarta. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 4, no. 1, pp. 1–22.
- Prayhoego, Callystha, & Devie. (2013). Analisa pengaruh total qquality management terhadap keunggulan bersaing dan kinerja perusahaan. *Business Accounting Review* 1, no. 2, pp. 236–245.
- Rasyidah, Alvi Nur, Arrizqah Bariroh, & Dyah Emi Rahmawati. (2022). Analisis total quality management (TQM) dalam meningkatkan mutu manufaktur dan jasa pada PT. Dahana (Persero) Subang. *Sibatik Journal* 1, no. 12, pp. 2917–2926.
- Safira, Latasha, & Nadia Fairuza Azzahra. (2022). Meningkatkan kesiapan kerja lulusan SMK melalui perbaikan kurikulum bahasa Inggris. Jakarta.
- Said, Muhammad, Mappanganro, Masdar Masud, A Bunyamin, & Muhammad Yusuf. (2022). Tipologi kepemimpinan kepala madrasah dalam meningkatkan kualitas pendidikan. *Attractive: Innovative Education Journal* 4, no. 2, pp. 115–130.
- Salis, Edward. (2010). *Total quality mangement in education*, Terjemah Ahamd Ali Riyadi Dan Fahrurrozi. Yogyakarta: Ircisod.
- Samsu. (2017). *Metode penelitian: teori dan aplikasi penelitian kualitatif, kuantitatif, mixed methods, serta research & development*. Jambi: Pustaka Jambi.
- Sanglah, I Nyoman. (2021). Peningkatan kinerja guru melalui supervisi kepala sekolah pada sekolah dasar. *Jurnal Pedagogi dan Pembelajaran* 4, no. 3, pp. 528.
- Setiawan, Hasrian Rudi. (2021). *Manajemen peserta didik (Upaya peningkatan kualitas lulusan)*. Umsu Press. Medan: UMSU Press.
- Shalahudin. (2011). Manajemen mutu terpadu perguruan tinggi. *Jurnal Kependidikan Islam IAIN Sulthan Thaha Saifuddin* 2, pp. 67–85.

- Siagian, Fereddy. (2020). Pengaruh lingkungan kerja terhadap kinerja tenaga kependidikan di Akademi Maritim Cirebon. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran* 6, no. 2, pp. 259.
- Sohel-Uz-Zaman, A. S. M., & Anjalin, U. (2016). Implementing total quality management in education: compatibility and challenges. *Open Journal of Social Sciences*, 04(11), pp. 207–217. <https://doi.org/10.4236/jss.2016.411017>
- Spradley .P James. (1997). *Metode Etnografi*. Yogyakarta: Tiara Wacana.
- Sriah, Sriah, and Ibni Trisal Adam. (2020). Upaya kepala sekolah dalam mempertahankan profesionalisme guru di SD Negeri 2 Siwarak di saat pandemi Covid-19. *Jurnal Al-Miskawaih* 1, no. 2, pp. 172–192. <https://www.journal.stitpemalang.ac.id/index.php/al-miskawaih/article/view/342%0Ahttps://www.journal.stitpemalang.ac.id/index.php/al-miskawaih/article/download/342/240>.
- Suadi. (2022). Peningkatan kualitas dan layanan pendidikan di kabupaten Pasuruan. *Center of Education Journal (CEJou)* 3, no. 1, pp. 62–73.
- Sudirman. (2013). Kontribusi partisipasi komite terhadap mutu layanan pendidikan di MAN Se-kabupaten Tanah Datar. *Al-Fikrah: Jurnal Manajemen Pendidikan*, 1(2), pp. 183–191. <https://doi.org/10.31958/jaf.v1i2.363>
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.
- Sukriyatun, Gunarti, & Maemunah Sa'diyah. (2022). Implementasi manajemen mutu terpadu (TQM) di MTs Yathasi Kota Bogor. *Reslaj: Religion Education Social Laa Roiba Journa* 4, no. 1, pp. 1661–1683.
- Syah, Rizqon H. (2020). Dampak Covid-19 pada pendidikan di Indonesia: sekolah, keterampilan, dan proses pembelajaran. *SALAM: Jurnal Sosial dan Budaya Syar-i* 7, no. 5.
- Tihul, Inan. (2019). Manajemen mutu terpadu pada institusi pendidikan. *Alasma | Jurnal Media Informasi dan Komunikasi Ilmiah* 1, no. 1, pp. 107–130.
- Tjiptiono, Fandy, & Anastasia Diana. (2013). *Total quality management edisi revisi*. Yogyakarta: Andi Offset.
- Wahidmurni. (2017). Pemaparan metode penelitian kualitatif. UIN Maulana Malik Ibrahim Malang.
- Widiansyah, Apriyanti. (2018). Peranan sumber daya Pendidikan sebagai faktor penentu dalam manajemen sistem pendidikan. *Cakrawala-Jurnal Humaniora* 18, no. 2, pp. 229–234. <http://ejournal.bsi.ac.id/ejurnal/index.php/cakrawala>.
- Wiyani, Novan Ardy. (2018). Pendidikan karakter berbasis total quality management: Konsep dan Aplikasi di Sekolah. Yogyakarta: Ar Ruzz Media.
- Yuliyati, Erlina. (2020). Pengembangan sumber daya manusia berbasis total quality management di SMK Muhammadiyah Prambanan. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 4, no. 1, pp. 24–35.
- Zahroh, Aminatul. (2015). Total quality management: Capaian kualitas output melalui sistem kontrol mutu sekolah. *Cendekia* 9, no. 1, pp. 79–94.
- Zainal, Veithzal Rivai, Mursalim Umar Gani Samad, Hendy Herijanto, & Dalmeri. (2016). *Islamic educational management*. Jakarta: Gramedia.