

Developing a Model of SN-PT-Based Internal Academic Quality Assurance System in the Educational Training Institution of the Military Academy Magelang

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Abstract

Military Academy is an educational training institution in the field of defense, which implements the changes of the quality assurance system based on the ten components of the Army education to the internal academic quality assurance system that is based on the Higher Education National Standards (SN-PT). Military Academy requires strengthening to find a model of appropriate quality assurance system in order to be accredited by the National Accreditation Board of Higher Education. This study aims to (1) analyze the current quality assurance system in the Military Academy; (2) develop an appropriate SN-PT based model of internal academic quality assurance system in the Military Academy; (3) examine the feasibility of the appropriate SN-PT based internal academic quality assurance system in the Military Academy. This study implemented a research and development approach, employing data sourced from the informants, events and documents. The data were drawn through interviews, observation, and documentation; its validity was tested by tools and resources triangulation. The data were then analyzed using interactive techniques with reduction, display, and conclusion steps. The results of the study: (1) the quality assurance system in the Military Academy is running properly but it still requires further development; (2) the SN-PT based of internal academic quality assurance system implemented in the Military Academy uses the 10 basic education components retained by elaboration, little changes, and additions, related to general quality standards of the SN-PT, including the organizational structure, standards of academic quality, mechanism of the quality assurance system, and SN-PT based internal academic quality assurance system. (3) The results of the feasibility studies indicate that the development of the SN-PT based internal academic quality assurance system model in the Military Academy Magelang is feasible and appropriate. Conclusion: Military Academy requires development in terms of organizational structure quality assurance, academic quality standards, quality assurance mechanisms, and internal academic quality assurance system based

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INTRODUCTION

The development of science and technology has brought various changes in almost all aspects of human life. The changes have encouraged people into the era of global competition that is increasingly strict. In the era of global competition, Indonesia requires human resources that are intelligent, healthy, honest, noble, character, and have high social conscience. The improvement of the human resources quality is a demand that must be realized in a planned, purposeful, intensive, effective, and efficient manner in the development process. In this context, educational dimension is the foundation and the main channel of quality human resource development as a key in determining the fate of a nation.

In this dimension, it is absolute to enhance the quality of education in Indonesia continually so that this nation can compete with other countries. According to Bicker and Gary (1993), educational quality will also bear intellectual capital and technological capital that are essential to building a knowledge-based society. Educational quality assurance has become a major issue in the context of the current education. The visible quality of education is of course focused on the quality of graduates of the education itself. In order to be able to produce quality graduates it is necessary for it to be supported by the quality processes. A quality educational process needs to be supported by the factors supporting the process of quality education as well. The quality of education should be comprehensive involving all the components, and the implementation of total quality. The quality of education can be measured in deductive and inductive manners. It is inductive if the determined vision can be translated into its mission. It is inductive if education can bring benefits and meet the societal needs, the industrial needs, and the professional needs. This description refers to the understanding Bound et al. (1994). It is a pride of the education provider when the output education is highly qualified and efficient. The

education system is expected to develop the spirit of "inner will or the self ability of a nation" that glows in the educational development of mental, intellectual, and professional for the entire population and the younger generation (Johnson, Kast, and Rosenzweig, 1980).

Through the plans and strategies of the Military Academy especially the curriculum changes which are equivalent to the Diploma IV and S1 degree as a commitment to changing the paradigm of the military as well as to see the consistency in its operation, the Military Academy is faced with the opportunities and constraints. The change of the curriculum to the Diploma IV has caused a domino effect on almost all components of education, networking and management. The change of the Army paradigm will in turn change in strategy and policy that is relatively fundamental to the system of military education in the Military Academy as an institution that will bear modern professional militaries as stated in the legislation and the vision of the Military that the vision of the Army is solid, professional, tough, modern, nationally insightful, and beloved by the people.

Military education system also refers to the national education system that is in line with the Law of the Republic of Indonesia No. 20 Year 2003 on the National Education System which states that education should be able to ensure improved quality and relevance as well as efficiency of education management to face challenges in accordance with demands for the local, national, and global life changes necessitating educational reform that needs to be done in a planned, targeted, and sustainable manner. According to Gormon & Corbit (2002), the existence of the higher education quality assurance is a must as the efforts of every college to provide quality assurance services to the stakeholders in integral and comprehensive way.

Discussing the quality assurance of education, when drawn to the context of national resources development for the national defense system, the military education institution has a very important role. The

military educational institution is the only institution in Indonesia that manages the civilian-based Youth into the churning of militarism in the Military Academy. The institute develops a pattern of education by implanting military ideas and doctrines. The Military Academy develops Three Basic Patterns of education as the reference to develop the features of output features of the Military Academy. The Three Basic Patterns are intended to produce figures which are responsive, persistent, skilful, that is the resources that possess strong personality, high intellectual knowledge, and reliably physical fitness. The consistency in realizing the capability of the Three Basic Patterns is an indicator of the educational quality of the Military Academy. Related to these explanations, the purposes of this study are as follows: (1) to describe and analyze the model of internal academic quality assurance of the Military educational institution which is held today; (2) generate and analyze the development of internal academic quality assurance standard model based on the appropriate quality standard of the BAN-PT in the educational institution of the Military Academy; (3) examine the feasibility of the internal quality assurance model based on BAN-PT in the educational training institutions of the Military Academy.

Educational institutions are social life that should be seen as a system. A provision of education is a synergy of educational components with their respective functions which are mutually supportive in achieving educational goals. Many definitions are used to explain the meaning of the word "system" which in principle is a set or mix of entities or organized parts forming a unified complex whole which are interconnected together to work to achieve a goal. William A. Shrode and Voich Jr. (1974) define the term system as "..... a set of interrelated parts, working, independently and faintly, in pursuit of common objectives of the whole, within a complex environment."

The conventional meaning of quality is features of the direct characteristics of a product or service (in terms of performance, reliability,

ease of use, aesthetic, and others). Meanwhile, according to Juran (1989), common sense is anything that can fulfill customers needs. Quality is dynamic, it is not only to be achieved and then then ignored, but it must be continually developed. According to Ally (2010: 29) quality involves unlimited competition; it has to be realized by doing right things in the the right way. Quality is everyone's responsibility; commitment must start from the institutions' leaders and stakeholders as well as be pervasive in the system of an institution.

Integrated quality system can be further elaborated into an integrated or total quality policy and total quality management (TQM). Experts' opinion on the definition of Total Quality Management is very diverse. In the view of Robbins (2011: 131), Total Quality Management can be formulated as the achievement of external and internal customers' constant satisfaction through continuous improvement of the organizational processes. From some of these experts' views, it can be concluded that TQM is an organizational strategy to deliver its commitment to increase the customers' satisfaction by continuously improving organizational processes.

In essence, the purpose of quality assurance is to maintain and improve the quality of higher education in a sustainable manner, which is run by a college internally to realize its vision and mission as well as to meet the needs of the stakeholders through the organization Tridharma Perguruan Tinggi. The achievement of the quality assurance objectives through quality assurance activities undertaken internally by the college will be controlled and audited through accreditation activities run by the National Accreditation Board of Higher Education (BAN-PT) or other external agencies. Based on the Government Regulation No. 19/2005 on the National Education Standards, the implementation model of SPM-PT is fully the authority of the college, but the requirements are mandatory for higher education. Holm, Tove; Sammalisto, Kaisu; Vuorisalo, Timo, (2014) state that quality assurance is a process of setting and fulfilling quality standard

management consistently and sustainably so that consumers, manufacturers, and other interested parties gain satisfaction. Therefore, the quality assurance of higher education is the process of setting and meeting high quality standards of education management consistently and continuously so that the stakeholders obtain satisfaction. As described above, universities choose their own set of standards and quality of higher education for each program of study. According to Sallis (2002: 89), the selection and setting of standards is done in a number of aspects called quality items, among which are (1) curriculum of study program; (2) human resources (faculty and supporting staff); (3) learning process; (4) infrastructure and facilities; (5) academic atmosphere; (6) finance; (7) research and publication; (8) community service; (9) governance; (10) institutional management.

Research on academic quality assurance in the Military Academy was built on the basis of anxiety that arises when the Military Academy graduates to make the changes of its competency standards. The following section describes the framework underlying this study coherently. Changes in the curriculum of the Military Academy from Diploma III to Diploma IV that is equivalent of S1 Degree will have an impact on the changes on the educational system significantly. At the beginning of the transition period, the educational process must change the road map of the educational system because in the administration of education the Military Academy is concerned to obtain accreditation from the National Accreditation Board of Higher Education. For the purposes of accreditation, besides observing the doctrinal provisions of the Army, the Military Academy should also follow the standard provisions of the

Higher Education which applies to the whole higher education in general. According to Law No. 20 Year 2003 on national education system, and the Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education, as well as in accordance with the opinion of Furugia, Charles (1996), in general, every institution of higher education shall equip itself with one of the educational provisions that is a quality assurance body as an institution that provides operational direction of education.

This time the Military Academy does not have a specific quality assurance agency; the quality assurance function is temporarily performed by an institution called the Director Staff of Research and Development (Sdirjianbang). The availability of this institution has not met the standard provision of the quality assurance systems of BAN-PT. When the Military Academy has a commitment about the competence of the double standard graduates, the Academy is an official institution that has specifications which are different from those of public higher education institutions. The two standards of competence within one educational operation are military and academic professional competence. So, it requires adjustment of the educational system by collaborating the specific provisions of the army and that of the Higher Education. Based on these conditions, it takes a research study to find out an appropriate model of quality assurance, particularly the internal academic quality assurance that is proportionate and relevant in order to accommodate the provisions applicable in both domains to provide direction for the achievement of the goals of education in the Military Academy. This framework can be presented in the flow chart below.

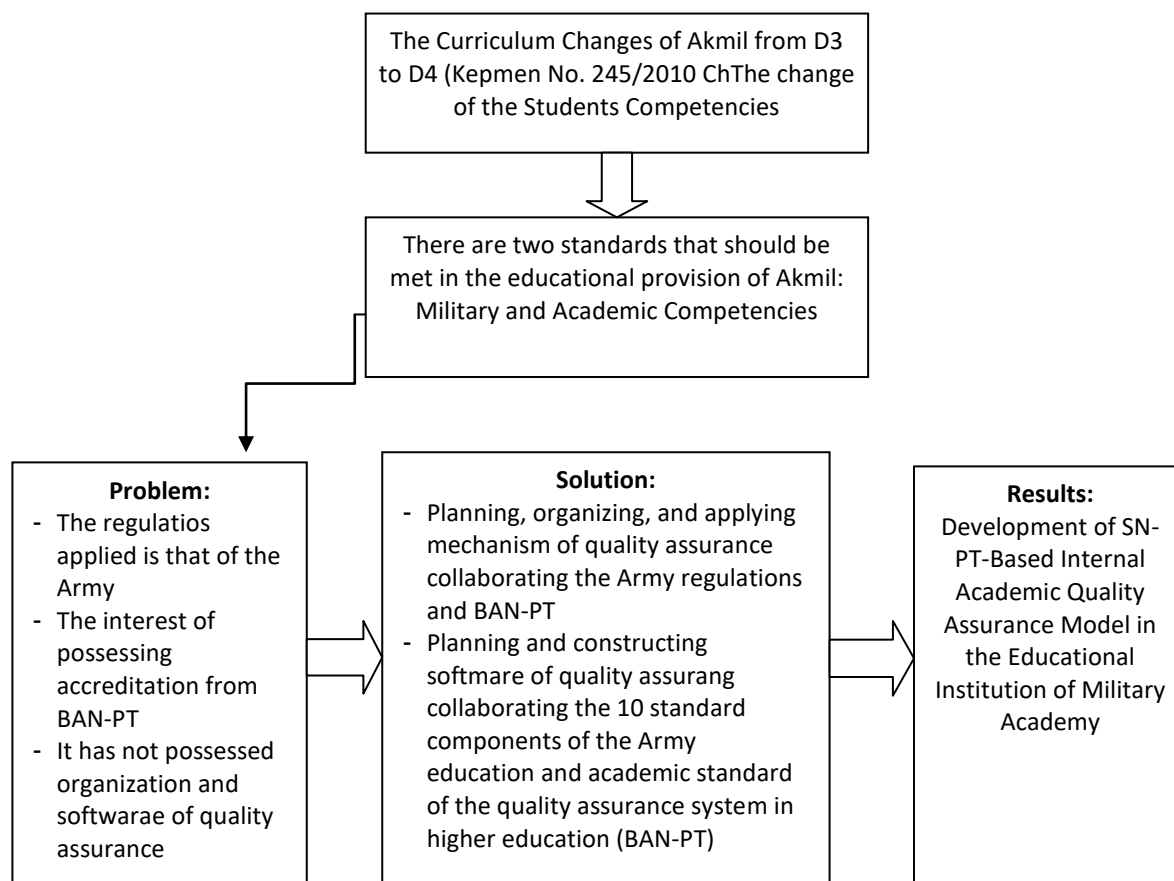


Figure 1. Flow chart of the theoretical framework

METHODS

The method used in this research field of education is Research and Deveopment (R&D). According to Borg and Gall (1989), "educational research and development (R & D) is a process used to develop and validate educational products". It means that research and development in the field of education is the process used to develop and validate educational products. These educational products are not only material objects for teaching, but they also include procedures and processes related to the components of the educational operation, such as the development of methods, models of evaluation, quality assurance models, and so forth. According to Neuman, W. Lawrence (2003), thhe main goal of Research and Development (R & D), in addition to obtain findings that can contribute to the domain of pedagogy, it also aims to address the needs of educational tools in order to improve the quality of both the process and outcome. In this

research, the model to be developed leads to a procedural model, which means that this model would be a description of the steps that must be followed to produce a product, which is aprocedure of internal academic quality assurance to improve the effectiveness and quality of education in the Military Academy.

Stages of research and development usually form consistent cycles to result in a specific product that is relevant to the needs, through the step of initial product design, initial product testing to find out its weaknesses, revision to overcome the weaknesses, tryout, second revision until finally a product that is considered ideal is found. According to the concept of Fountana, M. (2000), there are three important things to note. First, the final goal of R & D is to obtain certain products deemed appropriate after passing assessment; Second, the resulting product is considered to be needed based on the both field and literature preliminary

surveys; Third, the process of product development from the development of the initial product to the final product through the process of scientific validation by analyzing the

empirical data. The activities within the Research and Development can be described as follows.

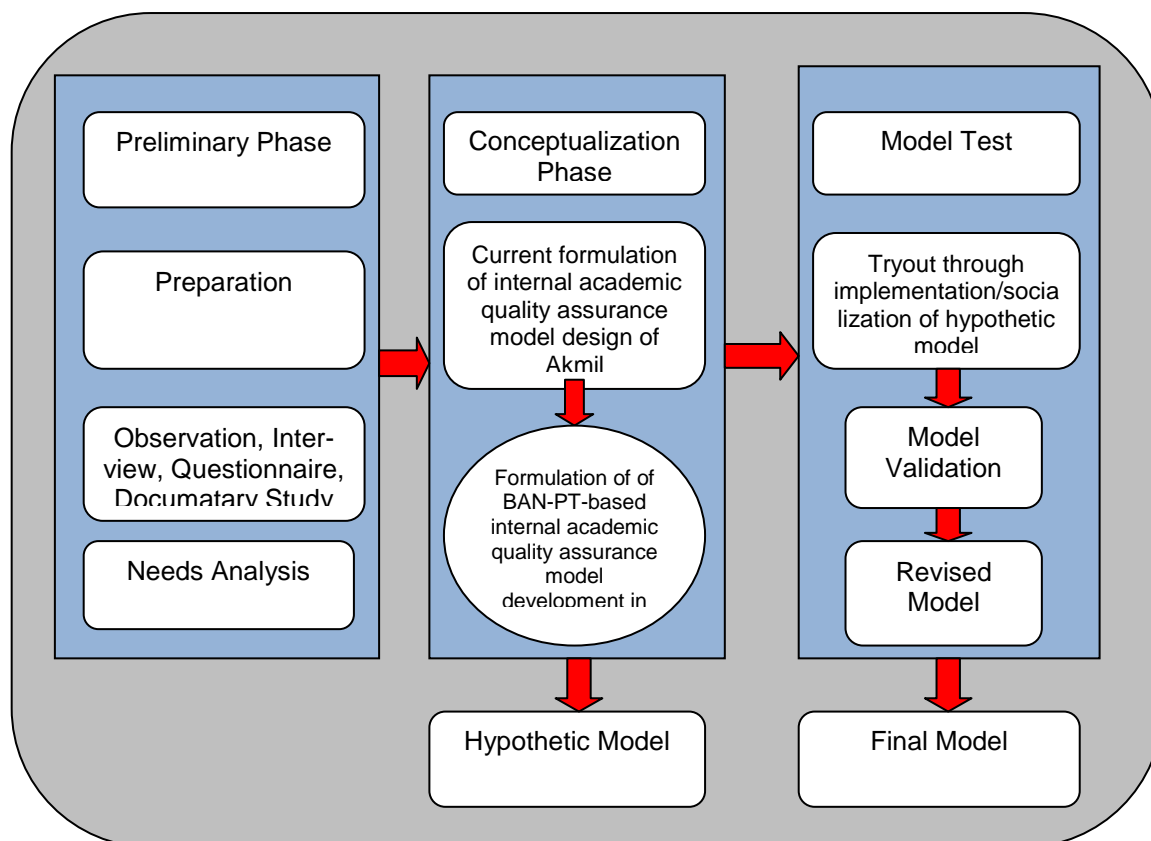


Figure 2. Phases of Research and Development Activities of the Internal academic assurance model in the Military Academy

This research was only to the model test. This simplification was based on the interest of the research purposes that is only to find a model of the development of internal academic quality assurance based on the national standard of universities. Based on the understanding of the research and development concept, this study seeks to produce a model of the development of one of the components of the educational system through a preliminary study, developmental study, and testing of the model. Based on the exploration results regarding the specific implementation of the academic quality assurance in the process of the military education at the moment and the accreditation need for legitimacy of the higher education

institution from the National Accreditation Board of Higher Education (BAN-PT), a model of developing internal academic quality assurance of the Military Academy institution will be formulated.

RESULTS AND DISCUSSION

This study is a research review aiming to produce a development model of internal academic quality assurance system based on SN-PT in the institution of Military Academy. The results of the initial research show that the internal academic quality assurance system in the institution of Military Academy has implicitly been running, but it has not been nationally standardized by the SN-PT, and is is

still in the transitional period so that it still needs necessary improvement. At the beginning, the quality assurance system in the Military Academy was based on the top ten educational components which were a provision of the army and referring to the national standards of higher education it was still limited to exemplify some nearby colleges as a reference. The Military Academy has not possessed a comprehensive quality assurance system that is based on the SN-PT. The implementation of the quality assurance system remains sectoral and is merely an evaluation at the end of activities, it has not been conducted since the beginning of the activities. Referring to the opinion of Gaspers, Vincent (2001), quality assurance is ideally implemented either before or when the process takes place. It is possible to find the most appropriate model of the internal academic quality assurance system at the institution of Military Academy. This model development refers to the understanding of TQM of Hani Samimi Sabet (2012) stating that TQM is a structured system to satisfy external and internal customers as well as suppliers with sustainable improvement, integrating the business environment, a breakthrough with the development, improvement, and maintenance of the current cycle when changing the organization's culture. Awards and recognition are very important keys to the implementation of TQM in the process of higher education. There must be a commitment to quality to the level of executive departments and organizations.

On the other hand, as an educational institution of military officers, the Military Academy should not be out of the provisions in force in the military institution. The quality assurance system carried out in the Military Academy still tends to use the ten components of standard education in of the Army, where there are still many difficulties when converted into SN- PT based academic standards. The quality assurance organization structures in the Military Academy is still attached to the organization of research and development, parts of the quality assurance tasks are also in the

coaching staff and the director of education. Meanwhile, the quality assurance procedures or mechanisms implemented in the Military Academy is still identical with the model of supervision and control in the institution of the army so that each unit related to the education system has not been integrative and comprehensive in the planning, organizing, implementing, and monitoring program activities. Each educational sub-system is still fragmented in the main duties and responsibilities of their respective sectors. This condition is in fact one of the obstacles in establishing a quality assurance system that is systematic, integrated, effective and sustainable. According Birnburm, Robert, (2000), quality assurance is a derivative of management concepts that deals with the process of setting and fulfilling the quality standards of education in the management process consistently and continuously, so that consumers, manufacturers, and other interested parties obtain satisfaction of the products or services provided. The concept of quality assurance is the result of management science. The quality assurance concept is the result of the synthesis of pure management science. This concept was originated from the development of management science after the Second World War with the birth of a new period of global industry in the world.

The other problem found in this study is about the process of documentation/archiving in which documents of educational activities have not been well organized providing significant impact on the conduct of the educational evaluation process and its outcomes in education. The other quality assurance devices such as the academic quality manual and quality assurance mechanism have not yet been available, resulting in the lack of implementation of the quality assurance system in the Military Academy because it has not possessed a single guide, clear understanding and mechanisms which are applicable in all parts associated with the implementation of quality assurance. This fact is of concern for the institution to motivate the entire academic community to improve the conduct of studies and training related to the

quality assurance in order to result in a positive contribution to improving the quality of education and at the same time improving the quality of educational output in the official institution of Military Academy. The quality standards implemented in education by the Military Academy include the competency standards of the graduates and performance standards in the form of 10 educational components. However, there were various problems when faced with the accreditation for the college-level of educational institutions. In fact, observing the academic quality standard of

the BAN-PT, the Military Academy is not allowed to deviate from the provisions in force in the Army. In response to this condition, the Military Academy should be able to formulate and package a standardized model of academic quality that can accommodate the provisions required at two institutions with different characteristics.

This research resulted in a model development of internal academic quality assurance system in the Military Academy as follows.

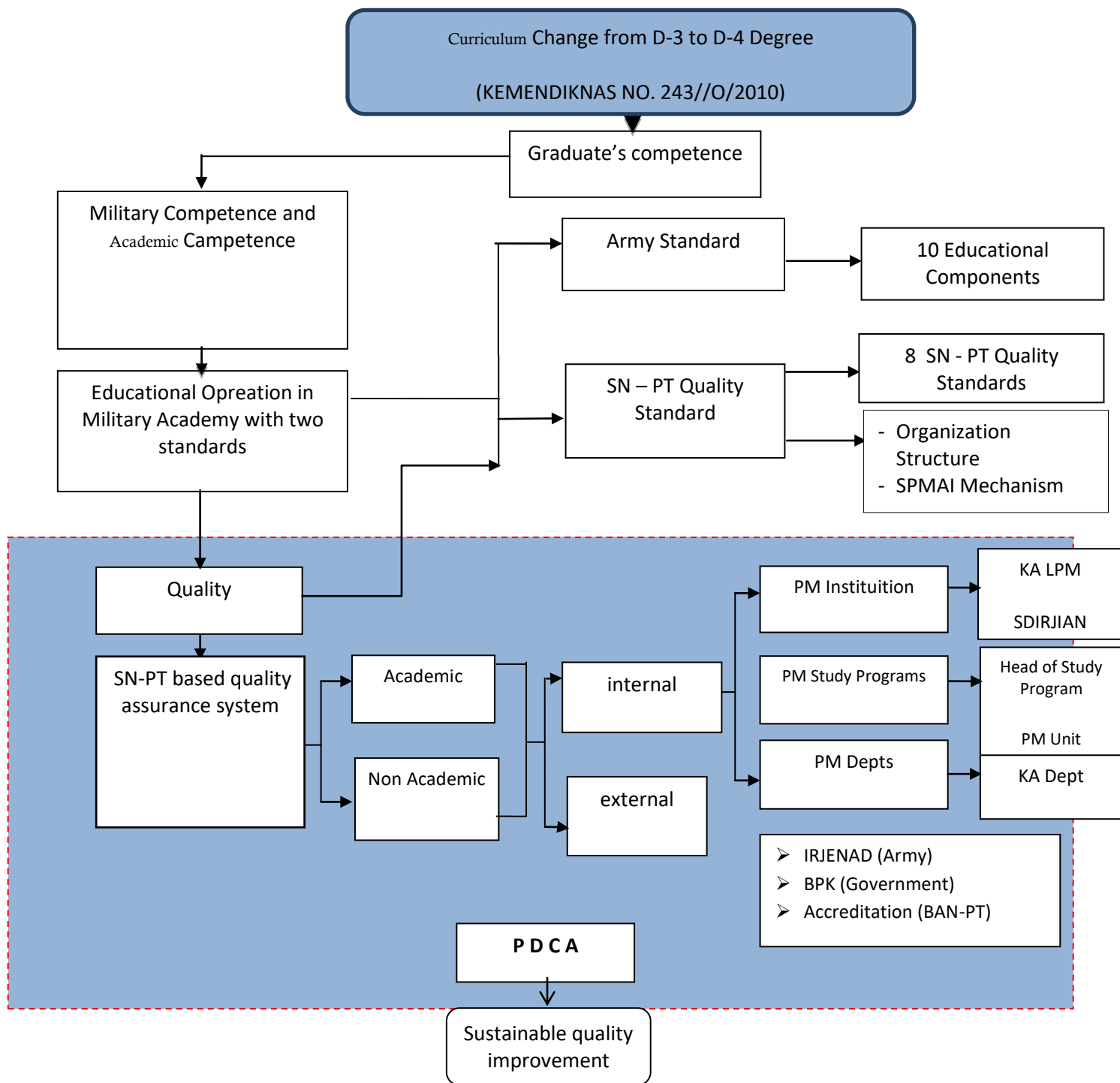


Figure 3. Model Development of the SN-PT-Based Internal Academic Quality Assurance System in the Military Academy.

The end model in this research and the institution and educational training in Military Academy. Of the strategic plan of the Military Academy as a document of the internal academic quality assurance system in Planning Development (5 years) which was

prepared based on the elaboration of the Top-Down Strategic Plan of the Army has not been optimally implemented. During the transition era, the Military Academy education has changed its goals from the former educational goal that a Military Academy graduate possesses a purely military competence to the one in who also has academic capability besides the military competence. Based on the changes in educational objectives there are several problems which clearly need serious attention for the achievement of the educational objectives and the improvement of the quality of sustainable education.

The output of education that leads to the two competencies seems to detract from the focus of the educational goals, each of which may not be acquired optimally. It is very influential on the model of the quality assurance system that would be implemented in the official institution of the Military Academy. When the Military Academy implemented the military-based educational standards it collided with the demands of educational accreditation of the Higher Education because the graduates of the Military Academy hold an academic degree as a Bachelor of Applied Defense.

The implementation of the internal academic quality assurance system following the appropriate organizational structure of the national standards Higher Education will be more easily monitored and evaluated so that its deficiencies, weaknesses, advantages, and obstacles can immediately be monitored and be followed up with problem solutions. The troubleshooting action is carried out in accordance with the level of quality assurance in the organizational structure. However, the other side of the model development of the SN-PT based quality assurance organization structure has a number of weaknesses when applied in the Military Academy. Among other things, this model requires more staff personnel. Therefore, problems appear when the institution is faced with a limited amount of the organization personnel in the Military Academy. This requires understanding and discussion at the top level for the implementation stage.

Based on the findings of the theoretical study, data findings, as well as the experts and practitioners' opinion in education, this study has formulated items of the academic quality standards that are in harmony with the conditions of the military education and higher education in in general. In line with the quality standards, Samuel K. Ho and Katrina Wearn (1996) state that quality assurance in higher education runs through the stages that are arranged in a process as follows: (1) the college sets its vision and mission; (2) based on the vision and mission, each study program sets its vision and mission of the study program; (3) the vision of the study program is then elaborated by the respective study program to a series of quality standards at every quality item as mentioned above; (4) the quality standards are formulated and defined by concocting vision of the college (deductively) and the needs of the stakeholders (inductively). Bush, Tony (2008) suggests that the standard formulation must be specific and measurable; it contains the elements of ABCD (Audience, Behavior, Competence. Degree); (5) The college establishes the organization and working mechanisms of the quality assurance; (6) the college implements the quality assurance by applying quality control management; (7) the college evaluates and revises the quality standards through benchmarking continually (Regulation No. 19 of 2005).

This standard academic model consists of eight quality assurance standards based on the national standards as expressed at the higher education quality assurance system manual published by Dikti. Each standard outlines items of standards in accordance with the conditions of education in the Military Academy. The model development of the quality assurance system mechanisms has drawbacks, among others, that within this development model there are routes of monitoring and evaluation which are quite long and interconnected between the subsection level of the study programs, departments, and institution. This condition requires quite a good time planning so that it does not take a long time for one stage of

evaluation. Intensive coordination between sub-units is important so not to wait for each other to provide an evaluation report. And this is the domain at the level of structural officials. Related to this issue, Dessler, Gary (2004) uses the term "rationalism" to show an outline of an attitude that seeks to solve the problem as much as possible by relying on reasoning, namely a clear mind and more experience, rather than relying merely on feelings and passion. According to Rezeanu (2011), the quality system is a combination of organizational structure, responsibilities, procedures, and resource management to implement quality-oriented economic efficiency. Rezeanu's research (2011) shows theoretical similarities with the research on quality assurance in the Military Academy. The theoretical basis used in these two studies is the theory of Total Quality Management (TQM), the difference is the location of the specific study. The study on the quality assurance in the Military Academy highlights more aspects of academic quality while Rezeanu's research (2011) views it on the policy aspects of quality assurance.

Feasibility of the Model of SN-PT Based Internal Academic Quality Assurance System in the Military Academy

After obtaining the model of the BAN-PT-based internal academic quality assurance system that is appropriate to be implemented in the Military Academy, then feasibility test was subsequently carried out. This is to assess whether the development model is feasible and appropriate for the Military Academy. Following the steps offered by Bogdan, Biklen, Knopp (1982), as implemented in this study, using responses of the respondents regarding the development of the model the test was employed to explore the respondents' opinions about the feasibility and accuracy of the National Standards for Higher Education (SN-PT) based internal academic quality assurance system held in the Military Academy. The respondents who completed the questionnaires were those who had understood the National Standards for Higher Education (SN-PT) based internal academic quality assurance system. They were from the Military Academy and the stakeholders amounting 40 respondents.

Table 1. Feasibility of the SN-PT-Based Internal Academic Quality Model

Interval scores	Criteria	Number of Respondence	Percentages
87-100	Very appropriate	18	45
73-86	Appropriate	17	42.5
59-72	Less appropriate	0	0
45-58	inappropriate	3	7.5
31-44	Very inappropriate	2	5
			100

The above table shows that from the 40 respondents there is information about the SN-PT based internal academic quality assurance models as follows. 18 respondents or 45% responded that the system is appropriate' 17 respondents or 42.5% responded it is appropriata, there was no respondent stating that the system is less appropriate; the categories of inappropriate and very inappropriate were provided by 5 respondents. Therefore, the percentage of respondents provided with

education applying the SN-PT-based internal academic quality assurance model was 87.5% (42.5% very appropriate and 45% appropriate).

CONCLUSIONS

Up to the operational level, the education system in the Military Academy still predominantly use standards, rules, and regulations of the Army and. The model of quality assurance at the institution of Military

Academy was developed to accommodate the provisions of BAN-PT. The development of the model of quality assurance includes organizational structure, academic standards, mechanisms of internal academic quality assurance system, and internal quality assurance system. The organizational structure included a hierarchy at the level of study program, department, and institution with the duties, responsibilities, and authority with appropriate tasks, although the organizational structure is under Sdirbinjianbang of the Military Academy..

The implication of this research is that it requires an adjustment not only to setup software of the organization structure, components of the academic standards, mechanisms of the quality assurance system, and system of National Standards of Higher Education based internal academic quality assurance standards, but also socialization of the software and the quality assurance systems of the Military Academy to all related components. Dissemination and training of the quality assurance system sought to include the program at the work plan of the institution of the Military Academy.

CONCLUSIONS

Based on the conclusions and implications above, it is recommended to the practitioners of the military education as follows:

1. Making changes and at the same time implementing the organizational structure, components of the academic standards, mechanisms of the quality assurance system and the National Standards of Higher Education (SN-PT) based internal academic quality assurance system, while still meeting the requirements of the Army.
2. Disseminating the software of the organizational structure, the components of academic standards, the assurance system mechanism and the SN-PT based internal academic quality assurance system to the entire academic community by including the program into the work program of the institution.

3. Changing the manual of supervision and control over education with a guidebook of quality assurance system in the Military Academy.
4. Conducting training and cooperation on the implementation of quality assurance system to study program that will take the roles of evaluating, monitoring, and controlling education.
5. Reporting the results of education at every period of graduating to the institution the Army Headquarters in order to predict the potential human resources in the field of defense, both in quantity and quality.

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