



Implementation of Integrated Quality Management in Improving The Quality of Education At Madrasah Aliyah Raudlatul Ulum

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Artikel Info

History Articles:

Received 15 November 2017

Approved 15 January

Published 20 June 2017


Keywords:

implementation, quality education, total quality management.

Abstract

In recent years, there has been an increase in the number of students and achievements in both academic and non-academic fields. This happens allegedly because the agency has made management changes by applying TQM. The purpose of this research was to investigate: 1) application of TQM, 2) quality of school service. This research used descriptive qualitative research approach. This research was conducted in MA Raudlatul Ulum Guyangan Pati. The subject of research as a responsible source was the head of the madrasah. While the research informants were teachers, students, guardians, board members and madrasah committee. Data collection techniques are participant observation, interview, and documentation. The validity checks of the research data were obtained by triangulation of sources and methods. While data analysis techniques used interactive model analysis that includes: data collection, data reduction, data presentation, and conclusions. The results of the research can be summarized as follows: (1) Quality management system when viewed from TQM elements which include: (a) focus on the customer; (b) improvement on quality; (c) teamwork cooperation; have implemented quality management. (2) Improving the quality of school services is made by drawing up a strategic plan embodied in a development plan that contains the vision, mission and objectives and strategic programs of the school as well as the clear division of tasks. Learners are well served to start the learning process in the classroom or outside the classroom. For instance, by praying dhuha prayer, five-time prayers, and extracurricular activities. Thus the quality of the madrasah service is satisfactory.

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p-ISSN 2252-7001

e-ISSN 2502-454X

INTRODUCTION

Education in the era of regional autonomy faces huge and complex challenges that must be responded positively as an effort to improve the quality of education and national productivity. The challenge is to increase the added value of how to increase the added value of Islamic education institutions (madrasah) as a consequence that must be developed in improving the quality of education and national productivity to respond the development of science and technology. Madrasahs should be able to make quality planning based on national and international standards to meet the demands of global competition.

According to Nata (2003: 297), Islamic education in Indonesia describes madrasah as a school only for poor people in the village and slums with rickety buildings and less professional teachers. The curriculum teaches religious sciences. The facilities and infrastructure are still minimal and still traditional, the graduates are less qualified, and the name of madrasah is less well known. At this time the state madrasah, in general, has changed already to become advanced compared with the state madrasah in the past. However, the changes and progress that have happened to the madrasah are not fully known to the public in general, so the madrasah is not the main choice of the community.

The image of madrasah is bad because madrasah managers are dominated by traditional and conventional Muslims because Islamic education, in this case, is not yet included in the education system. Madrasahs have no vision and mission and have no clear goals (Nata, 2003: 309).

In reality, there are still a lot of madrasahs which has inadequate and often unacceptable resources as a permanent resource in improving the quality of education. This is one of the causes of low quality in education in which there is not any good planning and structuring so that implementation tends to run as is. One of the crucial main factors in improving the quality of education is the availability of professional

teachers who are able to carry out the task of learning with full responsibility (Masrokan, 2013: 16-17).

The problems of madrasah education are both internal and external, including political, economic, social, and defense security issues. The threat of disintegration of the nation, economic downturn, excessive regional character, no legal certainty and less secure sense affect the process of madrasah education. While internal madrasah problems are institutional management, education personnel, curriculum, learning strategies, graduate quality, and funds. Although not all madrasahs, many madrasahs experience such problems. One indicator is the small number of students, and in terms of achievement, madrasah students are not able to compete with public schools in the same level (Maimun, 2010: 5-7).

Factors affecting the low quality of madrasah are due to the quality of the manager, the feudal system, the condition of the community culture, the political policies of the country and the burden carried by the learners. The weak point of the madrasah at all levels lies in the managerial and less professional-oriented. The problem-solving strategy of madrasah weakness is that the madrasah should change strategy in management; the leader must have clear mission vision, responsibility, insight and strong managerial skills.

Researchers assume integrated quality management (MMT) is a management paradigm that can be used as a basis for quality assurance education providers in Indonesia, not least in madrasah. The achievement of good madrasah quality is certainly required various series of quality madrasah activities. A qualified Madrasah here is interpreted as a madrasah which in the whole can give satisfaction to madrasah citizens. Related to this research, writer takes one of research object that is in MA Raudlatul Ulum Guyangan Pati. The author makes as the object of research because the madrasah implements management oriented on improving the quality of education by relying on the principles of Integrated Quality Management.

AIM

The research objectives to be achieved in this research are as follows: 1). Describing and analyzing TQM's continuous improvement in the madrasah. 2). Describing and analyzing the quality standards applied in madrasah. 3). Knowing and analyzing changes in quality culture is a factor in improving the quality of madrasah. 4). Describing and analyzing the contribution of TQM in maintaining customer relationship in quality improvement at MA Raudlatul Ulum Pati.

METHODS

The approach used in this research is based on qualitative research. Sugiyono (2010: 15) describes qualitative research is used to examine the condition of natural objects where researchers are as a key instrument. In accordance with the qualitative approach that to be able to conduct research, the researcher must first be able to observe and see carefully about the phenomenon or the state of the place to be studied. Moleong (2010: 127) divides the three stages in this process: (1) pre-field or orientation stage, (2) fieldwork stage or focus exploration, (3) data analysis. Methods of data collection are done through interviews, observation, documentation, and triangulation.

The data are derived from informants, phenomena or symptoms and supporting document data relevant to the research variables. Data collection is done in accordance with the focus of research relating to the role of principals, teachers and school communities in the implementation of TQM in achieving student satisfaction. The sources of data in this study or key informants are principals, teachers and school committees that are directly related to the role.

The examination of the validity of the data is an inseparable element as a step of accountability for the correctness and accuracy of the data obtained. The validity test of data is done through four criteria in qualitative research approach as in Sugiyono (2010: 366). The criteria include four steps namely: trust

(credibility), transferability, dependability, conformability. In order to obtain reliable data, the examination of the degree of trust is done as Moleong (2010: 327) and is carried out with seven techniques such as the extension of observation, observational persistence, triangulation, peer checking, reference adequacy, negative case review, and member checking. Researchers use triangulation as a technique to check the validity of data. The triangulation technique used by the researcher is by means of source triangulation.

RESULTS AND DISCUSSION

Continuous Improvement

Madrasah Aliyah Raudlatul Ulum is one of the institutions under the auspices of *Yayasan Pendidikan Islam Raudlatul Ulum Guyangan*. It was established in 1955 until now. The curriculum used in Madrasah Aliyah Raudlatul Ulum is embracing Ministry of Religion in terms of religious or local content while Ministry of Education and Culture in the field of general subjects. Madrasah Aliyah Raudlatul Ulum is able to combine two curricula in teaching and learning activities in madrasah.

Selection of student acceptance in madrasah applies written test exams such as Arabic exam and reading yellow book. For students who graduated from public schools (SMP) must follow the preparatory school that is 1 year, so that the time of teaching and learning activities do not miss the lesson. In Madrasah Aliyah Raudlatul Ulum besides the mastery of the general lesson also the mastery of religious lessons or local content contains yellow books to integrate from the religious and general so that graduates from Madrasah Aliyah Raudlatul Ulum accepted and able to compete with graduates from other schools, and can be accepted in national and international universities.

Retnoningsih (2012), Customer focus begins with the identification of customer expectations, the results of identification of expectations and customer needs are planned and determined through meetings with school

members, parents, school committees, and foundations, improving the competence of principals, teachers and fulfillment of learning tools, and improving the quality of learning through life skills, and model-based modeling teachers by applying active, innovative, fun, and teamwork.

Quality Standard

In Madrasah Aliyah Raudlatul Ulum, there is a special requirement for class increase which includes good behavior, not subject to the case, as well as recitation of qowaidul fihiyyah book as a condition of class increase. Unlike the other madrasah, Madrasah Aliyah Raudlatul Ulum required students to memorize, and without exception, the violation (not memorization deposit) does not go to class. The minimum grade of completeness (KKM) of the subject value in MA Raudlatul Ulum is 75 (seven five) in each subject both general subjects, local content, and language. Principals and all components of the madrasah work more actively including learners in everything from facilitation, enrichment, quarantine and rote activities. Madrasah Aliyah Raudlatul Ulum apply discipline from all aspect without exception from the teacher, employee, and learner, the offense will be punished in the form of stamp until 3x is issued or not upgrade for learners, madrasah does not hesitate to issue learners who do not obey madrasah regulation including teachers and employees are similar.

Madrasah Aliyah Raudlatul Ulum has assistance for every 12 learners accompanied by teacher or one employee in the recitation to minimize the number of learners who are slow in memorizing, besides, mentoring in the lesson so that learners who are late in understanding the subject can follow, class 3 must follow the quarantine at the madrasah for 6 months after the initial mid-semester exam to approach the national examination of the goal so that learners focus on learning to improve the quality of education and improve madrasah graduates.

Madrasah Aliyah Raudlatul Ulum is oriented to printing graduates who are ready to serve the community as well who continue to

the next level of college. Each learner is equipped with religious knowledge so that after graduation from madrasah, they are able to develop and practice the accepted religion in madrasah so useful when plunging and needed in society, that is able to lead religious events in society and the ready moment when needed by graduates from Madrasah Aliyah Raudlatul Ulum. In the academic field, Madrasah Aliyah Raudlatul Ulum graduates are also required to compete with other school graduates in the selection of new admissions at the national and international levels.

According to the head of Madrasah madrasah, Najib Suyuthi, the cost in Madrasah Aliyah Raudlatul Ulum is not burdensome to students, so all those who are poor or able to receive education in Madrasah Aliyah Raudlatul Ulum without discrimination. Because compared with other schools or madrasah, the cost of education in Madrasah Aliyah Raudlatul Ulum can be reached by poor people, so it is not burdensome to parents of learners. Education is not only for the community but also for the poor.

Madrasah Aliyah Raudlatul Ulum has a clean environment; It proves that madrasah is not identical with slum environment. The clean environment is conducive to teaching and learning activities. The curriculum used in Madrasah Aliyah Raudlatul Ulum embraces KEMEDIKBUD and KEMENAG. Facilities and infrastructure in Madrasah Aliyah Raudlatul Ulum include 40 classrooms, headmaster room, teachers room, administrative room, library room, auditorium room, BP room, two OSIS / ISRU rooms, skill room (Work Shop), two computer laboratory building space, language laboratory, science laboratory room, teacher office space, cooperative room, Suyuthiyah hospital building, soccer field, volleyball field, badminton court, table tennis court, basketball court and Raudlatina cafe. Facilities and infrastructure in Madrasah Aliyah Raudlatul Ulum are sufficient to support the learning activities and to improve the quality of education in Madrasah Aliyah Raudlatul Ulum.

Changes of Quality Culture

In order to change the quality of culture, Madrasah Aliyah Raudlatul Ulum requires all learners to perform *dhuha* prayer during breaks to reduce juvenile delinquency, i.e., hanging out at home residents, ditching, minimizing non-smoking learners and wasting useless time, so learners are trained to practice *dhuha* prayers and can be practiced in the community. Proven before the required prayers *dhuha* learners rest time wasting time without exploited and there are many learners who hang out at home residents there is also smoking, therefore, get used to praying *dhuha*. Madrasah Aliyah Raudlatul Ulum requires five congregational prayers to be accustomed to performing congregational prayers and practicing in the community. Thus students / students constantly learn the discipline of time because in the madrasah get used to using the time for discipline, in addition, the regulation requires memorization as a condition of mandatory increase in class so that learners should use the best time and discipline of time of dense activities

Madrasah Aliyah Raudlatul Ulum requires students whose home is 10 km to go home or live because the madrasah has regulation at 06.30 must enter the madrasah room because 06.45 madrasahs have started the lesson, if there is a late student then it is subject to sanctions in the form of warning and stamp duty as follow further learners who have 3 times the violation and the heaviest sanctions issued or they are not allowed to attend the class.

The development of Madrasah Aliyah Raudlatul Ulum has increased from year to year because all components and madrasahs are committed to quality improvement, the head of the madrasah is committed to implementing integrated quality management and then all citizens are committed together in improving the quality of school by changing the paradigm of the importance of periodic improvement to quality madrasah in order to compete with global competition.

Madrasah Aliyah Raudlatul Ulum always tries to improve the space or the local school, to

improve the facilities and infrastructure that have not been completed and to start the science laboratory, IPS and the addition of computers / laptops to meet the standards from Computer-Based National Examination. Madrasah Aliyah Raudlatul Ulum is one of the madrasahs which is ready to implement UNBK in Pati district compared to another madrasah which still uses manual. Facilities and infrastructure of the mini bank to support IPS study program to develop interest talent in the banking field. In the academic field of Madrasah Aliyah Raudlatul Ulum, every year is given assistance from the campus of Al-Azhar Cairo Egypt lecturers who help teach at the madrasah and at boarding school Raudlatul Ulum both sons and daughters. In Indonesia in addition to Madrasah Aliyah Raudlatul Ulum who was given the assistance of lecturers from Al-Azhar Cairo Egypt that is modern cottage Gontor. So in Raudlatul Ulum, the learning process of *muhadatsah* (Arabic conversation) is directly done by the Egyptians to facilitate students, employees and teachers to communicate using the Arabic language.

Graduates of Madrasah Aliyah Raudlatul Ulum are known in the community because their graduates are ready to plunge in the community and are equipped with the science of religion and general science, besides known people also have to have good quality to be useful when plunging in the community. The number of graduates received at PTAIN or Public High School every year has increased, there are 1,589 students received in religious and general colleges in Indonesia, 156 get scholarships. 383 students who continue to college abroad.

Achievement is one indicator that shows madrasah has superior quality in the field of academic and non-academic. Madrasah is said to be superior if the percentage of graduates of the National Examination in addition to achievements that have been inscribed. Quality can be seen in terms of input, process, and input. Input in Madrasah Aliyah Raudlatul Ulum can be seen from the selection of students' acceptance, and then the process of teaching and

learning activities that refer to the K-13 curriculum and the resulting output can be absorbed in universities and the world of work. Madrasah Aliyah Raudlatul Ulum belongs to one madrasah in Pati regency which is capable of applying K-13 curriculum. It shows that Madrasah Aliyah Raudlatul Ulum is a madrasah having quality in the academic and non-academic field.

The head of the madrasah is the most important factor in the progress or failure of the madrasah, because the main factor as the madrasah wheel drive becomes the central role in promoting the quality of madrasah, the head of the madrasah as a figure which gives examples of the application of integrated quality management in the madrasah, directly monitoring the development of learners, short, medium and long-term. Evaluate each activity of the term program.

More and more people were interested in Madrasah Aliyah Raudlatul Ulum because madrasah have good quality because *masyauyijhjjhrakat* can assess good and bad madrasah and have good quality able to attract public interest to Madrasah Aliyah Raudlatul Ulum. Madrasah with the number of enthusiasts / learners slightly indicates that madrasah has a less good quality can be seen from the achievements of madrasah, facilities, and infrastructure are not adequate and graduates who slightly forward to college or accepted in the community.

Head of the madrasah has improved the integrated quality management in madrasah that improves discipline, order. The head of the madrasah carries out every 12 learners in the appointment of one educational staff graduated from Egypt in terms of reciting the Qur'an and the yellow book. There are additional lessons outside the active hours as a substitute for the fewer hours of the morning for female students while the afternoon for the son and apply absentees who violate / not enter the class is subject to stamp duty until 3x does not rise class or excluded unless ill. Mentoring is done to reduce the number of students who are difficult to memorize and not go to class. During school

hours or teaching and learning activities, there are sleeping students subject to sanctions, i.e., stamp duty.

In Madrasah Aliyah Raudlatul Ulum active time KBM 06.45-13.00 hours for the son while the daughter at 13.00-17.00, after it is obliged all learners enter the boarding school for the living in boarding schools are not allowed out the cottage. At 9:30 am all students should perform the *dhuha* prayer. Compulsory school hours for boarding school hours are 08.15-21.30. This is the difference between Madrasah Aliyah Raudlatul Ulum and another madrasah in Pati district. Each learner can always be guidance at all times to be able to follow KBM in madrasah.

According to Sallis (2005, 76-77), TQM is a practical but strategic approach that focuses on the needs of customers and clients to seek better results. TQM seeks permanent change in the organization's goals of short-term viability goals toward long-term quality improvement. The madrasah constantly innovates in improving and changing and practicing TQM through continuous improvement cycle. To create a culture of continuous improvement, the principal must trust his staff and delegate decisions at the right level. It aims to provide staff with responsibility for delivering quality in their environment.

Education quality management practices do not always run smoothly and smoothly; sometimes there are various obstacles in realizing the quality of education as expected. The causes of failure to achieve the quality of education are due to the low ability of curriculum design, unsuitable work system and procedures, insufficient time management, lack of resources, inadequate staff development, inadequate building, and unfavorable work environment. More specifically the cause of the hampering of quality management is because the procedures and regulations do not adhere to staff lack the skills, knowledge and attitude properly, lack of motivation, communication failure, and inadequate equipment.

According to Sallis (2005.103-105), the general causes of quality failures in education include weak curriculum design, ineligible

buildings, poor working environments, inappropriate systems and procedures, haphazard work schedules, insufficient resources and inadequate staff development. While the specific causes of quality failure are often caused by procedures and rules that are not followed and adhered to, because the specific problems of quality problems may include lack of knowledge and skills, lack of motivation, communication failure and problems related to facilities and infrastructure. According to a qualified madrasah, Sallis has the following characteristics: the madrasah focuses on the customer, both internal and external customers, the madrasah focuses on efforts to prevent emerging problems there is a commitment to cooperate from scratch. Madrasahs have investments in resources; madrasahs have strategies to achieve quality, both at the leader level, academic, and administrative.

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According to Prestiadi (2015), the existence of a quality policy signifies a determination to meet the requirements of stakeholders in meeting the expectations and desires of customers is to work hard to realize human resources or graduates are *Smart, Amanah, Kompeten, Arif and Peduli (CAKAP)*.

Customer Relationship

Public relations with Madrasah Aliyah Raudlatul Ulum has a purpose in developing an understanding of the intentions and suggestions of schools, assessing school programs with words of need met, unifying parents, students and teachers in meeting the developmental needs of learners, developing awareness of importance of school education in the era of development, building and maintaining school

trust and mobilizing assistance and support for school maintenance and upgrading programs.

Madrasahs manage complaints as feedback to achieve quality and position mistakes as instruments to the right the next event. Madrasahs have policies in planning to achieve good quality short-term, medium and long-term, schools seek improvement process by involving everyone in accordance with the main tasks, functions, and responsibilities. Madrasahs encourage people who are seen as having creativity, are able to create quality and stimulate others to work in quality. Madrasah clarifies the roles and responsibilities of each person including the clarity of the work direction vertically and horizontally. Madrasahs have clear evaluation strategies and criteria; the madrasah sees the quality achieved as a way to improve the quality of further services. Madrasahs regard quality as an integral part of the work culture. Madrasahs place continuous quality improvement as a must.

The relationship between school mutualism and the community based on the importance of the school aims to maintain the survival of schools, improve the quality of education in schools, facilitate learning activities and get help and support from the community in the development and implementation of school programs related to the application of MMT.

The cooperation relationship between Madrasah Aliyah Raudlatul Ulum and the community of village fighting can be established through school committees, education campaigns, joint meetings, consultations, radio and television, letters, exhibition phones, and lectures.

The ultimate goal of MMT implementation in Madrasah Aliyah Raudlatul Ulum is to provide broad authority to madrasah in the management of education, especially teachers and principals in elaborating the content standards in curriculum operations in real schools and educational units respectively.

The madrasah relationship with the community is intended to develop community understanding of madrasahs, assess madrasah programs, unite parents and teachers in meeting

the needs of learners, develop awareness about the importance of madrasah education era of globalization, build and maintain public confidence in madrasah, inform the community about madrasah work, mobilizing support and assistance for maintenance and upgrading of madrasah programs.

The quality of education is indicated in good condition, qualified and all components that must be in education, the component is input, process, output, educational staff, infrastructure, and cost. The quality of education should be sought to achieve progress based on planned progress. Sagala explained that the improvement of education quality is gained through two strategies, namely academic-oriented quality improvement strategy, to give minimum basis in the journey that must be taken to achieve the quality of education required by the demands of the times, to improve the quality of education that is oriented to essential life skills covered by education which is broad-based, real and meaningful.

Quality education is the starting point of a smart and highly civilized society. To achieve such a level of living, it takes quality human resources and has excellent competence, especially in terms of thinking ability and process-oriented and results. Teachers as the foundation for the creation of quality education should always develop the ability and professionalism. Quality education begins with qualified teachers. A qualified teacher is a teacher who always reflects on what he has done during the learning process and improves and develops innovative ideas in the field of education. School quality can be said if the achievement of the school, especially the achievement of learners showed high achievement in the academic achievement of the value of report cards and graduation scores met the specified standards, has the values of honesty, devotion, decency, and able to appreciate cultural values, have responsibility which is high as well as abilities that are manifested by the skill, according to the standard of science received at school. Quality education is education that can produce learners

who have the ability, insight, and skills in accordance with the standards applied.

There are three indicators that determine the low quality of education, education graduation, and achievement achieved in comprehensive reading. Quality education cannot be achieved without sufficient funds; qualified education tends to produce high enough graduation rates. Comprehensive reading skills in developing countries tend to be lower than developed countries due to the habits of memorizing children in learning.

The quality of education can be seen in terms of processes and products. Education is called quality when viewed in terms of process is also influenced by the quality of input. Teaching and learning process is said to be effective if during the learning process is meaningful. Education is called qualified in terms of products, learners show high mastery of learning tasks, educational results in accordance with the demands of the environment, especially the world of work.

According to Usman (2006, 411-413), the quality has the following characteristics: performance is related to functional aspects of the school. Timeliness once is at a reasonable time, and it has good reliability, durability, beauty (aesthetics), human relations (personal interface) good moral values, professionalism, ease of use, facilities, and infrastructure used. A certain standard (conformance to specification) specifies a certain standard by considering consistency, stability. Uniform (uniformity) does not have variation and not mixed, and it is able to serve (serviceability) and able to provide excellent service and accuracy in the service.

Setiyaningrum (2012) stated that the application of TQM is very beneficial for the life of the organization and itself, as well as developing an organizational culture that is more supportive towards improving the performance of employees so that the achievement of organizational goals can be realized optimally.

CONCLUSION

Based on the results of research that has been done, it can be concluded as follows:

Implementation of TQM in MA Raudlatul Ulum, when viewed from the elements and principles of TQM, is continuous improvement, is in accordance with the elements and principles that exist. Quality management system when analyzed with opportunity and threat analysis, this madrasah has many opportunities to exist to maintain the quality management system. Possible threats are when there is division among teachers to challenge each other against institutional policy. But this can be anticipated by open attitude and deliberation among the managers so that a harmonious relationship is established.

Improving the quality of madrasah services is done with the madrasah having a school development plan that contains the vision, mission, goals and strategic programs of the school, the division of clear tasks, learners are served well, ranging from the general learning process and special learning with the habit of praying *dhuha*, pilgrims, and *tadarus* Qur'an, rote recitation, and extra-curricular activities in accordance with quality standards established MA Raudlatul Ulum. The change of the quality culture done by Raudlatul Ulum towards the improvement of the quality of madrasah has proven that MA Raudlatul Ulum has good quality in Pati district and outside Pati regency. The learning environment and facilities in MA Raudlatul Ulum are very conducive; the library is very supportive of teachers, employees, and learners to develop both academic and non-academic knowledge.

Based on quality service conducted by MA Raudlatul Ulum to maintain customer relationship, when evaluated from the analysis of process quality improvement, analysis of quality improvement of madrasah service, analysis of environmental quality improvement and analysis of quality improvement of human resources, it can be concluded that MA Raudlatul Ulum has tried to provide good service.

SUGGESTION

The madrasah should maintain the quality of the customer in order to remain consistent in global competition. To the teacher to always improve the ability so as not to be left behind because of the increasingly complex competition of teachers who are competent in their field.

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