

Principal Management Model in Quality Assurance at Vocational High School

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ABSTRACT

The purpose of this study was to determine the principal management model in quality assurance at SMK IT Khoiru Ummah which is a relatively new school but has been able to compete in terms of academic and non-academic achievements. The success achieved is not only at the district level but also at the provincial to national and international levels. This is not only raising the image of education but more importantly being able to optimally develop the talents and interests of students, potential personnel to other potentials that exist in schools. Besides, it is expected to be a reference for several other schools to be used as models. The key to this success is because one of them is the ability of the principal to implement a quality management model that is committed and with high integrity, namely by making, providing report cards for every personnel involved in managing the school. The report cards that are distributed and evaluated every semester have measurable and operational indicators so that they are easy to assess, score and interpret. The indicators in the report cards are socialized at the beginning of each school year after evaluating the overall management phase. This report card becomes feedback for the principal and the foundation to take policies for improvement.

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1. INTRODUCTION

The implementation of education at this time is not only focused on equity, educational participation, but also on the quality, competitiveness and absorption of graduates in the world of work. In terms of quality, the quality of the process, the quality of the organizers, the quality of the outcomes and the quality of the outcomes are also demanded. The issue of poor quality education is a concern of many people because it is a waste of various elements. A phenomenon that occurs in several areas where public schools do not get students (Yadi, 2013).

Every education unit is obliged to carry out quality assurance on the implementation of education as mandated in the Government Regulation of the Republic of Indonesia number 19 of 2005 concerning National Education Standards in article 91 which states "Every education unit in the

formal and non-formal channels is obliged to guarantee the quality of education". Education quality assurance is carried out by management in a program that has measurable instruments, timeframes and indicators. The quality assurance is carried out in a transparent, accountable, coordinated, sustainable manner which must involve all citizens involved in the process and implementation of education. This is explained in PERMENDIKBUD number 28 of 2016 article 3 that SPMI DIKDASMAN as referred to in paragraph (1) letter a, is planned, implemented, controlled and developed by every educational unit in the formal path in basic education and secondary education"(Deming & Edwards, 1982).

In the implementation of education, it certainly involves various elements such as infrastructure, finance, curriculum, public relations, students, the environment, educators, and administrative managers of regulations and policies which as a whole must meet the required standards so that they can synergistically become a supporting capacity in achieving the desired goals. has been formulated, so that all of them are integrated, coordinated and synergized well, it is necessary to have quality assurance management or quality assurance by the principal. Thus the process of determining, procedural, requirements, compliance with management standards can meet the qualifications of the required requirements that can meet customer satisfaction. Deming and Edwards (1982)said "*quality assurance is all planned and systematic activities implemented within the quality system that can be demonstrated to provide confident that product or service will full fill requirements for quality, add quality assurance is the process of verifying or determining whether products or services meet or exceed customer expectations*".

This is reinforced by the Regulation of the Minister of National Education of the Republic of Indonesia Number 63 of 2009 concerning the Education Quality Assurance System, that "Education quality assurance is a systematic activity carried out in an integrated manner by education units, education providers, local governments and the government in mapping, supervision and quality improvement. Education based on national education standards". It is undeniable that quality management is managed by the principal and affects the existence and credibility of education in the eyes of the community. This is due to the fact that the purpose of quality assurance management is to ensure information and appropriateness of school administration based on national standards, ensure ranking recognition and fulfil one of the government policies related to accreditation, namely that every citizen has the right to obtain quality education. principal in ensuring quality. "*The strategy of principal's for implementing the improvement of the quality of students is to establish a standardization of management to improve the quality of students in five programs to improve quality,, it demands continuous improvement and can also improve achievement in each department, the way to maintain academic and non academic achievement can be done by studying and a practicing hard, one process of improving the quality of education can be done with school accreditation*"(Juliansari et al., 2020).

To ensure quality management is implemented properly and correctly, the principal's role as administrator, leader, supervisor, innovator, and motivator is very dominant as stated "The principal as top management plays an important role in the successful implementation of integrated quality implementation (TQM) in schools. The concept of a quality (excellent) principal needs to be in the concept of every principal. Principals need to understand TQM as a philosophy, method, technique, management strategy for improving school quality" (Khoirunnisa, 2020).

Interesting to study is the management of the principal in quality management at *Sekolah Menengah Kejuruan Islam Terpadu (SMK IT) Khoiru Ummah* which is located in Curup Utara District, Rejang Lebong Regency where this school is relatively new but has been able to have academic and non-academic achievements both at the district level, provincial and national level. Besides that, it has a good level of discipline, a conducive work climate and is one of the schools that is in great demand by the community. The achievements that have been achieved by SMK IT Khoiru Ummah include: Academic achievements 1) 1st place in Syarhil Al-Qur'an at the district level in 2019, 2) 1st place in fahmil Qur'an at district level in 2019, 3) 1st place in MTQ at district level in 2019, 4) Finalists for the 2020 national level Ki Hajar advance competition, 5) Top 5 national level Entrepreneurial students in

2020, 6) Southeast Asian level finalists in the SEAMEO QITEP story telling competition in 2020, 7) 1st place winner in the *Tahfidz* Quran competition at the Wafa Indonesia national level in 2021, 8) 1st place in the *Talim* Al Review competition *Mutaalim* at the national level in 2021, 9) 1st place in the MTQ national level ICC IT IQRA competition in 2021, 10) 3rd place in the syartil competition at the national level ICC IT IQRA SMA in 2021, 11) Chosen as a family friend school in 2019 and 12) Chosen as an Entrepreneurship-printing school in 2019. The non-academic achievements obtained include 1) 3rd place in POPWIL *Pencak Silat* in Surakarta in 2018, 2) 1st place at the provincial level FLS2N competition in the category of regional musical instruments in 2018, 3) 2nd place at the national poster competition level Medsonia health, 4) 2nd place in the provisional level of the FLS2N competition in the regional musical instrument category in 2019, 5) 2nd place in the provincial level of the 2019 FLS2N short fiction film competition, 6) 3rd place at the provincial level FLS2N competition for classical guitar category, 7) Appreciation for school friends and family at the national level in 2019, 8) Hope for the 2019 national level Robotics competition, 9) 1st place in the province of the 2019 FLS2N short fiction film competition, 10) Provincial champion in the FLS2N documentary short film competition in 2020, 11) 2nd place in the ICC SMAIT IQRA national creative video competition in 2021, 12) 1st place in the ICC SMAIT IQRA national poster in 2021, 13) 1st place at the provincial level FLS2N fiction short film in 2021, 14) 1st place at the provincial level FLS2N documentary short film in 2021, 15) 1st place at district level FLS2N monologue competition in 2021 and 16) 3rd place at district level FLS2N painting competition in 2021. These considerations are the background of this article.

Theoretical Basis

In an effort to achieve the planned goals that have involved various components, management is needed, management etymologically comes from the word "to manage" in echol da shadily which means to manage, regulate, implement or manage (Shadili, 2003). Ibrahim (1996) what is meant by management is the activity of preparing planning, organizing, policy making, coordinating and supervising. In line with that it was stated that management is "a process where someone can manage everything that is done by individuals or groups. Management needs to be done in order to achieve the goals or targets of the individual or group cooperatively using available resources" (Ariyanti, 2019).

Based on the above definition, management can be concluded as an activity to empower all potentials, human, money, material and other supporting capacities to be organized, coordinated, and mobilized in order to achieve synergy together to achieve the goals that have been formulated.

In terms of quality, it has become everyone's need as the essence of satisfaction. Quality is very dependent on its nature. If it is a service, people need quality service for their satisfaction. If it is goods, people need quality goods for their satisfaction. If the nature of the price then people need an affordable price. The conclusion is that quality is user or customer satisfaction. Quality expert Philip B Crosby defines quality as "is conformity to what is required. A product can have quality or quality if it is in accordance with the quality standard that includes the raw materials of a product and the quality after it becomes goods" (2016). Another quality expert defines "product quality is the suitability of using a product to meet customer needs and satisfaction (juran), quality is conformity to market needs" (Deming & Edwards, 1982).

There are many more quality management figures that also have several opinions, but of the many quality management figures, three are scientific figures whose names and opinions are most often brought up in quality management books. The three figures who have contributed to the philosophy in the development of quality, it turns out that when collected with each other, and there are indeed many similarities. The comparison of the three philosophies of the three experts can be described as in the following table.

Table 1. A Comparison of the Quality Philosophies of Deming, Crosby and Juran

Information	Deming	Crosby	Juran
Definition of Quality	Predictable product uniformity	Conformity to needs	Product suitability for use
Senior management responsibilities	Attention to creating a whole quality system	Creating enemy culture	Management supports planning, control and quality improvement
Strategic approach to systems	Creating a structure for continuous improvement	Structured quality improvement	The quality board provides guidance for the continuous improvement process
Basic repair	Continuously and continuously to reduce deviation	Process improvement is not a program with a goal of improvement	Project approach
Quality measurement	Eliminate defects and lower quality costs	Eliminate defects and quality is defect free	Quality is measuring various deviations
Continuous process improvement	<i>Continuous quality improvement</i> with PDCA	<i>Continuous quality improvement</i>	<i>Continuous quality improvement</i> in quality planning, control and improvement.
Education and training	Support education and training in Deming's 14 points	Support education and training with measures regarding quality education	Supporting education and training Implicitly and Explicitly in Juran steps
Eliminate the cause of the problem	Separate common causes (which cannot be eliminated) and special causes (can be eliminated) and use statistical techniques for identification	Corrective action must be taken if there is an error	Isolating common causes (which cannot be eliminated) and using statistical techniques for identification
Setting goals/goals	By emphasizing continuous quality improvement and not seeing it as a short term goal	New goals can be achieved after 30, 60 or 90 years	Appropriate approach to management by objective
Structural plan	Deming 14 points for quality improvement and emphasizes the use of statistical tools at all levels	Emphasis on cultural change	Emphasis on quality improvement with a project-by-project approach
Team work	Employee participation in decision making	Quality improvement team, quality board	Team approach and quality control group
Quality cost	There is no optimum, continuous and continuous improvement	Non-conformance fee, quality is free	Quality is not free, there is an optimum

Source: (Hamengkubuwono, 2013)

Listening to some of the opinions above, then quality can be concluded as something that meets the above average requirements or standards that have been set.

Quality is not created by itself, but quality is created in a quality management system. The quality management system covers the quality planning process to quality audits and follow up on the results of the audits carried out (Greisler, 1999).

Based on some of the definitions above, what is meant by quality is something in the form of products, services, processes that have more value than the existing average. Therefore, quality in education means: (a) Quality has a value above the average beyond the desire; (b) Quality meets the required requirements; (c) Quality does not show deficiencies or defects; (d) The need for quality is always changing according to developments; (e) Quality is a reliable promotional tool; (f) Quality describes the guarantee (product, service or process); (g) Quality cannot be manipulated; (h) Quality can't be bought; (i) Quality will be achieved by implementing quality management; (j) Quality will always change according to the quality system and quality assurance (Fathurrochman et al., 2019).

If it is associated with education, then the quality of education means the suitability of the implementation of education with the standards that have been set and graduates meet the competencies and indicators that have been formulated and graduate users are satisfied or the competencies and performance shown. The Ministry of National Education was quoted by Mulyasa as saying "quality includes educational inputs, processes and outputs. Educational input is something that must be available because it is needed for the continuation of a process. While the educational process is changing something into something else. Furthermore, the output of education is school performance, namely school achievement resulting from school processes and behavior. Therefore, quality in education can be stated to prioritize student success. In other words, school improvement programs are carried out more creatively and constructively" (Aminatul, 2014).

From the explanation above, it can be concluded that quality management is an activity for schools in planning, organizing, coordinating, supervising quality assurance programs so that the implementation of education meets established procedures, requirements, criteria, indicators so that customers feel satisfied. "In the concept of education management, it means that the leader or leader is able to move all components of the school so that they are able to apply all potentials optimally, synergistically and sustainably in the institution. In the managerial concept of the principal as a top leader, he builds an organizational system in order to be able to improve the quality of the school he leads" (Maswan, 2015).

It is undeniable that the role of the principal is very dominant in the management of the institution he leads, as explained that "The principal plays a role and is the person who is responsible for the success of the teaching and learning process in the classroom in the micro scope and in the school in the macro scope. The statement above implies that the legality of education management is a process of planning, organizing, implementing and monitoring related to improving the quality of education" (Ulya, 2019).

2. METHODS

This research was conducted in Rejang Lebong Regency with the object of research at SMK IT Khoiru Ummah. Those who apply the quality management model are different from other schools. The approach used is qualitative (Ginores Guilem Etal, 2018), the use of this approach because it will describe the quality management model.

To achieve the objectives of this research, data were collected through observation and in-depth interviews with parties directly involved in the implementation of Quality Management, namely the Principal, Deputy Principal for Curriculum, Deputy Principal for Facilities and Infrastructure and Public Relations (Saldana, 2015). The collected data is reduced to be explained in the data exposure which is then analyzed in the discussion. The next step is to draw conclusions according to the focus of the problem that describes quality management at SMK IT Khoiru Ummah, Rejang Lebong Regency (Saldana, 2015).

3. FINDINGS AND DISCUSSION

The quality management model at the SMK IT Khoiru Ummah begins with the planning phase, according to the Principal, in this phase the quality assurance planning at the IT Khorul Ummah Vocational School is carried out, namely the Quality Assurance Team determines the goals to be achieved in the future and what to do with it. This is done to achieve this goal by choosing the best from the alternatives that have been made. (Principal, June 2021), then the Deputy Principal of the Curriculum Section emphasized that in the planning phase what they did was 1) quality mapping, 2) developing quality improvement plans, 3) implementing quality improvements, 4) internal evaluation/audit plans and, 5) determination of the expected quality standards (Waka KK, May 2021).

In order to clarify information about the planning phase, confirmation was made to other information, he said "at the planning stage, 1) determination of the SK Quality Assurance Team, 2) preparation of the Quality Assurance Team Work Program, 3) socialization of the Quality Assurance Team Work Program and 4) ADRT Program Quality Work conforms to the School's Budget Plan. (Vice Head of SARPRAS, May 2021). In this regard, other information obtained said that at this planning stage, Public Relations WAKA 1) planned according to the Vision, Mission, School, 2) Prepared an agreed work program and schedule, 3) held a meeting with parents and students and emphasized responsibilities (WAKA PR, June 2021).

Based on the information collected, during this implementation period, all school stakeholders were involved to provide input and considerations to develop a quality assurance program. Planning is carried out at the beginning of each school year after evaluating the quality implementation of the previous year, so that the principles of continuous improvement and the Planning, Do, Control, Action (PDCA) model are really applied.

In the implementation or implementation phase, it was revealed that "at this stage what is carried out is the school's quality assurance officer will determine then group and organize various kinds of activities needed to achieve the goals that have been planned and agreed upon then place people in each of these activities, prepare tools that needed and others, as well as the Principal directing subordinates to be willing to work together and learn and work effectively to achieve goals. (KASEK, June 2021).

Then another informant said that at this stage it was carried out, 1) Socialization of the quality assurance team work program throughout the school PTK, 2) supervision of the implementation of the quality assurance team work program, 3) periodic reports on the implementation of school quality assurance activities and 4) giving appreciation to the implementation of the current quality assurance program. (WAKA SARPRAS, July 2021). 1) School quality assurance team meeting for quality mapping, 2) preparation of quality improvement plans as outlined in the work plan, 3) with student suggestion boxes taken once a week, then inputting and evaluating all existing problems and grouping them based on complaints, 4) counselling teachers and students to find out existing problems, 5) making a questionnaire for parents of students, after getting a recapitulation then the results are submitted to the quality management team and discussed in the management review meeting. (Vice Secretary of Curriculum, June 2021).

Complementing this information, another fact is obtained, stating that the Vice principal for public relations is responsible for the implementation of the program. The program that has been prepared takes care of all activities in the school such as the Flag Ceremony, Religious Activities, in collaboration with the Student Council in collaboration with external community leaders in the surrounding environment. Each plan has been formed who will be responsible for its implementation, the funding system, how it is evaluated and the follow-up plan and the last is to see the response from the School Stakeholders, as well as the responses and inputs of the educators. (WAKA PR, July 2021). How are the evaluation and follow-up plans and the last is to see the response from the School Stakeholders, as well as the responses and inputs of the educators. (WAKA PR, July 2021). How is the evaluation and follow-up plans and the last is to see the response from the School Stakeholders, as well as the responses and inputs of the educators. (WAKA PR, July 2021).

In this implementation phase, all school elements try to prepare the program. Quality assurance work programs that have been formulated, Preventive activities, Super Vision are carried out in an organized and controlled manner so that the implementation of quality assurance is carried out properly.

The next activity is the evaluation of program implementation, quality assurance, the information submitted at this evaluation stage is that all stakeholders submit reports on the implementation of the quality assurance program, obstacles, obstacles encountered, and achievement in accordance with the objectives. (KASEK, June 2021). The same thing was conveyed by the Deputy Head of Curriculum that the evaluation of the implementation of quality assurance was carried out by 1) meeting the quality assurance team, 2) evaluating all quality assurance implementation activities, 3) evaluating all problems encountered, 4) conducting quality audits on all school activities, 5) Percentage of the success of quality implementation and 6) Evaluation is carried out continuously, (June, 2021).

In this regard, other information was obtained that the steps in evaluating quality assurance are 1) Regular reports per semester on program implementation, 2) Submission of report cards for teachers and the quality assurance team, 3) Periodic coaching of teachers, 4) Reprimand SP1, SP2 and SP3 and 5) Sign the foundation contract. (WAKA SARPRAS, June 2021). Then another Deputy Principal said "Quality assurance evaluation is carried out to monitor the implementation of the program to measure how much the program has achieved. Carry out measurement and inspection of work programs related to quality. After that, make a follow-up plan that aims to improve the program as well as a form of accountability report" (WAKA HUMAS, June 2021).

At the evaluation stage of the quality assurance program, all stakeholders submit reports on achievements, obstacles, constraints and solutions taken. Thus the evaluation can be carried out comprehensively and systematically.

The steps taken after the evaluation are follow-ups to improve quality assurance improvements in the future. The Principal said "In this follow-up phase we appreciate the success and achievement of the goals that have been formulated and reformulate the standard of activities that have not been implemented properly and improve other standards to be even better" (KASEK, June 2021) then Deputy Head The SARPRAS School said "The follow-up to the evaluation of quality assurance activities is 1) Signing a foundation contract based on the results of the Teacher's Report, 2) Those who receive a warning will be observed or assessed for three months to see their progress and 4) involve the Foundation's Supervision" (SASPRAS Deputy, June 2021). other information, Meanwhile another fact was found that "Follow-up to the evaluation are 1) Conducting a quality assurance team meeting, 2) Quality mapping, 3) Developing a quality mapping plan so that it can be achieved properly" (WAKA Curriculum, July 2021). Furthermore, other information was obtained that "After the evaluation results are obtained, the school will determine the focus of school quality assurance such as focus on students, focus on achieving results, focus on grading, focus on long-term commitment, focus on team work, focus on innovation, focus on creativity" (WAKA). PR, June, 2021).

In the management approach, the principal plays an important role in the quality management system in schools. Because the principal has many roles such as administrator, educator, supervisor, motivator, inspiration, evaluator who can monitor, prevent, correct, improve and execute various activities that can be carried out to support the implementation of the expected quality model.

Every Principal who has a vision has the qualifications and is mandated to occupy the position of Principal. Must have ideas, ideas, and concepts about the quality management model that will be applied. Each school has different characteristics due to different backgrounds, experiences of employees, teachers, social background, school demographics and topography, culture of the community around the school, approach and cooperation of parents of students, available facilities and infrastructure, financial support. Available, the school's academic and non-academic achievements so far, school excellence, school committee support and school safety. Therefore, quality management does not only imitate or implement existing models.

Principals start to build a school quality model with a commitment with all school members (Principals, representatives, teachers, all education staff, security, school committees, parents and the surrounding community. Which is then outlined in quality planning. In the quality achievement phase, the principal takes into account the carrying capacity, obstacles, weaknesses, strengths, opportunities regarding the management model implementation plan which is then poured into the school work program. After it is stated in the school plan or program, it is socialized to all school members about the quality management model that has been programmed to be understood, understood, so that it can be implemented properly. The next phase is the implementation phase of all elements in the school community implementing the programs that have been formulated and socialized. Its implementation is still monitored and preventive in nature has the potential to become an obstacle to quality implementation. To ensure the achievement of the expected goals, to know the obstacles, obstacles that can cause obstacles and to take various policies, corrective actions, preventive actions, program improvements, a comprehensive evaluation is carried out by involving stakeholders. After that, Follow up or Feackback is carried out for all stakeholders for improvement and improvement.

The principal as a manager must try to improve the quality of the school he leads. Through the implementation of good quality management. "Principals must formulate their leadership vision, prepare proper schools for education and learning, act as a leader in front of all academic and non-academic staff and optimize the services of all staff to accelerate progress" (Fitrah, 2017).

Based on the explanation above, it can be concluded that quality management in schools is carried out by the principal through a quality assurance system. The goal is to ensure that all sub-systems that support the implementation of education meet the requirements, procedures, technical requirements and indicators in the hope of satisfying all customers. Referring to superior schools, in this case it is explained that there are 13 characteristics that are assessed in terms of the quality of education, namely performance, time lines, reliability, durability, aesthetics, human relations or personal interface, ease of use, feature, conformance to specification, consistency, uniformity, service ability, accuracy (Usman, 2006). Therefore, in quality management, the principal must have a strong organizational commitment, visionary, high self-discipline, enthusiasm, broad-mindedness, high communication skills, time management, able to handle any pressure, capable as an educator for his subordinates, empathy, positive thinking.

Quality leadership refers to the concept of shared responsibility between leaders and those who are led and the empowerment of personnel involved in providing education in schools and disseminating their ideas. In the form of a quality leadership pyramid as revealed by Jereme (2006), namely:

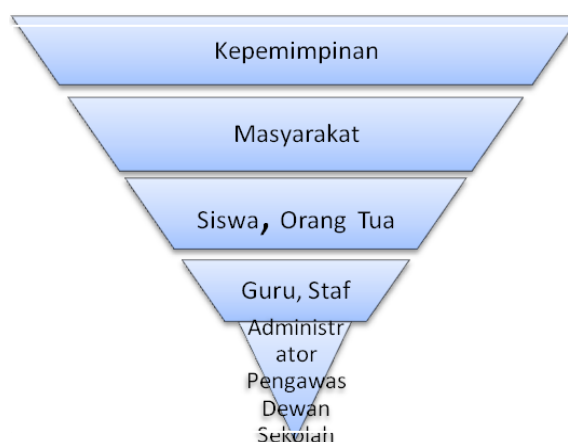


Figure 1. Leadership Pyramid (Deming, 1982)

The principal knows the conditions of the school, including the carrying capacity, weaknesses, strengths, obstacles and potentials in quality management, as stated that "The principal's role is very important in improving education quality management and the principal's role has been carried out in the role of educator, manager, administrator, supervisor, leader, innovator and also motivator" (Muflihah & Haqiqi, 2019).

As also stated that "In improving the quality of education he leads towards the standards set. It is carried out with steps, among others, formulation of the institution's vision, mission, goals and objectives, decision making SWOT analysis, preparation of quality improvement programs, openness, participation of school and community members, independence and accountability and changes towards quality awareness" Sayuti). Another statement emphasized that "the principal carries out aspects of the integrated quality concept including the role of quality planning, role of quality control, role of quality improvement" (Rohman, 2017).

4. CONCLUSION

SMK IT Khoru Ummah, Rejang Lebong Regency is a relatively new school but already has various achievements at the Regency, Provincial and National levels. As well as having a harmonious work climate and high discipline. This success is due to its own quality management model. Besides applying the PDCA model, every personnel at SMK IT Khoiru Ummah has a report card or work assessment with detailed, structured and operational indicators. This makes it easier to control, measure and develop. Besides, in terms of quality assurance, not only having a commitment but signing a contract with the foundation, so that supervision from outside the school also exists. Good relationships created through effective leadership and communication are able to create trust, positive attitudes, and loyalty in students in all their activities, but bad relationships have the opposite effect.

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