

**Implementation of Total Quality Management to Realize the Quality of
Education at State X Elementary School, Cirebon, West Jawa**

Agoes Dariyo

Universitas Tarumanegara Jakarta

agoesd@fpsi.untar.ac.id

Abstract

The general problem faced by state primary education is the low quality of education which has a negative impact on the low competency of its graduates, so that they unable to compete with other graduate to continue state secondary education. Total Quality Management (TQM) is integrated quality management that can answer the problem of low quality of education, meaning that implementing TQM is the right solution to realizing quality education in primary schools. TQM has long been applied to improve the quality of production of goods or services in business companies that are oriented towards customers satisfaction, but now TQM has been widely applied to overcome the problem of low quality education, such as in elementary schools. This research aims to find out an overview of the implementation of Total Quality Management to realize quality education at the XY Cirebon State Elementary School, West Java. The data collection techniques uses the Total Quality Management questionnaire and the Education Quality questionnaire. The TQM concept uses the concept of modern management theory from George Robert Terry (planning, organizing, actuacting, and controlling) and the quality of education uses the concept of Unicef. The sampling technique is simple random sampling, The number of research participants uses 22 people (teachers and educational staff). The data analysis technique uses simple descriptive statistical tests. The research results have shown that the implementation of TQM can improve the quality of education at XY Cirebon Elementary School, West Java.

Keywords: Total Quality Management, Education Quality, Elementary School

Abstrak

Persoalan umum yang dihadapi oleh pendidikan dasar negeri adalah rendahnya kualitas pendidikan yang berdampak negatif terhadap rendahnya kompetensi lulusannya, sehingga mereka tidak mampu bersaing dengan lulusan sekolah lainnya untuk melanjutkan pendidikan menengah negeri. Total Quality Management (TQM) merupakan manajemen mutu terpadu yang dapat menjawab permasalahan rendahnya kualitas pendidikan, artinya penerapan TQM sebagai solusi tepat untuk dapat mewujudkan kualitas pendidikan di sekolah dasar. TQM telah lama diterapkan untuk peningkatan kualitas produksi barang atau jasa di perusahaan bisnis yang berorientasi pada kepuasan pelanggan, namun kini TQM sudah banyak diterapkan untuk mengatasi persoalan rendahnya kualitas pendidikan seperti di sekolah dasar. Penelitian ini bertujuan hendak mengetahui gambaran implementasi Total Quality Management untuk mewujudkan kualitas pendidikan di Sekolah Dasar Negeri XY Cirebon, Jawa Barat. Teknik pengambilan data dengan menggunakan kuesioner Total Quality Management dan kuesioner Kualitas Pendidikan. Konsep TQM dengan menggunakan konsep teori manajemen modern dari George Robert Terry (perencanaan, pengorganisasian, pelaksanaan dan pengawasan) dan kualitas pendidikan dengan menggunakan konsep dari Unicef. Teknik pengambilan sampel dengan *simple random sampling*. Jumlah partisipan penelitian sebanyak 22 orang guru dan staf kependidikan. Teknik analisis data dengan menggunakan uji statistik deskriptif sederhana. Hasil penelitian telah menunjukkan bahwa implementasi TQM dapat meningkatkan kualitas pendidikan di SD Negeri XY Cirebon, Jawa Barat.

Kata Kunci: Total Quality Management, Kualitas Pendidikan, Sekolah Dasar

INTRODUCTION

Total Quality Management (TQM) has become an important part implemented by every business organization with the aim of meeting customer needs, has now TQM is also being applied in education institutions.¹²³ The reasons is that the progress of business organization is greatly influenced by the support of royal customers who have receive positive benefits from organization's service. If they can not get positive benefits, off course they will switch to other organization that are considered more profitable. Because the implementation of TQM is oriented toward customer satisfaction. On this basis, TQM has become an important activity orientation carried out by educational institutions, both state and private institutions. Both type of state and public education institutions are equally

¹ Sallis, Edward. (2002). *Total quality management in education*. London: Routledge.

² Hadi, Abdul. (2018). Konsepsi manajemen mutu dalam pendidikan. *Modeling: Jurnal Program Studi PGMI*, 5 (2), 134-144.

³ Mukhopadhyay, Marmar. (2020). *Total quality management in education*. New Dehli: Sage Publication.

interested in implementing. TQM to achieve quality education. 4, 5. because the community is the main market share and will be satisfied with the service.^{4,5,6}.

TQM is a management strategy for educational institution that focuses in achieving satisfaction for internal and external customers⁷. Internal costumers are costumers who come from people within the organization, while external costumers are those who come from outside the organization. Both type of costumers are equally important and are the main concern for an education institution. From time to time, education institution make efforts to monitor how they respond to the implementation of TQM. Any reaction, response or input from them become valuable input for evaluation always view every criticism, suggestion or costumer reaction positively. Because they are the sources of inpiratio and aspiration for improving TQM at every level of basic education such as elementary school or madrasah ibtidaiyah^{8,9}.

The application of TQM as an efforts to manage educational management that is scientific and modern, meaning that TQM was developed on the basis of empirical research that prioritizes the principle of management science. According tho Salis¹⁰ and Mukhopadhyay¹¹ the implementation of TQM is based on management principles. According to George Terry¹², management activities include the POAC (planning, organizing, acting, and controlling). So every application of TQM in education uses the principles of planning, organizing, actuacting, and controlling. Education planning is the earliest effort of what will be done in the future. What has been planned becomes the basis for being implemented concretely and completely. Therefore, a leader also attempts to organize elements

⁴ Savitri, Anne., Sipriyanto, Acgmad, & Timan, Agus. (2020). Penerapan manajemen mutu terpadu pada sistem penjaminan mutu pendidikan internal. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 3 (1), 38-51.

⁵ Al-Fahmi, F. & Syafaatun, U. (2023). Analisis peran kepala sekolah dalam mengimplementasikan TQM di MI Nurohman. *Al-Talim: Jurnal Pendidikan Agama Islam*, 01 (01), 21-30. <https://ejournal.stainupa.ac.id/index.php/altalim/article/view/12/12>.

⁶ Idem. Hadi, Abdul. (2018). Konsepsi manajemen mutu dalam pendidikan. *Modeling: Jurnal Program Studi PGMI*, 5 (2), 134-144.

⁷ Idem. Mukhopadhyay, Marmar. (2020). *Total quality management in education*. New Dehli: Sage Publication.

⁸ Ibid. Salis (2002).

⁹ Ibid. Mukhopadyay (2020).

¹⁰ Ibid. Salis (2002).

¹¹ Ibid. Mukhopadyay (2020).

¹² Terry, G. (2020). *Prinsi-prinsip Manajemen*. Jakarta: Bumi Aksara.

such as human resources (man), materials, finance (money), method, machines (technology) and marketing. If during carrying out any planning there are errors, deviations or straightened out (repaired). It is important for educational management to make correction and improve it so that it is in accordance with the original plan. It is hoped that the implementation of TQM will have a significant impact, namely the realization of quality of education. Unicef mentions 5 aspects of educational quality, including: (a). learner's outside experience, (b). learning environment, (c) content of education, (d), learning process, and (e). education outcome ¹³.

The implementation of TQM is also expected to have an impact on the quality of learning which is characterized by teachers making learning plans, mastering subject matter, carrying out learning (teaching and learning) according to syllabus, creating a conducive learning atmosphere and motivating students to achieve the best learning achievements ¹⁴. School leaders are responsible for ensuring that TQM is truly implemented with the aim of realizing quality education in schools, ¹⁵, ¹⁶. School leaders also ensure that teachers are committed to implementing TQM, such as making teaching plans by creating a syllabus (semester learning plan). If something goes wrong in carrying out the planning, it must be immediately corrected, repaired and controlled in such a way that it meets the original objectives.

The implementation of TQM is expected to have a positive impact, namely the realization of the quality of education felt by students, ¹⁷, ¹⁸. On the contrary, the ability to implement TQM actually causes a decline in the quality of education. In this case, there are still many elementary schools that are unable to implement TQM well, which causes low quality of education. Based on this idea, the research wants to analyze how TQM is implemented to improve the quality of education at

¹³ Ibid. Mukhopadyay (2020).

¹⁴ Prawatiningsih, Desty & Asia, Nur. (2022). Kualitas pembelajaran e-learning berdasarkan persepsi mahasiswa. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 5 (1), 25-35. <http://journal2.um.ac.id/index.php/jamp/issue/view/1247>.

¹⁵ Syukron, Buyung. (2016). Implementasi manajemen mutu terpadu (Studi transformatif pada perguruan tinggi). *Jurnal Penelitian*, 10 (2), 231-252.

¹⁶ Sumardi, Sumardi (2022). Analisis kepemimpinan kepala sekolah dalam meningkatkan kualitas pembelajaran. *Jurnal Pendidikan, Sains, Sosial dan Agama*, 8 (2), DOI: <https://doi.org/10.53565/pssa.v8i2.599>. <https://radenwijaya.ac.id/jurnal/index.php/PSSA/article/view/599>.

¹⁷ Ibid. Syukron (2016).

¹⁸ Ibid. Sumardi, (2022).

State X Cirebon Elementary School, West Jawa.

RESEARCH METHODS

This research uses a descriptive quantitative approach. Research participants consisted of school principals, teachers and administrative staff. The sampling technique is simple random sampling, a sampling technique based on the case of collecting data from participants who are easy to reach in the field¹⁹. The number of participants was 22 people located at State X Elementary School, Cirebon, West Jawa. The data collection technique uses a questionnaire using a Likert Scale with 4 options. The questionnaires are in the form of TQM questionnaire and an education quality questionnaire. The TQM questionnaire refers to the management theory concept of George Robert Terry.²⁰ Which includes aspect of (a) planning, (b) organizing, (c) acting, and (d) controlling. The questionnaire consists of 5 statement items with 4 choices, namely Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The education quality questionnaire refers to the concepts of Unicef Theory²¹ which consists of 5 aspects, namely: (a) learner's outside experience, (b) learning environment, (c) content of education, (d) learning process, (e) education outcome. The education quality questionnaire consists of 5 statement items with 4 choices, namely Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SD). The data analysis technique uses simple descriptive statistics, namely percentage calculations.

RESULT AND DISCUSSION

The number of research participants was 22 people consisting of teachers and educational staff. There were 9 men (49, 1 %) and women (50,9 %). Age range between 20-60 years. Married status was 1 person (94, 5 %) and 1 person was not married and 9 people (5,5%). There were 13 people with bachelor's degrees (54,5 %) and 9 people with master's degrees (45,5%), 2 people had 0-10 years of work experience, 2 people (22,7 %) had 11-20 years of work experience, 2 people (22,7 %), had 21-30 years of work experience and 9 people (45,5%) had 30-40 years of

¹⁹ Sugiyono, S. (2011). *Metode penelitian Kualitatif dan R & D*. Bandung: Alfabeta.

²⁰ Ibid. Terry (2020).

²¹ Ibid. Mukhopadhyay, (2020).

experience.

Table 1. Participant Characteristic

| No. | Participant | Amount | Percentage |
|-----|----------------------|--------|------------|
| 1 | Sex | | |
| | Male | 9 | 40,9 % |
| | Female | 13 | 59,1 % |
| 2 | Age | | |
| | 20-30 | 2 | 9,1 % |
| | 31-40 | 2 | 4,5 % |
| | 41-50 | 3 | 13,6 % |
| | 51-60 | 16 | 72,7 % |
| 3 | Status | | |
| | Marriage | 21 | 95,5 % |
| | Single | 1 | 4,5 % |
| 4 | Education | | |
| | S1 – Bachelor | 13 | 54,5 % |
| | S2- Master | 9 | 45,5 % |
| 5 | Work | | |
| | Teacher | 21 | 95,5 % |
| | Administrative Staff | 1 | 4,5 % |
| 6 | Experiences | | |
| | 0-10 years | 2 | 9,09 % |
| | 11-20 years | 5 | 22,7 % |
| | 21-30 years | 5 | 22,7 % |
| | More 30 years | 10 | 45,5 % |

Table 2. Result of Total Quality Management

| No | Statement | A | % | SA | % |
|----|--|---|--------|----|--------|
| 1. | The school has planned educational activities to develop the quality of education. | 1 | 4,5 % | 21 | 95,5 % |
| 2. | The school has implemented educational activity planning in accordance with school leadership policies. | 3 | 13,6 % | 19 | 86,4 % |
| 3. | The school tries to organize every educational activity by involving teachers, administrative staff and other staff. | 3 | 9,1 % | 20 | 90,9 % |
| 4. | The school tries to control every educational activity so that it is accordance with the school's goal and expectations. | 2 | 9,1 % | 20 | 90,9 % |
| 5. | The school strives to improve educational activity services from time to time. | 3 | 13,6 % | 19 | 86,4 % |

Table 3. Quality of Education

| No | Statement | A | % | SA | % |
|----|--|---|--------|----|--------|
| 1 | Every student gains positive learning experiences both in the classroom and outside the classroom. | 1 | 4,5 % | 21 | 95,5 % |
| 2 | Every student gets the same opportunity to enjoy the educational facilities and infrastructure at school. | - | | 22 | 100 % |
| 3 | The lesson material is in accordance with the curriculum provisions set by Ministry of Education and Culture of the Republic of Indonesia. | 1 | 4,5 % | 21 | 95,5 % |
| 4 | Every teacher pays attention to the quality of the learning process to create a positive classroom climate. | 4 | 18,2 % | 18 | 81,8 % |
| 5 | Every educational activity aims to produce superior graduate competencies in society. | 1 | 4,5 % | 21 | 95,5 % |

Total Quality Management is a combination of 3 terms, namely Total, Quality and Management. Total is interpreted as an integrated and comprehensive effort from all human energi to achieve the best results. Quality is the condition of fullfilling needs is accordance with expectation, even exceeding customer expectations. Quality is the condition of a good or services that is able to meet customer expectations. If a good or service does not meet customer expectations, then the good or service is considered to be of low quality. Of course, this quality must be consistent from time to time, and even improve is quality so that it can meet customer expectation.²² Total Quality Management has become a need that must be net by every educational instution. Because TQM is able to provide positive canges to the mindset, attitudes, actions and policies taken by a leader.^{23, 24} TQM as a phylosophy is able to influence the perspective of how a leader manages a quality educational institution.²⁵ Educational intitutions are organizational institutions that are managed by applying modern management principles. Therefore, the implementation of integrated quality assurance management aims to achieve

²² Ibid. Sallis (2002).

²³ Ibid. Mukhopadyay (2020).

²⁴ Campos, Nicca Jurah., De Verra, Aurea Angelica., Gonzales, Errika Jielle,. & Guevarra, John Martin. (2022). Impact of quality commitment in the implementation of total quality management in Hensa Rubber Corporation: A study Cases. <http://dx.doi.org/10.2139/ssrn.40.22749>.

²⁵ Bafadal, Roesminingsih & Sumbawati, (2022). Implementasi kepemimpinan pembelajaran untuk mewujudkan mutu sekolah. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 5 (1), 77-86. <http://journal2.um.ac.id/index.php/jamp/issue/view/1247..>

educational quality. This is in line with the results of research conducted by Anwar²⁶, Pranilisa & Monika²⁷ and Al Fahmi & Syafaatun²⁸ namely that the implementation of integrated quality assurance management will be able to realize the quality of education in schools. George Robert Terry²⁹ states that the application of modern management principles includes planning, organizing, actuating and controlling to achieve goals. Therefore, the implementation of integrated quality assurance management aims to achieve educational quality. This is in line with the results of research conducted by Anwar³⁰, Ptanilisa & Monika³¹ and Al-Fahmi & Syafaatun³² namely that the implementation of integrated quality assurance management will be able to realize the quality of education in schools.

Management is a comprehensive activity that starts from planning, organizing, actuation and controlling to achieve certain goals³³.³⁴ TQM is integrated quality management which includes aspects of planning, organizing, actuating and controlling to realize quality education. Planning is a predetermined list of activities that will be carried out in the future.³⁵ . The planning aspect is represented in the statement “the school has planned educational activities to develop the quality of education”. The number of participants who chose the strongly agree option was 21 people (95,5 %). This means that participants strongly agree that the school has planned educational activities well in order to achieve quality education. Organizing is a leader’s effort to distribute roles, duties and responsibilities to each staff (division, section or unit) according to their abilities.

²⁶ Anwar, Khoirul. (2018). Peran system penjaminan mutu Pendidikan dalam meningkatkan mutu pendidikan di madrasah. *Tadibuna: Jurnal Pendidikan Agama Islam*, 1 (1). <http://jurnal.unissula.ac.id/index.php/tadibuna/article/view/3739>.

²⁷ Pranilisa, Fenia. & Monika, Marina Selfia. (2022). Pengaruh manajemen sekolah terhadap mutu pendidikan sekolah dasar. *Jurnal Pendidikan Glasser*, 6 (2), 262-266. DOI: <https://doi.org/10.32529/glasser.v6i2.2011>. <https://lonsuit.unismuhluwuk.ac.id/glasser/article/view/2011>.

²⁸ Al-Fahmi, F. & Syafaatun, U. (2023). Analisis peran kepala sekolah dalam mengimplementasikan TQM di MI Nurohman. *Al-Talim: Jurnal Pendidikan Agama Islam*, 01 (01), 21-30. <https://ejournal.stainupa.ac.id/index.php/altalim/article/view/12/12>.

²⁹ Ibid. Terry (2020).

³⁰ Ibid. Anwar (2018).

³¹ Ibid. Pranilisa & Monika (2022).

³² Ibid. Al-Fahmi & Syafaatun (2023)

³³ Ibid. Terry (2020).

³⁴ Savitri, Anne., Sipriyanto, Acgmad, & Timan, Agus. (2020). Penerapan manajemen mutu terpadu pada sistem penjaminan mutu pendidikan internal. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 3 (1), 38-51.

³⁵ Ibid. Terry (2020).

³⁶. Organizing is contained in the statement” the school tries to organize every educational activity by involving teachers, administrative staff and other staff”. The number of participants who chose strongly agree was 20 people (90,9 %). This means that the participants admitted that they strongly agreed that the school had carried out the organization of educational activities involving school leaders, teachers and administrative staff well. Implementation is every activity that involves all members of the organization to work optimally, sincerely and responsibly in order to achieve previously set goals.³⁷ The implementation aspect is reflected in the statement “ the school has implemented educational activity planning in accordance with school leadership policies”, 19 participants (86,4 %) chose the strongly agree (SA) option. This means that they strongly agree that the school has implemented educational activity planning in accordance with school leadership policies.

Control is the process of controlling every activity carried out by members, staff or divisions that they can carry out their duties and responsibilities to achieve the best quality of education in accordance with previous objectives ³⁸. The control aspect is manifested in the statement” the school tries to control every educational activity so that it is in accordance with the school’s goals and expectations”. The number of participants who strongly agree that the school tries to control every educational activity in accordance with the school’s goals and expectations. The follow-up to the control aspect is improving educational services to achieve customer satisfaction, which is manifested in the statement” school strive to improve educational activity services from time to time in order to achieve customer satisfaction”. The participants indicated strongly agree as many as 19 people (84,6 %). This means that participants strongly agree that schools always improve educational services to achieve customer satisfaction. Customers feel satisfied because the school has been able to achieve quality education.

Unicef, a world education funding institution states that there are 5 important components that influence the quality of education, including: (a) learner’s outside experience, (b) learning environment, (c) content of education, (d) learning process,

³⁶ Ibid. Terry (2020).

³⁷ Badrudin, B. (2015). *Dasar-dasar manajemen*. Bandung: Alfabeta.

³⁸ Ibid. Terry (2020).

(e) education outcome, (e) educational outcomes³⁹. Learner's outside experience means that a learner is expected to have important experience that is useful for building his or her competence. When someone has become a learner in an educational institution, then he has opened his life to learning new knowledge, skills and experience. The learner's outside education aspect is represented in the statement "every student gets positive learning experiences both in the classroom and outside the classroom.". The number of participants who chose strongly agree was 21 people (95, 5 %). This means that all this time, State X Elementary School, Cirebon, West Jawa has tried to implement learning inside and outside the classroom that its students find enjoyable.

A learning environment is a truly conducive learning environment that motivates a student to master a particular scientific field. The physical learning environment is realized by the availability of facilities and infrastructure that can be enjoyed by students. They get the same opportunity to support learning to achieve the best learning achievements. The learning environment aspect is represented by the statement: every student gets the same opportunity to enjoy educational facilities and infrastructure at school". The number of participants who chose strongly agree was 22 people (100 %). This means that students receive the same, fair and equitable treatment in utilizing educational facilities and infrastructure at State X Elementary School, Cirebon, West Jawa.

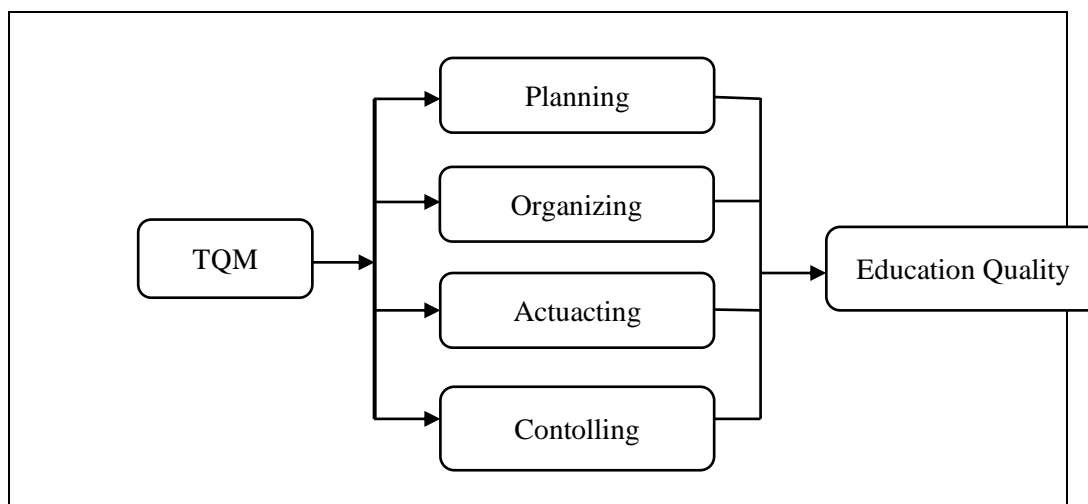
Content of education is scientific material that is the focus of learning that a teacher wants to teach to students. It is important for a teacher to master the scientific field that will be taught to students. Likewise, it is important for a student to learn directly from expert, namely teachers who are competent in their field. Concretely, the content of education is stated in the statement" lesson material is in accordance with the curriculum provisions set by the Ministry of Education of the Republic of Indonesia", with a choice of 100 %. This means that State X Elementary School, Cirebon, West Jawa, truly adheres to the principles in implementing the curriculum determined by Ministry of Education of the Republic of Indonesia.

The learning process is the process of teaching and learning activities carried out by teachers towards students. The learning process takes the form of active

³⁹ Ibid. Muhkopadhyay (2020).

interaction between both parties. A teacher is an individual who is an expert in his field, so he is tasked and responsible for transferring all knowledge, skills and experience to students⁴⁰. The learning process can be carried out indoor, but can also be carried out outside the classroom. In this research, the learning process is represented by the statement “ every teacher pays attention to the quality of the learning process to create a positive classroom climate.” The number of participants who chose strongly agree was 18 (81,8 %). This means that every teacher tries in such a way to create a positive classroom climate that can support learning for student who are capable in their fields are those who have superior graduate competencies in society⁴¹. In this research, educational outcomes are represented in the statement “ every educational activity aims to produce superior graduate competencies in society “. The number of participants who chose this statement was 21 people (95,5 %). This means that state X elementary school, Cirebon, West Jawa has tried to carry out educational activities with the aim of realizing superior graduate competencies in society.

Figure 1. TQM Implementation Model to Realize Educational Quality



The image above explains that TQM has a big goal in realizing education that has high quality, so that in the process before producing quality education, a process must be carried out in its implementation.

⁴⁰ Mahmood, W., Ismail, S. N., & Omar, M. N. (2024). Mediating role of school climate and job satisfaction in total quality management and school performance. *Malaysian Journal of Learning and Instruction*, 21(2), 117-146.

⁴¹ Liu, B., & Zhang, L. (2024). The Role of Physical Exercise in Improving College Students' Psychological Quality Under the Background of Ideological and Political Education. *Revista de Psicología del Deporte (Journal of Sport Psychology)*, 33(3), 84-92.

CONCLUSION

The implementation of TQM is able to realize the quality of student education at State XY Elementary School, Cirebon, West Jawa. The implementation of TQM using modern management principles such as planning, organizing, acting and controlling can be carried out well, so as to realize the quality of education at State X Elementary School, Cirebon, West Jawa. The quality of education includes: (a) learner's outside, (b) learning environment, (c) content of education, (d) learning process, (e) education outcome. The school principal has implemented Total Quality Management which includes planning, organizing, acting and controlling activities strictly by paying attention to standard operating procedures to ensure that TQM is running well to realize quality of education in the school she leads. Teachers and educational staff pay attention to and support each principal's policy in implementing Total Quality Management, so that a quality education is realized whose positive impact is felt by students. Teachers make learning preparations through semester learning plans (syllabus), implementation of learning, supervision and improvement of student learning outcome from time to time, so that students can achieve the best learning achievement.

BIBLIOGRAPHY

- Al-Fahmi, F. & Syafaatun, U. (2023). Analisis peran kepala sekolah dalam mengimplementasikan TQM di MI Nurohman. *Al-Talim: Jurnal Pendidikan Agama Islam*, 01 (01)
- Anwar, Khoirul. (2018). Peran system penjaminan mutu Pendidikan dalam meningkatkan mutu pendidikan di madrasah. *Tadibuna: Jurnal Pendidikan Agama Islam*, 1 (1)
- Bafadal, Roesminingsih & Sumbawati, (2022). Implementasi kepemimpinan pembelajaran untuk mewujudkan mutu sekolah. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 5 (1)
- Badrudin, B. (2015). *Dasar-dasar manajemen*. Bandung: Alfabeta.
- Chasanah, A. N., & Purwanti, Y. (2022). Challenges and Strategies to Enhance Quality Learning of Early Childhood Education during the Covid-19 Pandemic: A Qualitative Study in Secang District, Magelang, Central Java, Indonesia. *Salus Cultura: Jurnal Pembangunan Manusia Dan*

- Kebudayaan*, 2(1), 48–56. <https://doi.org/10.55480/saluscultura.v2i1.45>
- Campos, Nicca Jurah., De Verra, Aurea Angelica., Gonzales, Errika Jielle., & Guevarra, John Martin. (2022). Impact of quality commitment in the implementation of total quality management in Hensa Rubber Corporation: A study Cases.
- Crawford, L.E.D & Shutler, P. (1999), "Total quality management in education: problems and issues for the classroom teacher".
- Hadi, Abdul. (2018). Konsepsi manajemen mutu dalam pendidikan. *Modeling: Jurnal Program Studi PGMI*, 5 (2).
- Hayani, Sari Nur & Sutarna, Sutarna. (2022). Pengembangan perangkat dan model pembelajaran berbasis TPACK terhadap kualitas pembelajaran daring. *Jurnal Basicedu, Journal of elementary education*, 6 (2).
- Kusnandi, Kusnandi (2017). Konsep dasar dan strategi penjaminan mutu Pendidikan: Sebagai review kebijakan mutu pendidikan. *Indonesian Journal of Education Management and Administration Review*, 1 (2), 107-118.
- Liu, B., & Zhang, L. (2024). The Role of Physical Exercise in Improving College Students' Psychological Quality Under the Background of Ideological and Political Education. *Revista de Psicología del Deporte (Journal of Sport Psychology)*, 33(3), 84-92.
- Mahmood, W., Ismail, S. N., & Omar, M. N. (2024). Mediating role of school climate and job satisfaction in total quality management and school performance. *Malaysian Journal of Learning and Instruction*, 21(2), 117-146.
- Mukhopadhyay, Marmar. (2020). *Total quality management in education*. New Dehli: Sage Publication.
- Prawatiningsih, Desty & Asia, Nur. (2022). Kualitas pembelajaran e-learning berdasarkan persepsi mahasiswa. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 5 (1),
- Pranilsa, Fenia. & Monika, Marina Selfia. (2022). Pengaruh manajemen sekolah terhadap mutu pendidikan sekolah dasar. *Jurnal Pendidikan Glasser*, 6 (2)
- Puttileihat, S., Kempa, R., & Rahabav, P. (2022). Online Learning Management to Improve Student's Cognitive Ability (Case Study at SMA Negeri 3 Seram

- West). *International Journal of Education, Information Technology, and Others*, 5(4), 245-255.
- Sallis, Edward. (2002). *Total quality management in education*. London: Routledge.
- Rosi, F., Hefniy, Widat, F., Aisyah, Siti., & Munaamma. (2022). Service quality as strategy for improving school competitive advantage. *Al Tanzim: Jurnal Manajemen Pendidikan Islam*, 06 (2),
- Savitri, Anne., Sipriyanto, Acgmad, & Timan, Agus. (2020). Penerapan manajemen mutu terpadu pada sistem penjaminan mutu pendidikan internal. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 3 (1), 38-51.
- Sakhthivel, P.B., Rajendran, G & Raju, R. (2005), "TQM implementation and students' satisfaction of academic performance".
- Syukron, Buyung. (2016). Implementasi manajemen mutu terpadu (Studi transformatif pada perguruan tinggi). *Jurnal Penelitian*, 10 (2), 231-252.
- Sugiyono, S. (2011). *Metode penelitian Kualitatif dan R & D*. Bandung: Alfabeta.
- Sumardi, Sumardi (2022). Analisis kepemimpinan kepala sekolah dalam meningkatkan kualitas pembelajaran. *Jurnal Pendidikan, Sains, Sosial dan Agama*, 8 (2),
- Telaumbanua, D. (2022). Analisis Kualitas Pembelajaran dan Hasil Belajar Fisika. *Educativo: Jurnal Pendidikan*, 1(1).
- Terry, G.R. (2020). *Prinsip-prinsip manajemen*. Jakarta: Bumi Aksara.
- Ulfiah, Wiwik Dyah Ariyani, hanafiah, & Fitriyani Kosasih. (2022). Internal Quality Assurance Management To Improve Graduate Absorption. *International Journal Of Humanities Education and Social Sciences (IJHESS)*, 1(4)..
- Utomo, Budi. (2018). Analisis validitas isi butir salah satu upaya peningkatan kualitas pembelajaran di madrasah berbasis nilai-nilai islam. *Jurnal Pendidikan Matematika (Kudus)*, 1 (2),
- Wangge, Yuliani Sape., & Sarriyah, Naning. (2022). Peningkatan motivasi dan hasil belajar melalui model pembelajaran kooperatif tipe STAD berbantuan media gambar tarian Gawi pada sekolah dasar. *Jurnal Basicedu, Journal of elementary education*, 6 (2), 1906-1913.
- Wahid, E. (2023). Penggunaan pemasaran layanan pendidikan sebagai strategi

untuk meningkatkan kualitas pendidikan di Lembaga Pendidikan Islam. *Al-Talim: Jurnal Pendidikan Agama Islam*, 01 (01).

Waithanji Ngware, M., Wamukuru, K.D., & Odebero, O.S. (2006), "Total quality management in secondary schools in Kenya: extent of practice"

Wulogening, Hiyasintus Ile; & Timan, Agus. (2022). *Implementasi Total Quality Management (TQM) dalam sistem manajemen perencanaan kepala sekolah. Jurnal Akuntabilitas Manajemen Pendidikan.*