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## **Implementation of Total Quality Management**

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### ***Abstract***

*This study aims to analyze integrated quality management and the importance of implementing integrated quality management in schools. The research focuses on two aspects: (1) The implementation of integrated quality management, and (2) The factors that support and hinder integrated quality management. This research was conducted at SMA Negeri 1 Rambutan in Banyuasin Regency, using a descriptive qualitative research method. The informants in this study included the school principal, administrative staff, teachers, parents, and students. Data was obtained through observation, interviews, and documentation. The data analysis method includes data reduction, data presentation, and drawing conclusions, while the validity of the data in this study was ensured using source triangulation and technique triangulation. Based on the findings, the implementation of integrated quality management has been carried out well; however, there are still areas that need to be improved continuously across various fields each year. With the implementation of this integrated quality management, it is hoped that SMA Negeri 1 Rambutan will become a quality school capable of competing with other schools. Schools must apply the concept of integrated quality management in the future, focusing on the implementation of sustainable quality management principles, involving all components of the school, and being responsive to technological developments and the future needs of education.*

**Keywords:** *Implementation; Integrated Quality Management*

### Abstrak

Penelitian ini bertujuan untuk menganalisis manajemen mutu terpadu dan pentingnya manajemen mutu terpadu yang diterapkan di sekolah. Penelitian ini berfokus pada dua hal yaitu, (1) Implementasi manajemen mutu terpadu, (2) Faktor-faktor yang mendukung dan menghambat manajemen mutu terpadu. Penelitian ini dilakukan di SMA Negeri 1 Rambutan Kabupaten Banyuasin, dengan menggunakan metode penelitian kualitatif deskriptif. Dalam penelitian ini yang menjadi informan adalah kepala sekolah, kepala tata usaha, guru, orang tua siswa dan siswa, data diperoleh melalui observasi, wawancara dan dokumentasi. Analisis data yang digunakan terdiri dari reduksi data, penyajian data dan penarikan kesimpulan, sedangkan keabsahan data dalam penelitian menggunakan triangulasi sumber dan triangulasi teknik. Berdasarkan hasil dari penelitian ini, yang menunjukkan bahwa implementasi manajemen mutu terpadu telah terealisasi dengan baik, namun ada beberapa bagian yang masih banyak yang wajib ditingkatkan lagi dengan cara memperbaiki secara terus menerus dari berbagai bidang, setiap tahunnya. Dengan diterapkannya sistem manajemen mutu terpadu ini juga diharapkan dapat menjadikan SMA Negeri 1 Rambutan sebagai sekolah yang bermutu dan berprestasi. Sekolah harus menerapkan konsep manajemen mutu terpadu pada masa yang akan datang berfokus pada penerapan prinsip-prinsip manajemen mutu yang berkelanjutan, melibatkan seluruh komponen sekolah, serta responsif terhadap perkembangan teknologi dan kebutuhan pendidikan masa depan.

**Kata Kunci :** Implementasi; Manajemen Mutu Terpadu.

### Introduction

Education is a process through which individuals can develop their potential in various ways (Ibrahim, Niswah, et al., 2023). Schools serve as institutions or organizations that facilitate educational activities and play a crucial role in maintaining the quality of education. The rapid advancement of science and technology today demands all parties to keep up with these changes (Ibrahim, Badaruddin, et al., 2023), educational institutions must recognize the swift progress of the times and continuously work towards improving quality to meet the satisfaction of their stakeholders (Suhermanto & Anshari, 2018).

In addition to graduate quality, the alignment of educational institutions with quality standards and moral adherence to religious teachings are indicators of achieving educational quality (Yusmina et al., 2014). Total Quality Management (TQM), also known as Integrated Quality Management, is a system for managing organizations holistically and systematically. It aims to improve employee productivity, ensure their safety, and serve the relevant organizational stakeholders. Quality issues in integrated quality management require accountability from all parties within the organization.

The purpose of implementing TQM in educational institutions is to enhance work quality, boost productivity, and produce graduates who meet societal needs. Therefore, TQM is not merely a collection of processes to improve performance and work quality. It can be concluded that TQM is a management system that continuously strives to create added value by focusing on the learning process.

Based on preliminary observations at SMA Negeri 1 Rambutan, Banyuasin Regency, it was found that the school has implemented integrated quality management effectively. This is reflected in the well-organized school management, strong influence of disciplined and strict rule implementation, excellent academic achievements, and stable financial strength.

The philosophy of TQM, which is about continuous improvement, provides educational institutions with practical tools to meet current and future customer needs and expectations (Sallins,

2012). TQM acts as a mechanism for facilitating the implementation of a sound management system, thereby ensuring that the educational outputs produced are of high quality and meet customer expectations. Consequently, TQM focuses on community education while building a flexible infrastructure that can respond rapidly to changing societal demands and helps education adapt to constraints and timelines.

The transformation towards integrated quality starts with embracing a shared commitment to product and service quality. The application of TQM in schools is feasible only when the principles of educational quality planning are properly executed and follow established guidelines. According to Hensler and Brunell, TQM has four principles: (a) customer satisfaction, (b) respect for individuals, (c) fact-based management, and (d) continuous improvement. Additionally, it involves everyone across the school and considers them valuable resources (Usman, 2018).

In the process of implementing Total Quality Management (TQM), various gaps often arise between the ideal concept and practical application in the field. These gaps include a lack of understanding of the TQM concept, which often limits its implementation to administrative procedures without comprehending the essence of comprehensive and sustainable quality improvement. There is also a lack of commitment from all school elements, including teachers, school principals, students, and parents. TQM requires active participation from all stakeholders; however, in practice, some parties tend to be less involved optimally. Furthermore, there are resource limitations, including financial, technological, and human resources. For example, inadequate supporting facilities, insufficient technology, or a lack of training to enhance staff competencies in implementing TQM. In many cases, schools have designed TQM strategies effectively, but their realization in the field does not align with the plans, often due to insufficient monitoring and evaluation of TQM implementation.

To address these gaps, several strategic steps can be taken by schools, including continuous training for all school elements regarding the concept and application of TQM, improving supporting facilities, including digital technology, adopting a collaborative approach to build a shared commitment in implementing TQM, and conducting measurable and sustainable monitoring and evaluation to ensure the implementation aligns with the plans. With these efforts, the gaps in the TQM implementation process can be minimized, thereby supporting overall improvements in the quality of education.

In utilizing TQM, the strategy developed in the field of education involves transforming educational institutions into service organizations that deliver services meeting customer needs, desired services, or high-quality services that satisfy customers (Damayanti, 2019). Several TQM indicators include customer focus, total involvement, measurement, commitment, and continuous improvement (Ahmad, 2020).

Moreover, the steps for TQM are divided into three phases: (a) preparation, (b) planning, and (c) implementation (Ibrahim, Niswah, et al., 2023). Each school has unique quality management approaches based on classroom conditions, facilities, student learning styles, characteristics and skills, as well as learning objectives and achievements (Anwar et al., 2020). The success of an educational institution is evident from the quality of its graduates. The best institutions produce students capable of achieving their goals and succeeding in their careers (Azhari, 2017).

In its implementation, visionary leadership and a strong commitment to improving the quality of education are key to the successful implementation of TQM. A school principal who supports

change will motivate all school elements to actively participate, foster collaboration and participation from all school components, ensure the availability of resources, provide training and competency development, and embrace technological adoption. However, several factors can arise during the implementation process, including a lack of understanding of the TQM concept, minimal commitment and participation, limited resources, insufficient training, inadequate monitoring and evaluation, and technological gaps.

Based on the explanation above, this motivated the researcher to conduct further study with the title: "Implementation of Integrated Quality Management at SMA Negeri 1 Rambutan, Banyuasin Regency." The research aims to analyze:

1. The implementation of integrated quality management at SMA Negeri 1 Rambutan, Banyuasin Regency.
2. Supporting and inhibiting factors in the implementation of TQM at SMA Negeri 1 Rambutan, Banyuasin Regency.

### **Research Methods**

This study employs a qualitative method, aligning with Lexy J. Moleong's assertion that information collected in qualitative research consists of words, images, and not numbers (Moleong, 2019). The research was conducted at SMA Negeri 1 Rambutan, Banyuasin Regency. The subjects of this research are individuals asked for information by the researcher. Informants included principals, administrative staff, teachers, parents, students, community members, and relevant documents.

The data collection technique is the most critical stage of the research process. This study utilized interviews, observations, and documentation as its primary methods. Interviews were conducted to obtain information related to the process of implementing total quality management (TQM). A total of 18 participants, including the principal, vice principals, teaching staff, administrative staff, students, parents, and community members, were interviewed.

According to Miles and Huberman, the data analysis technique used in this study involves data reduction, data presentation (data display), and conclusion drawing (data verification) (Annur, 2018);(Sugiyono, 2019). The data reduction stage involved processing data obtained from interviews, observations, and documentation related to the TQM implementation. Reduced data were then organized and presented based on the relevant subjects. In the final stage, the presented data were verified, and conclusions were drawn regarding the implementation of TQM at SMA Negeri 1 Rambutan.

The application of control methods was based on specific criteria: reliability, transferability, dependability, and confirmability, as outlined by Sugiyono (2022). In this study, the accuracy of the material was verified through credibility tests and triangulation methods to ensure the credibility of the information contained in the research findings. Triangulation in this study involved source triangulation, time triangulation, and method triangulation (Ibrahim et al., 2024).

Time triangulation involves collecting data at different times to observe the consistency of information. This approach is critical because perceptions and situations can change over time. The goal is to ensure that the data obtained are consistent and do not merely reflect the circumstances of a single moment. Method triangulation involves using various data collection methods to confirm or strengthen the research findings. The purpose was to compare and validate information obtained through different techniques, ensuring that the data collected were more comprehensive and reliable.

Source triangulation was used to examine the same data from various sources to gain diverse perspectives.

The process of time, method, and source triangulation enhances the validity of the findings regarding the implementation of TQM at SMA Negeri 1 Rambutan. By employing this approach, researchers can ensure that the data accurately reflect the actual situation, making the research results more credible and reliable.

## **Results and Discussion**

As mentioned in the introduction, the discussion of this study aligns with the research objectives, which aim to analyze the implementation of total quality management (TQM), along with its supporting and inhibiting factors, at SMA Negeri 1 Rambutan in Banyuasin Regency.

The research indicates that implementing TQM in educational institutions has a significant impact on the teaching and learning process, particularly in producing high-quality students. Therefore, a school principal, as a leader, must be able to motivate, direct, and supervise their subordinates to perform tasks and follow directives properly to achieve established goals.

The success of Islamic educational institutions (madrasahs) in organizing education largely depends on their ability to professionally implement management functions (Maujud, 2018). Without consistent supervision, the implementation of TQM will struggle to achieve its objectives, particularly in producing graduates who are morally upright (*akhlaqul karimah*) and competitive.

### ***Focus on Customers***

Customer focus can be achieved by identifying and analyzing their needs. Managers strive to meet these needs in all aspects, including cost, safety, and timeliness (Chaudhuri & Ghosh, 2010). Customer satisfaction reflects fulfilled expectations or positive responses from consumers or the community, signifying that their desires have been met (Niswah et al., 2023).

The interview with Principal FI reveals their focus on customers by holding meetings with teachers, staff, and parents. These meetings cover not only the roles of subject teachers but also the welfare, rights, and responsibilities of teachers, staff, and all involved parties. Hence, teacher welfare is their top priority.

Effective communication with parents is essential. Therefore, the school organizes annual meetings with parents to present school programs, such as the annual farewell event. Without support and coordination between the school and parents, the programs cannot run effectively. These regular meetings ensure collective problem-solving involving the school board, parents, and the school itself.

### ***Stakeholder Perspectives***

This statement is supported by HA, an administrative staff member, who explained that internal meetings are routinely held with teachers and staff to discuss and evaluate school programs, identifying which activities are less satisfactory and which should be maintained. Externally, especially with parents, meetings are held for new students to socialize school programs and regulations. Other meetings are conducted during report card distribution.

Teacher NA also emphasized the importance of openness, saying that they invite parents at the start of each year to discuss school guidelines to foster transparency. This ensures that both students and parents understand school policies, reducing misunderstandings or blame if problems arise. Comfort is thus established early. Regarding complaints, the school evaluates the validity of the concerns and addresses reasonable issues while providing explanations for unfeasible ones.

### ***Parental Involvement***

This was further confirmed by DA, a parent, who shared that the most common meeting topics include report card distribution. Parents first gather in the multi-purpose hall by grade level, starting with Grade 10, followed by Grades 11 and 12. Decisions, such as contributions for facilities like a new well, are also discussed. At the beginning of the school year, the school explains its programs and rules. DA expressed hope that upon graduation, students would be socially adept and well-prepared for higher education levels.

The above interviews are supported by an interview with AN, a 12th-grade student, who stated that students feel happy studying in the classroom because it is clean, comfortable, and tidy. At school, subject teachers, the principal, and staff treat students like their own children, fostering warmth and rarely getting angry except when students are late, noisy in class, or fail to do homework. The facilities and infrastructure at the school are also complete and adequate.

These interviews reveal that meetings are conducted with the principal, teachers, administrative staff, and parents to review and identify student needs. These needs are then discussed and addressed within the available resources. This enables graduates to compete with other students for higher education opportunities. Additionally, the school provides sufficient and comprehensive facilities and infrastructure, which are part of ensuring the quality of education.

### ***Total Involvement***

Total involvement entails teamwork and collaboration among school stakeholders to realize the school's vision and mission: *"To establish SMA Negeri 1 Rambutan as an outstanding and culturally rich school based on faith and devotion."* Every individual is considered a valuable resource, and everyone is given the opportunity to participate in decision-making.

Education reform in the current era is an essential part of sustainable educational development, aiming to improve the entire education system for the benefit of society and the nation as a whole (Astuti et al., 2023). Moreover, teamwork and partnerships between students and external parties are well-established. Quality improvement is a shared responsibility, not just that of the school board or supervisors (Jerome, S. Arco, 2015:41).

Total Quality Management (TQM) is a management approach focused on continuous quality improvement in every aspect of an organization. In the context of education, TQM aims to ensure that all processes, services, and educational outcomes meet high-quality standards, aligning with the needs of students, parents, and society.

Key characteristics of TQM implementation include customer focus, TQM places customers (students, parents, and the community) at the center of all activities. Customer satisfaction is achieved by identifying their needs, involving them in the educational process, and providing high-quality services. Involvement of all parties: Successful TQM implementation requires collaboration among all organizational elements, including school principals, teachers, administrative staff, students, and external parties such as parents and school committees. Process-based approach, each activity within the educational institution is analyzed and improved to ensure the efficiency and effectiveness of processes, such as teaching, assessment, administration, and curriculum development. Continuous improvement, TQM focuses not only on outcomes but also on the processes. Regular evaluations are conducted, and any shortcomings are turned into opportunities for improvement. Committed leadership, effective leaders play a crucial role in guiding and overseeing TQM implementation.

School principals are responsible for creating a clear vision and ensuring all team members contribute to common goals. And performance measurement and evaluation, accurate data is used to measure organizational performance and guide fact-based decision-making.

Benefits of TQM implementation in education are that it enhances the quality of educational outcomes, fosters a positive and innovative work culture, improves the operational efficiency of schools, provides better services to students and the community, and creates a conducive learning environment. Implementing TQM requires a high level of commitment from all parties and a well-planned strategy. With proper management, TQM can help educational institutions achieve excellence and higher competitiveness. The ultimate goal of TQM is to create superior quality in every aspect of the organization through a continuous improvement approach. Moreover, TQM aims not only to produce good results but also to build robust processes that ensure quality is sustained in the long term.

### ***Leadership and Management***

An interview with Principal FI reveals that the school holds monthly meetings specifically for subject teachers. In these meetings, the principal provides both direct and indirect guidance. Annual meetings with parents are held to discuss issues related to students, their future, and discipline. Separate meetings are conducted with counseling teachers to discuss student performance, curriculum implementation, and the necessary tools to support the curriculum. This approach ensures a smooth learning process and promotes transparency.

Administrative staff member HA added that the school has a strong team, with each subject, such as Bahasa Indonesia, having a dedicated MGMP (teacher working group) and coordinator under the principal's guidance. All subjects are evaluated, prioritizing the achievements expected by the principal and staff. Staff appreciate the principal's leadership, finding it accommodating and open to feedback.

Teacher YL highlighted that parents gather in the multipurpose hall for class meetings before report cards are distributed. At these meetings, parents are informed about ongoing programs and any deficiencies or concerns. Additionally, homeroom teachers maintain contact information for parents and promptly communicate if a student's grades drop or if the student is absent without reason.

### ***Monitoring and Evaluation***

The interviews indicate that the principal works collaboratively with all stakeholders, regularly communicates with teachers and staff, and ensures openness and accountability in responsibilities. Monitoring and evaluation are integral parts of managerial tasks, with a structured organization involving six vice principals under the principal's leadership. Each extracurricular activity also has its coordinator and supervisor, contributing to effective oversight.

The school implements quality standards through consistent improvement and development. Morning supervision by the principal ensures that classrooms are prepared before lessons begin. Educational tools, such as lesson plans (RPP), are carefully developed to align with teachers' responsibilities.

Student SA, a 12th-grader, shared that the school encourages religious activities, such as *tadarus* (Qur'anic recitation) every morning, monitored by the principal and teachers. Literacy activities are also conducted on specific days to broaden students' knowledge.

### ***Commitment to Quality***

Commitment is the foundation for achieving organizational goals. The school leadership is dedicated to quality improvement through regular coordination meetings to assess unmet goals and redirect efforts toward achieving the desired outcomes. Programs are designed to support student learning and prepare them for higher education and societal engagement.

Continuous improvement is essential in education to ensure sustained progress. The school organizes training workshops for teachers, including classroom action research, external consultants, and mass training sessions. These initiatives aim to enhance human resources and refine educational processes, ensuring compliance with applicable regulations.

Staff member HA confirmed that *class meetings* are conducted every six months as part of the school's continuous improvement efforts. Teacher NA added that workshops, often led by senior teachers, are conducted systematically with pre-prepared RPPs.

In summary, the school demonstrates a strong commitment to improving teacher competencies, aligning the curriculum with regulations, and fostering an environment conducive to high-quality education.

### ***Supervision as a Continuous Process***

Supervision is an ongoing process in all activities, including those in educational institutions. It serves as a mechanism for continuous improvement in all educational activities (Astuti et al., 2024). Continuous improvement is a marker of the success of an educational institution and must be accompanied by systematic, ongoing enhancements (Linda, 2018).

Schools, as public organizations, provide educational services to the community, contributing to the improvement of individual quality within society (Abdullah, 2018). Improvements in the educational process should never cease; once one goal is achieved, there are always new objectives to strive for (Hidayat; Ibrahim, 2019). The ultimate aim is to enhance products, processes, and services. Additionally, continuous improvement involves two key components: learning the correct processes, tools, and skills, and applying new skills in various school activities.

The researcher's interview with Principal FI revealed that the school facilitates teacher development through classroom action research workshops, external consultants, and twice-yearly mass training sessions. These efforts aim to improve human resources and refine educational processes, enabling the school to provide training or workshops not only for internal teachers but also for those from other schools.

This statement was corroborated by TU staff member HA, who mentioned that *class meetings* are held every six months as a means to improve educational processes in the school, which has implemented the 2013 curriculum. Further validation came from an interview with teacher NA, who stated that the school regularly conducts evaluations led by senior or long-serving teachers. Workshops are typically conducted on a rotating basis, requiring a systematic approach, with lesson plans (RPP) prepared in advance.

From the interviews above, it is evident that the school organizes training programs for teachers to enhance human resources and improve every educational process. These training sessions ensure that the school curriculum is implemented effectively and adheres to applicable regulations.

## Conclusion

Based on the results and discussion, it can be concluded that the implementation of total quality management at SMA Negeri 1 Rambutan, Banyuasin Regency, has been running well. However, many aspects still require continuous improvement across various areas. The application of total quality management aims to enhance and improve the school's quality, which can be further expanded and elevated to compete with other schools. The supporting factor lies in effective school management across all areas. Furthermore, there are no serious obstacles hindering the implementation of total quality management. Nevertheless, consistent improvement is necessary to ensure that total quality management continues to operate in accordance with existing quality standards.

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