



 sciendo

BALTIC JOURNAL OF LAW & POLITICS

A Journal of Vytautas Magnus University

VOLUME 16, NUMBER 2 (2023)

ISSN 2029-0454

Cite: *Baltic Journal of Law & Politics* 16:2 (2023): 498-509

DOI: 10.2478/bjlp-2023-0000037

The Role of School Management in Efforts to Improve the Quality of Education in Junior High Schools.

(Descriptive Analytical Study at SMPN 1 Jayanti, SMPN 2 Curug and SMPN 3 Cikupa in Tangerang District)

Jamalus

Nusantara Islamic University, Bandung Indonesia

jamalus@uninus.ac.id

Ade Tutty R. Rosa

Nusantara Islamic University, Bandung Indonesia

adetuttyrosa@uninus.ac.id

Supyan Sauri

Nusantara Islamic University, Bandung Indonesia

supyansauri@uninus.ac.id

Yosal Iriantara

Nusantara Islamic University, Bandung Indonesia

yosaliriantara@uninus.ac.id

Received: December 18, 2022; reviews: 2; accepted: January 29 2023

Abstract

The purpose of this research is to identify and analyze the activities carried out in the planning, implementation and evaluation of junior high schools in Tangerang. The problem is that the quality of junior high school graduates in Tangerang is still lacking. This is because the management of Junior high school has not been optimal, both in terms of planning organizational activities, program implementation, evaluating results and handling problems. Obstacles encountered, and solutions to these obstacles. This investigation uses a qualitative methodology based on the collection of observations, interviews and documents. This investigation uses the main theory, management theory from Terry. The research findings show: 1) Planning is intended as a guideline, but other aspects of the planning function are ignored. Important matters that have not been discussed include the identification of performance improvement problems that have not touched on the problems faced by teachers in improving their performance. 2) In implementing quality, the

orientation has been directed at guidelines for improving the performance of junior high school teachers; 3) The results of this study include the assessment that has been directed at the supervisory function, but not all aspects of supervision have been carried out, there has been no supervision from senior teacher elements and supervision is still not optimal in following up on the results of supervision; 4) The obstacles faced are the 3M factors, namely Man (supervisors and teachers), Materials (infrastructure) and Money (budget/financing), the Man factor is still the main obstacle in implementing Junior high school performance improvement; 5) The solution to solving the problem is related to overcoming constraints from limited facilities and budget factors, the supervisors and principals of SMP make more precise budgeting and carry out budget efficiencies for the school's operational financing components.

Keywords

Education Management, Quality of Education and School Performance.

Introduction

The low quality of our education is a complicated problem that is determined by various factors, including the educator or teacher factor itself. The fact shows that the public still doubts the realization of improving teacher performance, both on a local and national scale. This means that most people still think that teachers do not have standardized competencies and are not professional. Law No.17/2007, concerning the 2005–2025 long-term development plan, states that the education level of the Indonesian population has increased, among others: as measured by the increase in the literacy rate of the population aged 15 years and over, the increase in the number of people aged 15 years and over who have completed school Junior High School / Madrasah Syanawiah and above, increased average length of schooling and increased enrollment rates for all age groups. Even so, these conditions are not sufficient to face increasingly fierce global competition in the future. This is exacerbated by the high disparity in education levels between groups of people, especially between the rich and the poor, between urban and rural areas, between regions and gender disparities.

Based on the Political and Economic Risk (PERC) survey, the quality of education in Indonesia ranks 12th out of 12 countries in Asia. It is sad again that Indonesia's position is under Vietnam. What is even more concerning is that the results of the 2007 World Competitiveness Year Book survey show that the competitiveness of our education from 55 countries surveyed by Indonesia ranks 53rd. This problem occurs because education policies are often dominated by political interests, discriminatory and not based on quality improvement, referring to the remarks by the Indonesian Minister of National Education in Fasli Jalal (2001:7) From the teacher profile above, we should suspect that there is a significant correlation with the low quality of Indonesian education. Efforts to improve educational qualifications and certify teachers who have met academic

requirements are demands that cannot be negotiated anymore. Although teachers and instructors are not the only determining factor for the success of education, teaching is the central point of education and qualifications. As a reflection of quality, teaching staff make a very large contribution to the quality of education for which they are responsible. The low quality of teachers and instructors is also influenced by the low level of teacher welfare

Based on this phenomenon, it is necessary to reform the education system both in terms of processes and management of the education system. In addition, with rapidly developing science and technology, new demands arise in aspects of life, including the education system. Updating the education system, including updating the curriculum, namely diversifying the curriculum to serve diverse students and regional potential, diversifying the types of education that are carried out professionally, preparing educational qualification standards in accordance with the demands of carrying out tasks in a professional manner; implementation of school-based education management; and organizing education with an open and multi-meaning system. Educational reform also includes eliminating discrimination between government-managed education and community-managed education, as well as the distinction between religious education and general education. The renewal of the national education system is carried out to update the vision, mission and strategy for national education development.

Likewise, the regional government of Tangerang Regency has attempted to reform the education system both in terms of processes and management of the education system. Both at the level of basic education (SD/MI), junior secondary education (SMP/MTS), senior secondary education (SMA/SMK/MA). Both public and private are under the auspices of a foundation formed by the community by providing regional allowances which are budgeted through the Tangerang Regency APBD in order to improve teacher welfare, so that teacher performance continues to increase and is motivated to make changes to PBM continuously. In fact, the quality of education at the junior high school education level in Tangerang Regency has not been able to show significant quality improvements until now. This shows that there has been no outstanding achievement in the field of education achieved by one of the Tangerang districts, which is close to the national capital, DKI Jakarta.

Theoretical Review

Quality education is a critical aspect to improve the welfare of the nation-state through improving the quality of human resources. State policies that prioritize development investment for access and quality of education will improve the welfare of its citizens more quickly (Michaelowa, 2000). Education that meets the criteria or quality standards simultaneously will determine the increase in the nation's competitiveness. Changes that are increasingly massive and global require every country and educational unit in it to be able to achieve certain criteria and standards in order to survive in a global and competitive environment. Ironically, the quality of educational units in developing countries, according to Glewwe and

Kremer (2005:7) "...is low in the sense that children learn much less in school than the curriculum states they should learn". author, rooted in the attitude of education unit managers who pay little attention to creating service user satisfaction. Education managers who are not oriented towards users of educational services are caused by several aspects: first, school management and a closed management style are not compatible with education management standards.

First, school governance refers to national standards for community involvement education. Community participation is an important aspect of school effectiveness, Cheng (1996:21) states that "... Participation and development are regarded as important in facing complicated educational effectiveness". Although this participation does not have direct implications for student achievement. Hanushek and Dale (1996:21) assert "little empirical evidence can be mustered to support the assertion that greater stakeholder participation directly improves student performance".

Second, the quality of school governance is getting lower when the level of participation represented by school committees, as researched by Dalimunthe (2008) is on average low. This level of involvement will have implications for the lowest level of responsibility as well. The quality of school management is related to participation which has an impact on a sense of belonging and responsibility towards the school. Allison (2004:20) emphasized "increased responsiveness and accountability will result in more effective and efficient internal operations and the development of better product or delivery of service".

Third, low school management is related to the culture that develops in schools. The course of history has shaped the school culture, which is characterized by a hierarchical level of formulation and structure as well as values that promote efficiency and productivity, according to Ashkanashy (2010: 160) called bureaucratic organizational cultures. If culture is not applied wisely it will cause pathology for the organization.

Fourth, school culture will in turn have implications for the level of performance shown by school members. In the context of profit organizations, O'Reilly, et al. (2001) concluded that a culture that fits the strategy can improve employee performance through commitment to the organization. The fit between the culture and the strategic plan of the organization can increase the success of the organization. (Gordon, 1991). Alignment between culture and school work plans is a problem in improving the performance of school members, because culture is an intangible asset for schools to create performance.

Methodologies for implementing continuous improvement are widely proposed by quality management gurus. Deming proposed Deming's cycle, namely Plan, Do Check, Act (PDCA). The PDCA cycle itself is a method used by TQM to produce continuous quality improvement/improvement in order to achieve customer satisfaction (Suryadi 2009:31). Juran proposed the Juran' trilogy, quality planning, quality control and quality improvement. Another integrated quality management guru Feigenbaum who defines a four-step management process,

namely: setting standards, assessing conformance with standards, acting if they do not comply with standards and planning educational quality improvement and new methodologies such as Kaizen Blitz, 5S Practices, Three MUs, the seven deadly wastes and business process reengineering (Subburaj, 2005:1)

The quality management process basically comes from quality thinking that underlies quality planning. Quality planning is future oriented, prioritizing the strategic aspects of the organization. The aspect of the strategy is service user satisfaction. One of the keys to achieving continuous improvement, according to Goetsch and Davis (1994:534), is to involve service users as early as possible. This is the essence of QFD (Quality Function Deployment). The QFD structure, in general, consists of process inputs and outputs. The input is in the form of the expectations and desires of service users, while the output is the planning matrix. The process section consists of organizational specifications for service users, the relationship between the organization and users, a list of process priorities and compromises between the organization and users of educational services. Efforts to meet the needs of users of educational services are low resulting in dissatisfaction with users. This effort to fulfill the expectations and concerns of users is related to the design of school organizations and community participation. The school has a hierarchical organizational structure, consequently the school is the implementer of various policies mandated by the organization above it. Such conditions have the potential to form a pattern of leadership that is less adaptive to environmental changes.

Organizational capacity to achieve (or even create) changes in the external environment is an indicator of the quality of culture within the organization as well as the quality of strategic management of the organization. The government's effort to bridge the gap between schools/madrasahs towards environmental trends is to form a boundary spanning called a school committee. The committee was formed to accommodate and increase the participation of school stakeholders to participate in formulating, establishing, implementing and monitoring the implementation of school policies and accountability that focuses on the quality of service to students in a proportional and open manner. Important changes in the world of education in Indonesia, as an adjustment to changes in political policies, namely the decentralization of regional management. The application of the concept of school-based management theoretically provides opportunities for increasing the effectiveness of school management. The effectiveness of governance is through the participation of various parties with an interest in the school as expressed by Cheng (1996:57) "The change in management style may induce a change in the role of all school constituencies, particularly when school management is shifted from the external control management model to the school based management model... Participation and development are regarded as important in facing complicated education work and pursuing educational effectiveness".

Based on the explanation above, further elaboration of integrated quality management in service organizations, such as schools must be more

comprehensive and consider all aspects, especially cultural aspects. The relevance of organizational culture and relationships with service users defines the principles of integrated quality management. In other words, the culture that develops in the organization is a quality culture. The educational unit is a service organization (Sallis, 1993:30). Taufiqurrahman (2011: 7) The manifestation of the quality of education services in Indonesia is seen as the achievement of National Education Standards, namely: Content Standards, Graduate Competency Standards, Process Standards, Assessment Standards, Financing Standards, Educators and Education Personnel Standards, Management Standards, Infrastructure Standards. The eight standards are applied holistically, meaning that one section relates to other elements so that national education goals can be achieved effectively, efficiently and productively.

Junior high school (SMP) is an educational unit that organizes six years of education, junior high school is part of basic education. There are a number of strategic steps to improve the quality of the teaching profession, including: study assignments, education and training, domestic/foreign comparative studies, teacher exchanges between regions/countries, symposiums, workshops, seminars, discussions, teacher position certification, school cluster activities, especially the Teacher Working Group (KKG), and so on. Specifically for school cluster activities "The formation is intended to facilitate efforts to increase knowledge, insight, abilities and professional skills of education staff, in this case more specifically for junior high school teachers in improving the quality of teaching and learning activities/processes by utilizing all the resources and potential of the school , which in turn can improve the quality of learning outcomes (students)

The current condition of educational staff in junior high schools still requires efforts to foster and improve through the provision of professional assistance. Along with the fast and rapid pace of development and progress in the field of science and technology, junior high schools have the goal and enthusiasm to move forward together in improving the quality of education. Of the various strengths and weaknesses as well as opportunities and threats for SMP both internally and externally, have they been audited, analyzed, SWOT, planned, implemented and evaluated properly and followed up to improve quality in SMP through an education quality improvement management. Professional development system (SPP)) for teachers is carried out with clear objectives with an affordable scope and through mechanisms in an orderly manner. The purpose of providing professional assistance is to improve the quality of teachers, in the sense that they can grow and develop in terms of knowledge, skills, and broader educational insights.

Related to the problems above, important notes from previous research by Ajat Rukajat (2009), Management of the School Cluster Empowerment Strategy in Improving the Quality of Teacher Performance concludes that the school cluster (PKG) has not been effective and has not satisfied its function and has not been able to improve teacher performance. Next H. Jarkawi (2012). From some of the problems raised above the authors feel interested in conducting in-depth research.

For this reason, the authors took research with the title "The Role of Education Management in Efforts to Improve the Quality of Education in Junior High Schools in Tangerang Regency"

Research Result

Educational Quality Planning in Improving Junior High School Performance in Tangerang District.

Based on interviews, observations and documentation studies of the author with the Principal, Teachers, Students, Committees, and Superintendents which the author has conducted on 3 research target schools, then based on the findings in the field professional teacher standards in an effort to improve the quality of learning outcomes are Law number 20 2003 National Education System. Government Regulation number 19 of 2005 concerning National Education Standards. The operational elaboration of the National education system is set forth in various Government Regulations which cover eight national education standards including content standards, processes, graduate competencies, educators and education staff, infrastructure, management, financing and assessment standards. With these 8 standards, all aspects of education can be easily measured. Permendiknas Number 16 of 2007 concerning Standards of academic qualifications and teacher competence, increasing learning outcomes cannot be separated from competent teacher resources.

The research approach used is qualitative, namely to reveal an intensive and in-depth description of education quality management in improving junior high school performance in Tangerang City, the ultimate goal of which is to improve the quality of graduates. The data collection method used is the case study method through direct observation where researchers see directly the symptoms or events that occur and conduct an analysis of the events found in the field that are tailored to the research problem. Data collection techniques used are observation techniques (observation), interview techniques, documentation studies. Regarding data analysis techniques using non-statistical analysis techniques.

Based on an analysis of interview data regarding the composition of teaching and educational staff which is closely related to academic qualification standards and competency and teacher certification, ideally they meet professional teacher standards, but the performance shown does not show a professional direction, this indicates weak ownership of competence and teacher performance in State Senior High Schools (SMAN) in Tangerang Regency, particularly at Jayanti State Junior High School 1 (SMP 1), State Junior High School 2 (SPN 2) Curug and Junior High School 3 (SPN 3) Cikupa. Each educational unit has a reference base for education quality management in improving the performance of junior high schools in Tangerang Regency through the education unit level curriculum. Although every school has a KTSP, the curriculum structure is different. Schools with each other, namely in local content subjects and cross-interest lessons.

Implementation of Education Quality in Improving Junior High School Performance in Tangerang Regency.

Based on interviews, observations and documentation studies of the author with the Principal, Teachers, Students, Committees, and Superintendents that the author has conducted on 3 research target schools, based on findings in the field, the implementation of performance by professional teachers in an effort to improve the quality of learning outcomes is interpreted as teacher performance. Managerial professionals in the classroom have made planning, implementing, evaluating and monitoring learning outcomes. However, in its implementation it still appears that the teacher's lack of understanding of the characteristics of students can be the initial trigger for PBM to be less effective and productive. The teacher pays little attention to the placement of student seats, class management and the learning climate is not conducive. Weak ownership of strategies, methods, materials, assessment and mastery of classes, self-awareness, lack of creativity in empowering existing learning infrastructure, even though the infrastructure supports it even though it is not optimal. The research target, based on findings in the field, the results of the performance of professional teachers show that the results of the cognitive aspect assessment are not complete, students achieve a minimum completeness score (KKM) which averages 75 and graduate competency standards for the National Examination (UN) and New Semester Examination (US) reached an average of 6.5. This gives an indication of the still low absorption of students towards the material presented by the teacher, as well as the weak mastery of strategies, approaches and learning methods by the teacher.

Evaluation of Education Quality in Improving Junior High School Performance in Tangerang District.

Basically evaluation is very necessary, to measure the success or failure of an activity program. For implementation development programs in schools, of course, supervision and evaluation will be carried out according to the circumstances and conditions of each, even to what extent the program is implemented or not by the three schools. Has the implementation of the school guidance or development program achieved the expected goals or planned goals (programmed). For the supervision and evaluation of school principals, the school monitors the progress of the quality improvement program for a month, then gives directions or a warning to the head of the program concerned, while for supervision and evaluation it is for the quality improvement program at the district level.

Obstacles in Educational Quality Management in Improving Junior High School Performance in Tangerang Regency.

School Management is a system, meaning that all components of the school are related to each other systemically, if one component is not functioning properly

it can have an impact on other components which can disrupt the stability of less productive teacher performance. The school management component includes manpower management, curriculum, student affairs, infrastructure, financing and community relations. The school management function which includes planning, organizing, implementing, controlling will find it difficult to function properly if the school management pattern is closed. This has an impact on school performance which can indirectly kill the creativity of teachers and students to innovate in improving their competence which has an impact on improving performance and the quality of learning outcomes. Core competencies by teachers in improving performance and learning outcomes need to be addressed quickly, precisely and accurately to find a solution.

Solutions in Educational Quality Management in Improving Junior High School Performance in Tangerang Regency.

Based on interviews, observations and documentation studies of the author with the Principal, Teachers, Students, Committees, and Supervisors that the author has carried out on the 3 research target schools, based on findings in the field, the steps taken by the principal in collaboration with the SMP supervisor and committee are appropriate namely through coaching, training, supervision, guidance and counseling, provision of learning infrastructure, has not been able to provide encouraging results. When interpreted these steps are as follows: (1) The coaching material provided is not oriented towards the needs of teachers, only to the extent that it is ceremonial to fulfill the work obligations of the principal and supervisors who have carried out coaching. (2) The guidance carried out by supervisors is too general for all subject teachers, not based on the MGMP group because supervisors at the Ministry of Education and Culture and the Tangerang District Education Office, there is no group of supervisors specifically for subjects, this is contrary to the demands for qualification standards, competence and teacher performance. (3) The classroom action research training provided was not followed up with an ongoing supervisory function for the school principal. (4) School management is less able to make a teacher empowerment system proportionally and does not function the elements of the management function properly

Research Discussion

Planning for the quality of education in improving junior high school performance in Tangerang Regency has been carried out oriented towards guidelines, but not all aspects that should be in the planning function have been carried out, an important problem that has not been carried out, namely the identification of performance improvement problems has not touched the problems faced by teachers in improve performance. The organization of academic supervision has been carried out oriented towards the management function, although not all aspects that should be in the organizing function have been carried

out properly, namely the division of labor has not been based on competence. The implementation of the quality of education in improving the performance of the First Middle School in Tangerang Regency has been carried out oriented towards guidelines for improving teacher performance, but there are important aspects in which the implementation is still an annual routine activity for supervisors and madrasa heads tend to be administrative in nature. The obstacles faced by school supervisors and principals in implementing education quality management in improving the performance of junior high schools in Tangerang Regency, namely the 3M factor, namely the Man factor (supervisor and teacher), Material (infrastructure) and Money (budget / financing), factor Man is still the main obstacle factor in implementing junior high school performance improvement.

The evaluation of education quality management in improving the performance of junior high schools in Tangerang Regency conducted by the school principal has been oriented towards the management oversight function, however not all aspects of supervision have been carried out, there has been no supervision of supervisors from senior teacher elements and supervision is still not optimal in following up on results supervision. The solution that was made in overcoming obstacles to implementing junior high school performance improvements, the junior high school principal tried to selectively select the supervision team and provide motivation to the team of supervisors, teachers and collaborate with supervisors as supervisor partners. In connection with overcoming the constraints of limited facilities and budget factors, the SMP supervisors and principals have prepared a more precise budget and carried out budget efficiencies for the school's operational financing component.

Conclusion

Based on the results of the study, it was concluded that education quality management in improving junior high school performance in Tangerang Regency, through the planning, implementation and evaluation stages was not optimal because there were still weaknesses in school management and performance as well as the support of the assisted madrasah, because it was only a formality of conducting class visits that had not touched problems faced by teachers in improving junior high school performance. The research implications of the research results are as follows: First, planning the quality of education in improving the performance of junior high schools in Tangerang Regency if it has not been supported by the scientific supervisors and principals as well as the seriousness of the teachers will have implications for the effectiveness of achieving the objectives of the junior high school performance improvement program. Second, the implementation of education quality management in improving the performance of junior high schools in Tangerang Regency if coaching, mentoring, and monitoring, as well as the synergy of supervisors and school principals is still lacking, will have implications for the effectiveness of achieving the goals of educational quality efforts in improving school performance and will have implications for not optimal quality. junior high school

graduates. With still weak school performance and the support of teacher resources, and school resources will have implications for achieving school performance in improving the quality of graduates. Third, Evaluation of the quality of education in improving the performance of junior high schools in Tangerang Regency to improve the quality of graduates in junior high schools if the evaluation results are not followed up with program improvements, will have implications for weaker school performance, learning quality, and student motivation in participating in learning. Evaluation is important for carrying out school performance strategies, performance targets that will be carried out in the future. Another form of how this evaluation is carried out is by making a follow-up plan which becomes a guide for junior high schools to make continuous improvements. Failure to provide a solution to the problem will have implications for the goal of improving the performance of junior high schools in Tangerang District.

References

- Gomes, F.C (2003). *Manajemen Sumber Daya Manusia*. Yogyakarta : Penerbit Andi Yogyakarta.
- Gunawan, Ary H. 2000. *Sosiologi Pendidikan: Suatu Analisis Sosiologi tentang Pelbagai Problem Pendidikan*. Jakarta: Rineka Cipta.
- Komariah Aan, dan Cepi Triatna (2005). *Visionary Leadership Menuju Sekolah Efektif*. Jakarta: Bumi Aksara.
- Pidarta, Made.(2004). *Manajemen Pendidikan Indonesia*. Jakarta : PT. Rineka Cipta, cet ke-2., edisi revisi.
- Sule, Erni Tisnawati, dan Kurniawan (2005). *Pengantar Manajemen*. Jakarta: Prenada Media.
- Sukmadinata, Nana Syaodih (2008). *Metode Penelitian Pendidikan*. Bandung: PT. Remaja Rosdakarya, cet. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
- Usman, Husaini. (2009). *Manajemen; Teori, Praktik, dan Riset*. Jakarta : PT. Bumi Aksara, Edisi 3, U. (2002). *Menjadi Guru Profesional*. Bandung : PT. Remaja Rosdakarya.
- Budiarto, Yulianda, dan Zulbainarni (2018). *Jurnal Strategi Sinkronisasi Implementasi Sistem Penjaminan Mutu Internal (SPMI) Dengan ISO 9001 Program Sarjana IPB*.
- Doherty, G. D. (2008). *On Quality in Education*. *Journal of Quality Assurance in Education*, 16 (3), 255–Dumond, E. J., & Thomas, W. J. (2013). *Managing University Business Educational Quality: ISO or AACSB* *Journal of Quality Assurance in Education*, 21(2), 127–144.
- European Association for Quality Assurance in Higher Education. (2015). *Standards and Guidelines for Quality Assurance in The European Higher Education Area (ESG)*. Belgium: The EU Funded EQUIP Project. EURASHE.
- Fitrah, Ruslan, Hendra, (2018). *Jurnal Penjaminan Mutu Lembaga Penjaminan Mutu*. Institut Hindu Dharma Negeri Denpasar.

- Gaspersz, V. (2005). ISO 9001:2000 and continual quality improvement. Jakarta: Gramedia.
- Hermato. (2019). Jurnal Manajemen Mutu Terpadu (MMT) Dalam Pendidikan Islam. Fakultas Agama Islam Universitas Muhammadiyah Tapanuli Selatan.
- Kosasih, Laricha, Hendrawan. (2016). Jurnal Analisis Sistem Manajemen Mutu Dengan Malcolm Baldrige National Award Di Perusahaan Global Berstandarisasi Iso 9001 :2008 (Studi Kasus PT Zebra Asaba Industries)
- Mahmud. (2019). Jurnal Pengaruh Manajemen Terpadu Terhadap Kualitas Layanan dan Kepuasan Pasien Pada Rumah Sakit Ibnu Sina Makasar. Universitas Muslim Indonesia.
- Meilanie, Aminah. (2009). Jurnal Implementasi Mutu Terpadu Dalam Meningkatkan Mutu Pendidikan. Universitas Negeri Jakarta.
- Nugraha, J. (2018). Jurnal Implementasi Sistem Manajemen Mutu Berbasis Iso 9001 : 2008 (Studi pada Fakultas Ekonomi Universitas Negeri Surabaya).
- Nurlaeliyah. (2018). Jurnal Manajemen Terpadu Sebuah Inovasi Pendidikan. Fakultas Agama Islam Universitas Wiralodra.
- Raharja, L. (2010). Jurnal Analisis Peranan Manajemen Mutu Terpadu (TQM) Dalam Meningkatkan Produktivitas PT Mustika Ratu Yang Bersertifikat ISO 9002.
- Rabiah. (2019). Jurnal Manajemen Pendidikan Tinggi Dalam Meningkatkan Mutu Pendidikan. Universitas Muslim Indonesia.
- Sallis, E. (2011). Total Quality Management In Education. (A. A. Riyadi, Trans.). Yogyakarta: IRCiSoD.