

Analysis of Higher Education Management Policy Through the Implementation of Total Quality Management

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ARTICLE INFO

Keywords:

Total Quality Management;
Higher Education;
Distance Education

Article history:

Received 2021-12-05
Revised 2022-05-22
Accepted 2022-11-30

ABSTRACT

This study aimed to determine the extent to which complete quality management is applied in distance education in higher education. This research uses policy research methods. This research approach is qualitative with the type of policy research. Policy research is conducting or analyzing core social problems to provide recommendations to decision-makers on how to solve them realistically. According to research findings, Total Quality Management (TQM) in higher education manifests itself in interactions between professors and students in the classroom or in revising accreditation or assessment criteria. A structured system can turn an organization into a learning organization. TQM also contributes to increased morale, cost savings, organizational performance, and responsiveness to customer needs in higher education. Barriers to applying TQM in universities include idealistic goals, lack of agreement on the definition and application of quality, freedom, academic maturity, and administrative abilities.

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1. INTRODUCTION

Total quality management (TQM) is a strategy aimed at growing awareness of quality in an organizational process. Initially, TQM was a concept adopted from the business world to be implemented in education, including universities. Total quality management is one of the success factors in implementing education effectively because TQM can improve the quality of education.

Implementing education in Indonesia is one of the important agendas in human development. Efforts to improve the quality of human resources in Indonesia rank at the top of development priorities. Quality human resources are important for the country in increasing development in other fields (Ansori, 2016). In line with this, making education a development priority has become a routine government agenda in the last few decades (Ibrohim, 2018). This is a form of the government's seriousness in realizing public welfare by educating the nation following the mandate of the 1945 Constitution of the Republic of Indonesia (UUD 1945).

Various policies related to developing quality education have been formulated and implemented for a long time. The policy regarding national education in Indonesia is regulated in Law Number 20 of 2003 concerning the National Education System. In addition, there is also a 9-year compulsory education program which has now been transformed into a 12-year compulsory education program, which is an effort to increase the distribution of education in Indonesian society (Alfirzan et al., 2021). This program has enabled Indonesian children to receive education up to high school and the equivalent (Prihatmojo & Badawi, 2020). This certainly has implications for improving the quality of human resources in facing global challenges.

As previously described, obstacles in reaching higher education in Indonesia are problems that must be given strategic solutions. Higher education should be able to reach people across space and time more flexibly. This is in line with the goal of equal distribution of education for the nation's next generation. Therefore, various efforts to improve the accessibility of higher education continue to be carried out (Yanti, 2020).

Advances in information technology seem to be a solution to these problems. The integration of information technology in the educational process in higher education is a popular strategy that is currently widely used by leading universities in the world (Mustafa, 2021). The implementation of distance education has also become a new alternative for the world of education to make it easier for people to reach education in higher education. Distance education is defined as a structured educational procedure that bridges the gap between students and educators through technology and some face-to-face meetings (RISETDIKTI, 2016). Distance education offers a learning process across space and time by optimizing technology as a medium. Distance Education or PJJ is regulated in Law Number 12 of 2012 concerning Higher Education in article 31. In this regulation, distance education has 2 (two) objectives, as stated in Law Number 12 of 2012 concerning Higher Education. Article 31 paragraph (2) (Danyathi, 2016) is as follows.

1. Provide higher education services to community groups unable to access traditional or face-to-face education.
2. Facilitating access to and utilization of higher education services in education and learning.

Higher education can significantly contribute to a country's rehabilitation and economic and cultural progress. Good universities and educational systems have been drivers of development and agents of change in their societies for hundreds of years. The success of TQM in the industry has prompted educators to adopt and transform it into integrated education quality management. Overall, quality management has proven effective in helping businesses survive and compete globally. However, not everything done in the corporate sector in the name of integrated quality management can be translated into integrated quality management education. Similarly, implementing quality in the corporate sector can be applied in the education sector. According to Edward Salis, using TQM in industry does not mean that business methods are superior to educational methods; On the other hand, the methods used in schools, colleges, and universities can benefit the business world.

Communities can achieve quality human resources through high-quality education systems and outcomes. This quality significantly impacts performance and customer satisfaction, as can be seen from the increase in the number of registrants, increased customer satisfaction, accountability, improved customer service, and cost savings (Hengki Primayana, 2016). However, there are other aspects to consider when assessing the quality of an educational organization. Higher education institutions are different from commercial enterprises. Satisfying students' desires as customers are not the main measure of excellence in educational organizations; On the other hand, the quality of output and reputation of academic research are the main values of a higher education institution (Asikin, 2018).

Academics and administrative staff in higher education institutions speak in various ways. On the one hand, quality must be identified and measured through output standards. However, system quality assessment is a fundamental guideline. In addition to outputs (improvement of skills and knowledge), it is important to analyze processes (learning experiences) to produce accurate quality assessments in

complex higher education systems. Quality is subjective from a pedagogical point of view. As a result, quality measurement must be comprehensive and focused on inputs, customers, and products or services.

Based on the description above and the lack of research that discusses TQM policies in universities, the researchers are interested in studying further in this study; this research is entitled Analysis of Higher Education Management Policy through Implementation of Total Quality Management.

2. METHODS

Public policy studies are intended to explore the actions taken by the government, why these actions were taken or were not carried out, by what means and mechanisms were carried out, for whose interests, and what were the results, consequences, and impacts. Like other social sciences, the study of public policy has also passed through various schools of thought, from positivism to the post-positivism era.

The product of this research is the understanding that Higher Education Management policies use scientific methods to obtain scientific justification or falsification. Policy research is no different from other social science studies (Nugroho, 2019). Therefore, this research follows the logic of scientific research and its stages.

The research method chosen in this study is a qualitative descriptive method. As part of the qualitative method, the descriptive qualitative approach includes the construction of social reality and cultural meaning, focusing on interactive processes, events, authenticity, not value-free, integrated theory and data, situational or contextual, and researcher involvement (Creswell, 2018).

The analysis is carried out using data guidelines from various sources, not just one source, through interviews and documentation. In general, this research follows the systematic flow of research suggested by (Creswell, 2018) as follows:

1. Researchers collect information
2. Researchers analyzed data based on themes and categories
3. Researchers look for general patterns, generalizations, or themes and categories
4. Researchers put forward generalizations or theories from the literature and research experiences

The research approach uses a qualitative approach with the policy research method (policy research). The data studied came from books, theses, journal articles and other sources relevant to the research theme, namely education policy (Sari, 2020). Researchers look for and examine data sourced from various works of literature, journals and articles on the internet.

To obtain the expected data in this research, the data collection technique is the documentation technique. The procedures include collecting, compiling and digging up written or printed data such as books, journal articles, or thesis themed on politics and national education policies. Then it is equipped with electronic data in the form of government websites, online news, and articles when collecting any policy products of the reform era, national policies that are always changing and dynamic from period to period of leadership. Second, the authors combine these data sets into a single data set outlined in the research results (Maisaro et al., 2018).

The data analysis technique used is content analysis, which analyzes any changes in the form of education policy and the content of legal products made by the government in the reform era. Of course, each policy the leadership makes is different and changes according to the context of the needs and socio-political dynamics that occur (Sugiyono, 2015).

3. FINDINGS AND DISCUSSION

3.1 Higher Education in Indonesia

A country with a superior education system can significantly contribute to a country's progress in the realm of business, educational, political, and information technology competencies. Developed countries have increased education and vice versa. There is a statistical relationship between the quality

of education in a country and its relative position in terms of progress relative to other countries (Kadarisman, 2017).

The community participation rate at universities in Indonesia is still low, only reaching 34.58% in 2020, with around 7.3 million students throughout Indonesia. The population of the 19-24 year age group (the age that should study in tertiary institutions) is 22,951,517. More than 15 million more have not taken higher education (Akbal, 2017). Of the 7.3 million students studying at tertiary institutions, 4.4 million are studying at state universities, while 2.9 million are studying at state universities. Furthermore, judging from the choice of the study program, the social science field is higher than the exact sciences. As of 2019, among students enrolled in science, the highest are in the fields of education, economics, social, engineering, and health. The field of science is the 5th highest nationally (Informasi, 2017).

While the number of higher education and human resources in Indonesia is quite good, its quality continues to lag far behind other neighboring countries. Especially when compared to higher education in ASEAN, the Asia-Pacific region, and other parts of the world. This is indicated by the high quality of Indonesian human resources (the majority are higher education graduates), but their abilities have not been recognized as professionally equivalent today (Saepudin, 2018). This is reflected in the many jobs available in Indonesia that foreign workers fill, especially at the upper-middle level, where professionals and consultants earn the equivalent of up to 50 thousand people or 2.5 billion rupiahs per year (Joetata Hadihardaja, 2002), while thousands of prospective new undergraduate workers, extending the queue to get a job. In fact, after the monetary crisis, intellectual unemployment reached (22.2%) exceeding the overall unemployment rate (7.24 percent). As a result of this inability to compete, many Indonesian workers choose lower-level jobs.

3.2 TQM in Higher Education

Apart from the description above, TQM can be defined as a company's cultural commitment to customer satisfaction through an integrated structure of equipment, processes and training. TQM requires continuous process improvement, resulting in high-quality products and services (Sasongko & Harwanto, 2020). Concerning university service operations, management to achieve quality in higher education takes an indirect approach, but through various multidimensional aspects. This means that it is influenced by the focus placed on the participation of professionals and allied entities that provide stimulation (Hamdan & Juwita, 2020).

In contrast to industrial management, Total Quality Management (TQM) focuses on two elements in achieving quality management in Higher Education (quality management in higher education institutions). To begin with, stimulation of the coherence of the learning process is needed to prevent curriculum disintegration (Pambreni et al., 2019). This is understandable considering that each stage of the curriculum design and planning process, as well as its implementation, consists of various actors with different styles, backgrounds, and levels of professionalism.

The diversity of these parties allows the implementation of curricula to be fragmented. Meanwhile, in quality management in higher education, curriculum integration should be pursued, and curriculum disintegration should be avoided by establishing coherence in the teaching and learning process. This activity requires the stimulation of patterns and elements that are consistent and connected. Second, examining the needs of diverse groups of students. Students need special consideration because they are future actors in capacities as teachers, business managers, bureaucrats or technocrats, and other professional actors. As a result, student orientation is very important for quality management in higher education institutions (Septiadi, 2019).

According to Romiz Owzky's thinking, as quoted by Conny Semiawan (1999), total quality management in higher education requires at least a two-way analysis called front-end analysis, which consists of three components: (1) who the students are and what they do? we are dealing with (target group analysis), (2) what are the program objectives (content analysis), and (3) the relevance of the program to needs (context analysis). In other words, what competencies should be instilled in students

(students) to enable them to do certain jobs (job analysis) following job requirements (front), so that students (students/students) have the necessary competencies at the end of the program (end of the program) (Lian, 2020).

At the micro-level, a country's quality competitiveness indicator is determined qualitatively by the educational achievement of its students. What students (students/students) achieve in a country becomes a benchmark for measuring educational attainment in other countries. Indeed, one can debate the criteria for defining high-quality education. However, in education, quality can be assessed in terms of whether students demonstrate sufficient mastery of the subject matter (Efendi, 2019).

This study shows what factors contribute to a country's superior education system, including rigorous and focused curricular materials, the learning process, and the dedication of instructors and school officials. There are many criticisms leveled at our educational curricula, including curriculum's lack of relevance to the needs of society, the world of work, and the growth of science and technology.

This type of curriculum development requires socialization, training, and development initiatives to maximize the success of higher education. All curriculum implementers must be integrated into the curriculum vision, and the mission derived from that vision must describe both fundamental and specific abilities (Amiruddin, 2020). Based on their curricular orientation, all higher education developments and study programs require planning for future demands. This shows that, due to the flood of knowledge brought about by globalization, special abilities will continue to develop, although basic skills are relatively stable for a certain period (Muslim & Sururin, 2018).

3.3 Principles of Total Quality Management

TQM is not the same as quality control that occurs after production (after the event). TQM has always focused on customer satisfaction and quality control since its inception. This also applies to education. TQM can address various issues in the education sector, including curriculum, efficient use of existing resources, cost control, technology, use of training, collaboration with other sectors, and issues related to government legislation. To introduce TQM in educational institutions, it is necessary first to analyze the main objectives of educational institutions implementing TQM (Nawawi & La'alang, 2020).

The main goal of educational institutions following the TQM concept is to meet the needs and aspirations of their customers. A successful business must develop and maintain strong bonds with its customers. As a result, quality improvement projects often focus on operational effectiveness. This, along with the capacity to satisfy consumers and stakeholders, is critical in the quest for competitive advantage. Quality must be adjusted to the needs and expectations of customers (Budiman et al., 2019). An organization wants and expects high-quality business to develop and maintain close client relationships. Quality must be adjusted to meet customer demands and expectations. Quality is defined by what consumers want and expects internally (i.e., all aspects within the educational environment) and externally (i.e., aspects of the educational environment but which have a significant impact on educational services, such as society), not which educational organizations/institutions are considered to be best. In higher education, Total Quality Management (TQM) is realized through interactions between teachers and students in the classroom or through the fulfillment of accreditation or assessment criteria. A structured system can turn an organization into a learning organization. It is time for higher education institutions to embrace the principles of TQM because they can take advantage of the innovations generated by the TQM method (Nafiah, 2017).

TQM is a framework that helps service management in a holistic approach. According to Ho and Wearn (1996) and Woon (2000), the framework consists of components such as (1) leadership and quality culture; (2) commitment; (3) full involvement; (4) information and analysis; (5) strategic planning; (6) development and management of human resources through education and training; (7) ownership of the problems encountered; (8) process quality management; and (9) recognition and awards. This TQM mindset will also assist higher education institutions in increasing morale, reducing expenses, improving organizational performance, and responding to consumer needs. As a result,

organizational effectiveness is required, such as employee participation in problem-solving and decision making, effective communication between senior and subordinate staff, extensive education and training, effective design to recognize and reward employees for motivating employees, and quality-oriented design, vision, and benchmarking as a continuous improvement tool to develop caring, knowledgeable, and motivated students (Purwanto, 2020).

3.4 Supporting Factors in TQM Implementation

In improving the quality of integrated education services, it is necessary to pay attention to various aspects of supporting quality management. According to Ketut Suardhika Natha (2008:4), below are the supporting elements of TQM.

1. Leadership

Educational institutions' leaders must focus on achieving goals by providing, communicating, and utilizing facilities, facilities, and other resources, utilizing data, and researching who has successfully implemented the concept of integrated quality management. When implementing integrated quality management (MMT) as a critical management procedure, advisors, educators, mediators, and facilitators act as institutional leaders. The leadership of an organization or institution must have a deep understanding of the consequences of management.

2. Training and Education

Quality is determined by the ability of each staff member to meet the needs of users or users of educational services. Education and training are intended to improve the ability or competence of staff in terms of knowledge, attitudes, and abilities to ensure quality improvement and problem-solving. Additional benchmarking, statistics and other strategies are needed in training activities to ensure that staff members can satisfy clients or users of comprehensive education services.

3. Structural Support

Leaders of educational institutions may need assistance in making important modifications to implementing the quality achievement plan. This type of assistance can be received externally through a consultant. However, it is better if it is obtained from within the company or institution. Support personnel at lower levels can support the senior management team (institutional leadership) in defining the notion of quality by collaborating with quality managers in other parts of the institution through "networks".

4. Communication

Communication in a quality environment requires multiple approaches to effectively reveal a true commitment to change as part of quality improvement efforts to all personnel. In an ideal world, agency leaders meet face-to-face with each employee to share information, provide guidance, and answer questions.

5. Awards and Recognition

Individual teams that effectively implement quality processes should be recognized and rewarded so that other staff members understand what is expected of them as members of the organization. Failure to recognize a person who achieved success through an integrated quality management process creates the perception that this is not the path to successful employment and the possibility of promotion, as well as individual success. Thus, employees who exhibit certain characteristics must be recognized and rewarded to become role models for other employees.

6. Measurement

Collecting and analyzing measurement data becomes important in deciding the quality management process. Statistics must replace explanations and opinions, and each individual must be taught that what matters is not what student believes but what student learns due to the data. When choosing how to use the data, it is necessary to assess the satisfaction of external service users to ensure the number of consumers or service users who are aware that their needs are being met.

3.5 Barriers to the Implementation of TQM in Higher Education

The challenge in implementing TQM in various higher education institutions stems from the inability of staff members to understand how critical components of TQM, such as statistical process control, student engagement, and teamwork, can be integrated into classroom lectures. Barriers to applying TQM in higher education companies are often associated with idealistic goals, lack of agreement on the definition and application of quality, freedom, academic maturity, and administrative competence (Amirah, 2019). As an illustration of how TQM is implemented in a higher education organization can be achieved by distributing questionnaires to the main external clients, in this case, students.

Applying TQM is not without obstacles, especially in the field of education. Indeed, implementing TQM is a difficult task, and cultural change for quality improvement takes time. Due to the many difficulties and hurdles associated with implementing TQM, several important factors must be considered when applying this concept to educational institutions.

4. CONCLUSION

In Indonesia, community involvement in higher education is still quite low; as many as 15 million people have not received higher education. As a result, Indonesia's human resources quality is still quite low compared to the development of other neighboring countries. And this impacts the number of job vacancies in Indonesia that are filled by foreign workers, especially those in the upper-middle class, such as professionals and consultants, who earn the equivalent of more than 50 thousand workers or 2.5 billion rupiahs per year. The main objectives of Total Quality Management (TQM) in achieving quality management in higher education (quality management in higher education institutions) are twofold, namely to initiate and stimulate the coherence of the learning process needed to prevent curriculum disintegration. In higher education, Total Quality Management (TQM) is realized through interactions between teachers and students in the classroom or through the fulfillment of accreditation or assessment criteria. A structured system can turn an organization into a learning organization. This TQM mindset will also help higher education institutions increase morale, reduce expenses, improve organizational performance, and respond to consumer needs. As a result, organizational design, problem-solving, employee participation in decision making, effective communication between senior and lower management, comprehensive education, training, effective design, quality-oriented vision, and benchmarking are identified to motivate employees. Improvement is needed to develop caring, knowledgeable and responsible students. However, many higher education institutions have difficulty implementing TQM because the staff does not understand how to incorporate key elements, such as monitoring statistical processes, student participation, and teamwork. Barriers to implementing TQM in higher education companies are often associated with ideological goals, lack of consensus regarding the definition and application of quality, academic independence and maturity, and administrative competence. Suggestions for further researchers to examine the new policy that the government is implementing, namely the Kurikulum Merdeka and the application of TQM management in it by using a mixed-method approach.

Acknowledgments: -

Conflicts of Interest: The authors declare no conflict of interest.

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