

IMPLEMENTATION OF INTEGRATED QUALITY MANAGEMENT STRENGTHENING CHARACTER EDUCATION IN REALIZING PANCASILA STUDENT PROFILES

Ade Dasmana¹; Iim Wasliman²; Ujang Cepi Barlian³; Ricky Yoseptri⁴

^{1,2,3,4}Education Science, Universitas Islam Nisantara Bandung, Indonesia

¹Contributor Email: adedasmanas327@gmail.com

Abstract

This research is motivated by the moral decadence of students related to various forms of juvenile delinquency such as fights between students, rampant cases of bullying, low levels of honesty, decreased ethics in attitudes and characteristics of identity to implement the norms and values of Pancasila. This research approach is a qualitative research with case study method. Data collection techniques used are observation, interviews, and documentation. The results of this study indicate that the planning of strengthening character education in realizing student profiles carried out by the school has shown quality because it has been stated in the RKS, Implementation of strengthening character education in realizing student profiles has not maximized work programs, Supervision of strengthening character education for Pancasila student profiles has shown quality to make activities Intra Curricular and extracurricular as a medium to build culture in all educational activities in schools, Evaluation has shown quality because it is carried out in two stages, namely short-term evaluation and long-term evaluation, Barriers to strengthening character education in realizing the profile of Pancasila students consist of internal and external obstacles, and The solutions that have been implemented have not shown quality because they have not been able to maximize the quality standards of improvement.

Keywords: *Integrated Quality Management, Character Education, Pancasila Student Profile*

A. Introduction

The development of superior human resources, growth and character is a national priority program. Indonesia requires human resources in sufficient quantity and quality as the main supporter of development. Efforts to meet these human resources, education has a very important role. This is in accordance with Law Number 20 of 2003 concerning the National Education System in Article 3, which states "National education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Based on the Law on the National Education System above, it is very clear that national education has a very noble function and purpose, this requires serious efforts, especially with regard to the formation of the character or character of the Indonesian nation, so that it is able to become a civilized and dignified nation and is able to become a nation that is have certain advantages over other nations.

Various problems of morality, character, character or character, are still significant problems that hinder the development and noble ideals of the Indonesian nation. Currently, there are many problems of moral decadence, especially among students related to various forms of juvenile delinquency such as fights between students, rampant cases of bullying, drug abuse, promiscuity, radicalism, violence against children and adolescents, low levels of honesty, the decline in ethics in attitudes, the lack of ethics in using polite language and characteristics of identity to carry out the norms and values of Pancasila almost faded and eroded with the emergence of a luxurious lifestyle and hedonism.

Observing the above phenomenon, character education in Indonesia is now a necessity. There are several basic reasons for the importance of building national character, both philosophically, ideologically, normatively, and socioculturally. Philosophically, the

development of national character is a basic need in the nation's process because only a nation that has a strong character and identity will survive as a nation. Ideologically, character building is an effort to embody the Pancasila ideology in the life of the nation and state. Normatively, the development of the nation's character is a tangible manifestation of the steps towards achieving the nation's goals, namely protecting the entire Indonesian nation and the entire homeland of Indonesia, advancing public welfare, educating the nation's life, participating in carrying out world order based on independence, eternal peace, and social justice. Historically, the development of the nation's character is a core dynamic of the national process that has occurred continuously in historical brackets, both during the colonial era and in the era of independence. Meanwhile, culturally, the development of national character is a must for a multicultural nation (Ariandy, 2019).

Minister of Education and Culture Regulation No. 22 of 2020 concerning the 2020-2024 strategic plan contains the vision of Indonesian education "To create an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila Students. The Pancasila Student Profile is designed to answer one big question, namely "What kind of profile (competence) does the national education system want to produce?" Indonesian students as lifelong learners who are competent, have character and behave according to the values of Pancasila. This statement relates to two things, namely the competence to become citizens of a democratic Indonesia and to become superior and productive human beings in the 21st century. In this case, Indonesian students are expected to participate in global development that is sustainable and resilient in facing various challenges.

The Pancasila Student Profile has six competencies that are formulated as key dimensions, the six are interrelated and mutually reinforcing so that efforts to realize a complete Pancasila Student Profile require the development of these six dimensions simultaneously, not partially, these dimensions: faith, fear of God Almighty, and noble

character, global diversity, mutual cooperation, independence, critical reasoning, and creativity”.

Indonesian cultural identity and Pancasila values that are rooted in Indonesian society are very necessary, because in the future it will become an open society with global citizenship, able to accept and take advantage of the diversity of sources of experience, as well as the values of various cultures in the world, but at the same time do not lose characteristics and identity. Through strengthening character education, it is hoped that students will be able to independently improve and use their knowledge, study, and internalize and personalize character values and noble character that are embodied in everyday life (Kemendikbud., 2020).

Building a nation's character is not an easy thing, but it requires a long process, a long time, a large cost, and smart thinking, as well as the involvement of all levels of society. The development of the nation's character that has been officially launched has not yet shown significant results in order to overcome the various moral decadences that occur. According to (Arifudin, 2022) that character education is not learning a field of study, but becomes an integrated part in the integrity of all educational processes that are manifested in learning. Character education has a role to play in shaping the Pancasila Student Profile.

Education in its form, type and variety has been implemented throughout human history itself, but in reality education that is able to produce quality resources has not been fully realized. We can see the phenomenon that occurs, among the factors causing the contradiction is the management of the educational institution itself, the management factor will greatly determine the productivity and effectiveness of educational institutions. Education as a system will not be able to produce quality output, moreover the educational process is not managed properly, for that education must be managed professionally, in order to be able to compete and be able to answer all global challenges.

Quality improvement is becoming increasingly important for educational institutions, so that quality is maintained and the process is controlled, there must be standards that regulate and are agreed on

nationally to be used as indicators for evaluating the success of the quality improvement. This kind of thinking has encouraged the emergence of a new approach, namely the management of improving the quality of education that is able to empower all potentials so that institutional goals can be achieved.

In the contemporary era, the world of education is currently starting to adopt a theory of industrial world management that has developed in America and Japan, namely Total Quality Management (TQM) or what we know as Integrated Quality Management (MMT). The application of integrated quality management in education is more popularly known as Total Quality Education (TQE). This management basis was developed from the concept of Total Quality Management (TQM) which was initially applied to the business world and then applied to the world of education. Philosophically, this concept emphasizes the consistent search for continuous improvement to achieve customer needs and satisfaction (Sallis, 2012).

The implementation of MMT is a long-term and continuous process, because the culture of an organization is very difficult to change. Factors that shape organizational culture such as power structures, administrative systems, work processes, leadership, employee predispositions and management practices have the potential to become barriers to change. Sometimes the most important power in the public sector is not found within the organization, but more often lies in the larger system.

The development of quality management thinking in education leads to a management system called TQM or MMT. The MMT is one of the management strategies to answer the external challenges of an organization in order to meet customer satisfaction. Understanding TQM, is a philosophy of continuous improvement that can provide a set of practical tools to every institution to meet the needs, desires and expectations of its customers today and for the future (Sallis, 2012).

Systematic management that is able to empower educational institutions to be of higher quality is TQM or MMT in education (Sallis,

2012). Integrated Quality Management in character education in schools aims to make schools produce quality services or products. In this case the quality services or products produced by schools or madrasas are quality graduates (output), namely students who have character and have knowledge (cognitive), attitudes (affective) and skills (psychomotor). The quality that will be achieved by the school as a whole is the formation of a school with character.

Based on the results of the study, (Jalil, 2012) in his research stated that the unsuccessful implementation of character education was due to problems in the role of exemplary. The most visible example is the character played by the teacher and the institution. No matter how good the concept of education (including character) is, if the organizing institution has no character, the results will certainly not be optimal. Educational character is a quality or trait that is continuously carried out so that it can be used as a feature to identify an object or an event.

Then in the context of integrated management, (Yusmina, 2014) in their research explain that the problem in MMT is that there is no application of good management functions so that it hinders the achievement of educational institution goals. Other obstacles in achieving MMT are the inability to work in a team (team work), premature employee empowerment, miss communication and expectations that are too excessive so that they are not reality.

In the initial research conducted by researchers at several schools as research sites in Tasikmalaya Regency on Strengthening Character Education related to the profile of Pancasila students, it showed that in general the problems that occurred were: 1) The implementation of strengthening character education in schools has only touched the level of introducing norms or values, not yet at the level of internalization and real action, 2) There are still many student behaviors that are not in accordance with the values in character education, and 3) The low involvement of all parties in strengthening character education related to the profile of Pancasila students.

The importance of understanding the profile of Pancasila students is not only by students but also by teachers and parents so that it can be realized through strengthening character education. These problems become obstacles in achieving the goal of strengthening character education related to the profile of Pancasila students.

Based on the objective phenomena described above, real action should be taken to realize the Pancasila Student Profile which is currently being implemented, especially through character education, to inspire writers to try to express their ideas and ideas through research with the topic of Quality Management Implementation. Integrated Strengthening Character Education in realizing the Pancasila Student Profile.

B. Method

This study seeks to analyze and describe the implementation of integrated quality management strengthening character education in realizing the profile of Pancasila students at SMP Negeri 1 Rajapolah and SMP Islam Terpadu Manahijul Huda Rajapolah, Tasikmalaya Regency. The approach used in this study is a qualitative approach. According to Bogdan and Taylor in (Bahri, 2021) stated that a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The trick is to transcribe the data, then encode the notes in the field and interpret the data to obtain conclusions. The type of research used in this research is a case study. According to (Rahayu, 2020) that a case study is an empirical research that investigates a symptom in a real-life setting. The results of this study were collected with primary data and secondary data.

Determination of appropriate data collection techniques will determine the scientific truth of a study. Data collection techniques used in this study are:

1. Observation

Observation is part of the direct research process on the phenomena to be studied (Hanafiah, 2021). With this method, researchers can see and feel directly the atmosphere and condition of

the research subjects. The things observed in this study are the implementation of integrated quality management strengthening character education in realizing the profile of Pancasila students at SMP Negeri 1 Rajapolah and SMP Islam Terpadu Manahijul Huda Rajapolah, Tasikmalaya Regency.

2. Interview The

Interview technique in this study is a structured interview, namely interviews conducted using predetermined guidelines, the questions are structured strictly and the questions are the same for each subject (Sugiyono, 2015).

3. Documentation

Documentation is one of the data collection techniques through existing written documents or records (Arifudin, 2021). Documentation comes from the word document, which means written items. In carrying out the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Mayasari, 2021) that the documentation method is a way of collecting information or data through testing archives and documents. Documentation strategy is also a data collection technique proposed to research subjects.

C. Finding and Discussion

1. Finding

Quality of planning for the implementation of strengthening character education in realizing the profile of Pancasila students

Schools as educational institutions at the micro level must have good planning to realize quality schools and achieve educational goals. In this case, the implementation of strengthening character education in realizing the profile of Pancasila students will be achieved by having good and measurable planning. In planning the Pancasila Student Profile Strengthening Project, that which is planned is related to a holistic framework of thinking, examines a theme as a whole in

strengthening the Pancasila student profile. The preparation of this plan involves all parties in the school because the implementation of strengthening character education in realizing the profile of Pancasila students is carried out by all parties in the school. The preparation of strengthening character education for Pancasila students' profiles physically, intellectually, aesthetically, ethically, and spiritually is carried out thoroughly, both with intracurricular and extracurricular learning processes based on school culture. The planning time for strengthening character education in realizing the profile of Pancasila students is carried out at the beginning of the new semester. This is done in order to make the program for 1 full year in 2 (two) semesters. The goal is to be able to design planning designs that can encourage educators and students to be able to make the surrounding environment and the reality of everyday life as the main material for learning.

Quality of the implementation of strengthening character education in realizing the profile of Pancasila students

The process of implementing character education strengthening in realizing the profile of Pancasila students in the two schools has not gone according to the program plan. This is because each school does not maximize work programs, including character education that is tailored to the vision, mission and goals, as well as by referring to the analysis of strengths, weaknesses, opportunities and challenges. This fact must be realized by stakeholders to be committed to building schools with character, one of which is optimizing the role of extracurricular activities as a supplement to character education in schools. Optimizing extracurricular activities with an educational management approach in the implementation of character education, especially the character profile of Pancasila students is very necessary for the effectiveness and efficiency of achieving the goals of character schools. The teacher as the executor of the

implementation of character education must be an example and role model in its implementation.

Quality supervision of the implementation of strengthening character education in realizing the profile of Pancasila students

The process of monitoring the implementation of strengthening character education in realizing the profile of Pancasila students is generally carried out by 2 (two) schools namely in the process, program and results. Based on the existing data on the supervision carried out, related to the quality of supervision of the implementation of strengthening character education in realizing the profile of Pancasila students, it is carried out with 3 (three) evaluation approaches. The 3 (three) evaluation approaches are carried out by each school by focusing on the affective aspect (attitude) through non-test assessment (direct observation). Based on the 3 (three) evaluation approaches carried out by each school by focusing on the affective aspect (attitude) through non-test assessment (direct observation) with the stages that have been carried out, it can produce objectivity results from supervision, namely the advantages and disadvantages of strengthening profile character education. Pancasila student. However, concretely, the existing supervisory reports have not been translated in general and not everyone is involved in the supervision so that they do not produce comprehensive monitoring results. This is a problem in an effort to provide references for future improvements, because supervision must be carried out more optimally so that it touches on the concrete results of strengthening the character education of Pancasila students.

Quality evaluation of the implementation of strengthening character education in realizing the profile of Pancasila students

Activities in evaluating the implementation of strengthening character education in realizing the profile of Pancasila students include the preparation of an evaluation plan through assessment of attitudes of KI 1 and KI 2 (attitudes), evaluation of learning activities (covering aspects of knowledge and skills related to with character assessments such as critical reasoning, mutual cooperation, independence and creativity), and evaluating in meeting forums with teachers. There is no absolute and uniform form of evaluation. Each educational unit has a different readiness for project implementation, as well as the readiness of educators and students to participate in project-based learning. Therefore, the evaluation of project implementation should be developed by adjusting the context of the education unit. Education units and educators who are used to carrying out project-based learning will of course have different development goals from educational units and educators who have just started the project-based learning process, so they cannot be equated.

Barriers to integrated quality management implementation of strengthening character education in realizing Pancasila student profiles

Barriers to integrated quality management implementing strengthening character education in realizing Pancasila student profiles that occur in each school include the following: a) Internal barriers are internal obstacles that occur, namely the gap between efforts to apply values in schools with habits that have been embedded in the family environment and the lack of control from parents, and b) External barriers are external barriers that occur, namely there are some areas where the social environment of students does not support the growth of the character of the Pancasila student profile.

Solutions in the implementation of strengthening character education in realizing the profile of Pancasila students

In an effort to improve the implementation of strengthening character education in realizing the profile of Pancasila, various activities are carried out by 2 (two) schools including developing teacher capacity with training, educational forums, and developing IT skills. This is expected to grow the competence of a teacher in implementing character education strengthening the profile of Pancasila students. The solution to face obstacles to the implementation of strengthening character education in realizing the profile of Pancasila students carried out in schools has not been carried out comprehensively. So that it has not been able to produce concrete improvements in improving the implementation of the process of strengthening character education in realizing the profile of Pancasila students.

2. Discussion

Quality planning for strengthening character education in realizing Pancasila student profile

Planning is the first step in the process of setting goals and selecting goals, strategies, policies, procedures and programs to be implemented by an educational institution. Likewise, the plans prepared by each school regarding the implementation of strengthening character education in realizing the profile of Pancasila students are prepared based on principles, mechanisms, standards, strategies and resource support in strengthening character education in realizing the profile of Pancasila students. This is in line with the opinion that according to Juran in (Tanjung, 2022) quality planning is 'a process that identifies customers, customer requirements, product features, and services expected by customers, and processes to deliver products or services with the right attributes and provide facilities for transferring them. this knowledge to the production department'.

In the formation, growth and character building of SMP Negeri 1 Rajapolah and SMP Islam Terpadu Manahijul Huda, Tasikmalaya Regency, it is stated that character education planning to realize the student profile of Pancasila students is carried out through integration in everyday life as school culture, including routine school activities, spontaneous and conditioning. This has been done in accordance with the key principles of the Pancasila student profile strengthening project based on the (Kemdikbudristek., 2021) namely Holistic, Contextual, Learner-Centered, and Explorative. Character education planning is carried out according to the program that has been prepared, considering that character education is an effort that requires time and a consistent process. This according to (Lickona, 2013) suggests that character education is a deliberate effort to help people understand, care about, and act on the basis of core ethical values.

Quality of implementation of strengthening character education in realizing Pancasila student

The implementation of strengthening character education in realizing Pancasila student profiles at SMP Negeri 1 Rajapolah and SMP Islam Terpadu Manahijul Huda, Tasikmalaya Regency refers to Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education and Regulation of the Minister of Education and Culture Number 20 of 2018 concerning Strengthening Character Education in formal education unit. The quality of the implementation of strengthening character education in realizing the profile of Pancasila students must be the elaboration of the quality planning made. This is in line with Gasperz in (Darmawan, 2021) that the quality of implementation is to establish a commitment at the level of senior leaders of the organization (top management commitment) and all quality management system standards require this commitment to be documented. Organizational commitment to quality can be demonstrated from the beginning through the signing of the organization's quality policy statement, and subsequently followed by consistent management attitudes and behavior in implementing work procedures. The

implementation of strengthening character education in realizing the Pancasila student profile is part of the process of improving the quality of students so that they have good character. This must refer to integrated quality management (Sallis, 2006) formulating 14 (fourteen) principles of integrated quality management.

Quality of supervision of the process of strengthening character education in realizing the profile of Pancasila

The implementation of supervision of the process of strengthening character education in realizing the profile of Pancasila students at SMP Negeri 1 Rajapolah and SMP Islam Terpadu Manahijul Huda, Tasikmalaya Regency is carried out every day, in the middle of the semester and at the end of the semester, but has not been carried out comprehensively. This is not in line with (Kemdikbudristek., 2021) which states the importance of strengthening character education for Pancasila student profiles, namely Strengthening Pancasila Student Profiles providing opportunities for students to experience knowledge as a process of character strengthening as well as opportunities to learn from the surrounding environment. In this activity, students have the opportunity to learn important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can take real action in answering these issues in accordance with stages of learning and their needs.

Quality evaluation of the implementation of strengthening character education in realizing the profile of Pancasila students

Evaluation of the implementation of strengthening character education in realizing the profile of Pancasila students at SMP Negeri 1 Rajapolah and SMP Islam Terpadu Manahijul Huda, Tasikmalaya Regency was carried out on programs, processes, and results. The evaluation is an activity to measure changes in student behavior that have been formed in intracurricular and extracurricular activities. This is in line with the opinion of Crosby in (Hasbi, 2021) who stated that evaluation is "reviewing the current quality management system by conducting a system audit or assessment of the existing quality management system".

In carrying out the evaluation of one school year or 2 semesters, the school, in this case the supervising teacher, sees the extent to which the work program is successful or not as an illustration to improve and evaluate it in the following year. This is in line with the Ministry of Education and Culture which sets 6 (six) indicators of the Pancasila student profile. The six indicators as stated in the strategic plan (Kemendikbud., 2020) include the following: Faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity.

Barriers to integrated quality management implementation of strengthening character education in realizing the profile of Pancasila

The factors that support or encourage internally and externally strengthening character education activities in realizing the profile of Pancasila students at SMP Negeri 1 Rajapolah and SMP Islam Terpadu Manahijul Huda Regency Tasikmalaya include internal obstacles and external obstacles to the implementation of strengthening character education in realizing the profile of Pancasila students. To ensure success in implementing integrated quality management in educational institutions, according to (Hardjosoedarmo, 2002) there are steps that must be carried out sequentially and in a disciplined manner. These steps are to instill a philosophy of quality, management must guide and demonstrate quality leadership, if necessary changes or modifications are made to the existing system, so that it is conducive to the goal of total quality, and educate, train and empower all employees.

Integrated Quality Management Solutions Implementing Character Education Strengthening In Realizing The Profile Of Pancasila Students

Policy for implementing character education management to strengthen character education in realizing the profile of Pancasila students, both programmed in the RKS and in the curriculum as a whole according to the school's vision and mission. The programs implemented by the school regarding character education, although not directly written in the school's program planning, have emerged directly from daily,

weekly and monthly programs such as the school literacy movement (GLS), West Java memorization, seven-minute lectures cult), Friday sermons held in rotation by students, school art week (PKS) and school scouting movement. The benefits that can be obtained are not only for educational institutions and educators. In its implementation in schools, the benefits for students from implementing the Pancasila student profile are based on (Kemdikbudristek., 2021), namely as follows: a) Strengthening character and developing competencies as active global citizens, b) Participating in active and sustainable learning planning, c) Develop skills, attitudes, and knowledge needed to work on projects over a certain period of time, d) Practice problem-solving skills in various learning situations, e) Show responsibility and concern for the issues around them as a form of learning outcomes, and f) Appreciate the learning process and be proud of the results that have been optimally pursued.

E. Conclusion

Implementation of integrated quality management strengthening character education in realizing the profile of Pancasila students in both schools has not been optimally carried out according to the management stages. Integrated quality management has been implemented although not all principles of integrated quality management have not been implemented. This implies that the strengthening of character education is not yet optimal and is hampered by various obstacles.

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