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Quality Management of Islamic Religious Education Learning at State Madrasah Aliyah (Man) 1 Tangerang

Abstract

This study aims to examine how quality management contributes to enhancing learning at madrasahs, as well as identifying the factors that support and hinder this process. The research employs a qualitative approach, focusing on data collected through written or spoken words from individuals involved in the observation process. The primary data sources for this study include the head of MAN 1 Tangerang, curriculum staff, teachers, and students. Data collection was carried out through interviews, observations, and document analysis. The findings reveal that the leadership of the madrasah head at MAN 1 Tangerang has effectively managed the improvement of Islamic Religious Education (PAI) quality across several key areas. These areas include the curriculum, teaching programs, educational staff, student engagement, financing, infrastructure, special services, and the relationship between the madrasah and the community, all contributing to a conducive learning environment. Based on the results, the following recommendations are offered for MAN 1 Tangerang: It is essential for the teaching staff, particularly those involved in PAI, to enhance their understanding of management principles to further improve the quality of Islamic Religious Education at the madrasah. The current implementation of management by the madrasah head has not yet fully optimized the teachers' work ethic. Several inhibiting factors, including teachers who are assigned to multiple madrasahs, contribute to a lack of focus and effectiveness in their work.

Keyword: Quality Management, Education Learning, Madrasah

1. Introduction

The concept of quality in education is often viewed as elitist, as only a few educational institutions are able to offer high-quality education to students, and only a limited number of students can afford it. It is reasonable to state that a high-quality school is essentially one that can be considered a "good" school. A school can be considered of high quality if the educational process it implements is also of high quality. Amin, M. F. (2020).

A quality education program must have certain distinguishing features, including the consideration of local conditions. In the context of education, the primary goal is to educate and teach students. Therefore, the success of the educational process is not only measured by how well students master the subject matter but also by how well students engage in the learning process itself. Consequently, teachers should not merely act as sources of knowledge; they also play a role as guides and facilitators, helping students to want and be able to learn. Widodo, H. & Nurhayati, E. (2020).

Learning is essentially a systematic and structured activity. The educational process involves stages, planning, and organization. This means that every educational activity is carried out consciously, regularly, progressively, and with proper planning and programming, not

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randomly. This must be carried out by educators throughout the entire educational process because, in the end, all educational activities are directed towards achieving the goal. The goal itself cannot be effectively and optimally achieved without systematic and structured activities.

Islamic Religious Education, as a subject in Madrasah Aliyah, consists of four subjects: Aqidah-Akhlaq, Al-Qur'an Hadith, Fiqh, and Islamic Culture History (SKI). These subjects play a significant and strategic role in shaping the moral, ethical, and character development of students, particularly in a society where these values seem to be at a low point in its development. Educational quality is a direct consequence of changes and developments in various aspects of life. The demand for educational quality, aimed at educating the nation and enabling it to compete openly, has made improving educational performance a central issue in the education world. Education serves as a platform to transfer knowledge from teachers to students at any school.

Considering the crucial role of teachers, adequate qualifications are necessary to carry out these responsibilities, ensuring that the teachers possess the professional quality needed for this purpose. Therefore, a professional teacher must have the competencies that support the learning process they lead. These competencies are: 1). **Pedagogical competence** this refers to a teacher's ability to manage students' learning, which at a minimum includes curriculum or syllabus development, lesson planning, implementing lessons, and evaluating learning outcomes. 2). **Professional Competence:** Teachers are professionals in their field, capable of motivating active, effective, and efficient learning. 3). **Personal Competence:** This includes qualities such as being active and wise, having authority, and exhibiting noble character. Sagala, S. (2013).

Teachers hold significant responsibility in improving the quality of the learning process, which impacts the quality of student learning outcomes. Educational planning is the rational and systematic application of strategies designed to ensure smooth implementation, with the goal of achieving effective and efficient education that meets the needs of students and society.

Learning and curriculum are inseparable, as each is interconnected in a concept designed to work together. Without a curriculum, learning cannot take place as intended and the educational goals set by the school will not be achieved. One of the key components in education is the curriculum, which serves as a guide for all educational institutions, for both administrators and teachers alike. Teachers are expected to apply appropriate teaching methods and strategies that align with the curriculum. If the learning process is not conducted as planned, it can become monotonous and meaningless, leading to a decline in student performance. A teacher must possess the ability to plan learning programs, carry out and lead learning activities, interpret and utilize assessment results, and apply other relevant information.

The failure of Islamic Religious Education to create students with Islamic character or personality is often due to the shortcomings of the primary actors in the educational process namely the Islamic education teachers who struggle with effectively designing and presenting lesson content. Additionally, the lack of modern management skills among these teachers in the implementation of the learning process exacerbates the issue. Asopwan, D. (2018).

2. Research Methodology

2.1. Research Type

The research employed a qualitative approach, as it is a descriptive study aimed at gathering information on the implementation of management by the madrasah head to improve the quality of Islamic Religious Education (PAI) at Madrasah Aliyah Negeri (MAN) 1 Tangerang. Rahman, L. Z. (2020).

2.2. Data Sources

In this qualitative study, data were collected through purposive and snowball sampling techniques. Purposive sampling is a method where the researcher intentionally selects participants based on their relevance to the study's objectives. Meanwhile, snowball sampling is a technique in which the initial number of samples is small, but it gradually increases over time.

2.3. Primary Data Sources

Primary data refers to data obtained directly from the first-hand sources through procedures such as observation and interviews. In qualitative research, the number of data sources or informants is not predetermined, as the aim is to continue gathering data until sufficient information is obtained to fulfill the research objectives.

To obtain clear and relevant data for the research problem, the researcher visited the research location and gathered data from informants, which included:

- a. The Head of Madrasah Aliyah Negeri (MAN) Tangerang.
- b. The Vice Principal for Curriculum and Vice Principal for Student Affairs.
- c. Teachers of Islamic Religious Education subjects, including teachers of Aqidah-Akhlaq, Fiqh, Al-Qur'an Hadith, and Islamic Culture History (SKI).
- d. Students.

2.4. Secondary Data Sources

Secondary data refers to data obtained from indirect sources, typically in the form of documentation and important archives. Secondary data in this study includes:

- a. Books relevant to the research title.
- b. Official written documents related to the objective conditions at Madrasah Aliyah Negeri (MAN) Tangerang, which are relevant to the research focus. These written sources will later be explored using documentation techniques and literature reviews, which include books, scholarly journals, archives, and personal documents.

3. Metode

3.1. Data Collection Techniques

The data collection techniques in this study were determined after conducting field observations, where the research problems were identified. The issues centered around the implementation of madrasah head management in improving quality of Education (PAI) learning at MAN 1 Tangerang.

- a. **Observation** the type of observation conducted in this study is participatory observation, where the researcher acts not only as an observer but also as an instrument in the research. The aim is to stimulate the subjects of the research to reveal the real issues so that data can be obtained objectively and accurately.
- b. **Interview** is a direct conversation between two parties with a pre-determined objective. The interview method is essentially a dialogue conducted by the interviewer to gather information from the interviewee. Here is the improved version of your text, with reduced plagiarism and enhanced clarity:
- c. **Key informants** for this study consisted of the head of the madrasah, vice principals, PAI teachers, and students. Ng, P.T. (2015).
- d. **Documentation** involves gathering written materials as part of the data collection process. This method aims to collect data from various documents such as notes,

transcripts, books, newspapers, magazines, meeting minutes, agendas, and other relevant materials. These documents are specifically related to the implementation of the madrasah head's management in enhancing the quality of Islamic Religious Education at (MAN) 1 Tangerang.

3.2. Data Analysis

The technique used for data analysis in this study is qualitative analysis, which includes the following steps:

- a. **Data reduction** this involves the process of selecting, focusing, simplifying, abstracting, and transforming raw data obtained from field notes or recordings.
- b. **Data presentation** this involves organizing the data in a way that allows for conclusions to be drawn.
- c. **Data verification** this involves drawing conclusions based on data reduction, interpretation, and presentation. Data analysis and collection through these three steps are interactive and cyclical.

4. Results and Discussion

Management of Head of Madrasah at Madrasah Aliyah Negeri (MAN) Tangerang

4.1. Curriculum and Teaching Program Management

This type of evaluation is often referred to as self-evaluation, and it must be honest and transparent to genuinely reveal the actual information. At Madrasah Aliyah Negeri (MAN) 1. Tangerang, evaluations are conducted twice every semester to assess whether the expected targets have been met.

The curriculum at Madrasah Aliyah Negeri (MAN) 1. Tangerang consists of:

- a. Religious and moral subjects
- b. Citizenship and personality subjects
- c. Science and technology subjects
- d. Aesthetic subjects
- e. Physical education, sports, and health subjects.

The study load for students at Madrasah Aliyah Negeri (MAN) 1. Tangerang is measured in terms of weekly learning hours each semester, which include face-to-face classes, structured assignments, and unstructured independent activities, in accordance with their unique characteristics. The madrasah adds study load for religious and moral subjects, as well as citizenship and personality subjects, based on their specific needs and characteristics. The study load at Madrasah Aliyah Negeri (MAN) 1. Tangerang meets the standard criteria and is expressed in semester credit units. Independent learning loads are also expressed in semester credit units. The curriculum for Madrasah Aliyah Negeri (MAN) 1. Tangerang is developed based on the educational unit, regional potential, local culture, and the characteristics of the students.

4.2. Educational Staff Management

Educational staff are responsible for organizing teaching activities, training, research, development, management, or providing technical services in the field of education. The educational staff at (MAN) 1. Tangerang includes teachers, school administrators, librarians, report staff, and educational resource technicians.

The management of educational staff by the head of the madrasah includes tasks such as: (1) inventorying teachers and staff, (2) organizing welfare efforts, Staff / Administrative Employees MAN 1. Tangerang has seen improvements in the management of its educational staff, including administrative employees (staff of the administration office, librarians, laboratory staff, security personnel, and general helpers. The total staff is 15 people, including one head of the administration office (TU), 14 administrative staff, one security guard, and one facility maintenance person. Educational qualifications among the staff range from elementary school (1 person), senior high school (5 people), and bachelor's degree (9 people). The recruitment of educational staff at MAN T1. angerang aligns with the school's needs. Opportunities for professional development, such as further study guidance and professional training, are available.

4.3. Student Management

The head of the madrasah manages various student activities to ensure that learning activities run smoothly, orderly, and in accordance with the set goals. Student management at Madrasah Aliyah Negeri (MAN) Tangerang includes: (1) Scholarship candidate selection, and (2) fostering the OSIS program (student council). Student services at MAN 1. Tangerang cover the entire student lifecycle, from admissions to development and guidance, and including the management of alumni.

- a. Student Admissions New student admissions are coordinated by a designated committee, with a total of 200 new students being accepted. The class size for each group is limited to a maximum of 40 students.
- b. Development, Guidance, and Counseling at MAN 1. Tangerang, student guidance and counseling involve various parties, including BP (guidance counselors), class tutors, the deputy head of the madrasah, student affairs, and the curriculum department. The school also encourages the head of the madrasah to provide direct services when needed. Observations by teachers indicate that student discipline still needs improvement.

4.4. Financial - Budget Management

The management of finances, particularly the allocation and utilization of funds, is primarily the responsibility of the madrasah, as it is best positioned to understand its own needs. The madrasah should be allowed the flexibility to engage in income-generating activities, ensuring that its financial resources are not solely dependent on government funding. Tatang. (2015).

Overall, the funding sources for the madrasah are divided into three categories: government assistance, parental contributions (BP3), and community donations. The budgeting process at MAN 1 Tangerang is carried out with a realistic approach to address the actual needs of the madrasah. The budget for both physical and non-physical development programs includes:

- a. Rehabilitation of classrooms and infrastructure management
- b. Development of the surrounding area/curriculum management
- c. Procurement for student affairs management
- d. Laboratory equipment purchases/educational staff management
- e. Administrative improvements/institutional services management
- f. Madrasah operational expenses/community relations management

Financial management is a critical component for the smooth operation of teaching and learning activities, as each program requires funding. For the educational process to run effectively, specific funds must be allocated to meet needs such as: (1) identifying student inputs,

(2) curriculum development, (3) incentives for educational staff, (4) procurement of learning materials, (5) enhancing community involvement, and (6) conducting teaching activities.

In its implementation, financial management at Madrasah Aliyah Negeri (MAN) 1 Tangerang adheres to the principle of task separation across three functions: (1) Authorization, (2) Ordering, and (3) Treasurer. The Authorization function is held by the official authorized to make decisions regarding budget allocation and expenditure. The Ordering function is handled by the official responsible for verifying and ordering payments for actions taken based on established authorization. The Treasurer is accountable for calculating and reporting financial transactions.

The financial standards for managing educational expenses at MAN 1 Tangerang include costs for inventory, operations, and personnel. Investment expenses at MAN Tangerang cover the provision of infrastructure, human resources development, and fixed working capital. Personnel costs refer to the expenses students incur to participate in regular and continuous learning processes.

Operational costs at MAN 1 Tangerang include: a. Salaries and benefits for educational and administrative staff, including transportation allowances b. Consumable educational materials and equipment c. Indirect operational costs, such as electricity, water, telecommunications, facility maintenance, overtime, transportation, meals, insurance, and other related expenses

4.5. Facilities and Infrastructure Management

The educational facilities and infrastructure at Madrasah Aliyah Negeri (MAN) 1. Tangerang contribute significantly to creating a comfortable learning environment and a conducive atmosphere. The madrasah is equipped with 1 headmaster's office, 1 administration office (TU), 1 teacher's room, 15 classrooms, 1 multipurpose room (GSG), 1 chemistry and physics laboratory, 1 library, 4 restroom facilities (MCK), 1 counseling room (BP), 1 health unit (UKS), and 1 student council room (OSIS).

The management of these facilities, which includes procurement, maintenance, repairs, and development, is handled by the madrasah itself. This is due to the fact that the madrasah is best positioned to understand the needs for facilities, ensuring their adequacy, suitability, and up-to-date condition, especially those directly involved in the learning process.

The standards for facilities and infrastructure at Madrasah Aliyah Negeri (MAN) 1. Tangerang include furniture, educational equipment, media, books, and other learning resources. The madrasah has a physical area of 5,500 square meters and a building area of 3,250 square meters. This includes practice areas, support facilities, and planting areas, all contributing to creating an environmentally comfortable and healthy educational environment. The standard land area per student is measured in ratio to the number of students, considering factors like safety, comfort, and environmental health. Cardoso, S., Rosa, M.J., Stensaker, B. (2016).

Regarding the library standards, the quantity and types of books are indicated by the number of titles and categories of books available. The number of textbooks in the library is also measured by a minimum ratio of textbooks available per student per subject. The suitability of content, language, presentation, and typography of textbooks is assessed by the National Education Standards Agency (BSNP) and regulated by ministerial decrees. Other learning resources are also evaluated by a set ratio, reflecting the needs of students in accordance with the type and characteristics of the educational institution.

MAN 1. Tangerang's facilities are designed with a focus on ecological comfort and health. The standards for land use consider the distance students must travel to reach the educational institution, as well as the safety, comfort, and overall well-being of the students. Facilities must be regularly maintained, with care given to the lifespan of equipment, and this is regulated by

ministerial standards. Maintenance is carried out periodically, ensuring that all educational and support infrastructure remains in optimal condition for its intended purpose. Nurkolis, and Yovitha Y. (2017).

The madrasah is responsible for the upkeep of its educational facilities, ensuring continuous maintenance in alignment with the regulations and lifespan of the assets. This maintenance process is essential for sustaining the infrastructure that supports effective teaching and learning.

4.6. Management of Relations Between Madrasah and the Community

The relationship between the madrasah and the community is essential for fostering greater involvement, care, and collaboration, particularly through moral and financial support. In its true form, this relationship has been decentralized from the outset. Therefore, what is needed is an enhancement of both the intensity and the scope of the connection between the madrasah and the community. This bond is nurtured through organizations such as the BP3 (Madrasah Parent-Teacher Association) or the Madrasah Committee, which facilitate joint meetings and consultations. The relationship between Madrasah Aliyah and the community is built on participation and cooperation, with the community holding positive expectations for the role of Madrasah Aliyah Negeri (MAN) 1 Tangerang.

As a social entity, the madrasah is a part of the larger social system—society itself. The development or stagnation of human resources (HR) in a region is not solely dependent on the efforts of the madrasah but is significantly influenced by the level of community involvement in education. The greater the level of community engagement in education, the more advanced the human resources in that region will be. On the other hand, a lack of community participation in education can lead to the stagnation of human resources.

Therefore, the community must remain actively involved in the development of education within the region. A sense of "ownership" towards the madrasah should be fostered among local residents. The success or decline of the madrasah within its community is a shared responsibility. This approach ensures that the head of the madrasah and the teaching staff are not the only ones concerned with the institution's success, but the local community is also an integral part of this effort. Cardoso, S., Rosa, M.J., Stensaker, B. (2016).

To gain the support of the local community and encourage their participation in advancing the madrasah, several actions need to be taken. This includes informing the community about the madrasah's programs, both those already implemented, those currently ongoing, and those planned for the future, so that the community gains a clear understanding of the madrasah's objectives and activities.

4.7. Supporting and Inhibiting Factors in Implementing Quality Improvement in Education at (MAN) 1, Tangerang

Through observations on the ground, several key factors have been identified that support the implementation of madrasah leadership management in enhancing teacher work ethic. These factors include:

4.8. Experienced Leadership of the Madrasah Head

The leadership of the madrasah head plays a pivotal role in achieving the educational goals of the institution. It is widely acknowledged that the success of a madrasah is often attributed to the presence of an effective and capable leader. A madrasah's success is closely linked to having

a leader who sets high expectations for both staff and students, understands their responsibilities, and fosters a positive environment within the institution. Ermaya, S., K. (2019).

The study's findings highlight the significant role of madrasah leadership in improving the quality of education, ultimately contributing to the overall success of the madrasah. Successful madrasahs are frequently cited as having a strong leader at the helm. In this regard, a deep understanding of leadership theories is a valuable asset for madrasah heads. To improve leadership quality, madrasah leaders should be familiar with various leadership models, such as psychological, situational, behavioral, and contingency approaches. Mastery of these theories is essential for enhancing the leadership quality and success of the madrasah under their guidance.

Leadership is a crucial force in management. The ability to lead effectively is key to the success of any organization. The essence of leadership lies in inspiring others to follow the leader's vision. A madrasah head, as a leader, must be able to:

- a. Instill strong will, enthusiasm, and self-confidence in subordinates to carry out their respective tasks.
- b. Provide guidance, direct subordinates, offer encouragement, motivate, and inspire them to move forward towards the achievement of the institution's goals.

If a madrasah head wants to successfully motivate their subordinates, they must:

- a. Avoid being coercive or acting harshly.
- b. Be able to inspire enthusiasm and self-confidence, especially in teachers, as the central component in an educational institution.
- c. Persuade subordinates so that they believe what they are doing is the right course of action.

Leadership, as one of the key functions of management, is crucial in achieving organizational goals. Leadership often faces challenges such as structure, coalitions, power, and environmental conditions. However, leadership can also serve as a powerful tool for addressing various organizational problems. In this context, leadership plays a role in resolving issues related to organizational management, such as unequal power distribution, resource shortages, poor procedures, and other fundamental organizational problems. The importance of leadership becomes evident in certain situations.

Educational leadership requires significant attention because effective leadership can produce quality personnel in various fields, such as thinkers, workers, and more. Due to the central role of leadership in these organizations, understanding and studying the complex dimensions of leadership is essential for ensuring its effectiveness. These dimensions include defining what leadership is, various leadership studies, the roles and functions of leadership, leadership effectiveness, and efforts to improve leadership.

Leadership is often associated with personal characteristics, behaviors, influence on others, patterns of interaction, cooperation relationships, administrative roles, and perceptions of legitimacy.

4.9. Adequate Learning Facilities

The management of educational facilities refers to the process of planning, organizing, procurement, maintenance, disposal, and controlling the logistics or equipment necessary for the institution. In this context, the management of facilities fundamentally involves a cycle of activities: planning and identifying needs, budgeting, procurement, preparation, distribution, maintenance, and disposal.

Based on the above description, the functions of facility and logistics management generally include:

- a. Planning and determining needs this function involves establishing facilities, guidelines, and benchmarks for the logistics operation. The determination of needs is a key component of planning and serves as a guideline for actions related to equipment and resource requirements. Through planning and determining needs, we can produce purchase plans, rehabilitation plans, distribution plans, leasing plans, and construction plans.
- b. Budgeting this function includes the activities and efforts to detail the needs within a set standard, such as currency scale and cost estimates, considering applicable restrictions and guidance. The logistics budget should cover purchasing, repair and maintenance, storage and distribution, research and development of goods, and personnel development (training and education).
- c. Procurement this function involves efforts to meet operational needs outlined in the planning, needs assessment, and budgeting phases. Procurement activities aim to fulfill the need for goods and services by adhering to applicable regulations, turning previously unavailable resources into available ones. Procurement can include purchasing, renting, borrowing, donation, exchange, manufacturing, and repairs.
- d. Storage and distribution storage involves activities and efforts to manage and organize inventory in storage facilities. Storage management includes planning, preparing, and developing storage spaces, as well as implementing operational procedures for storage, material handling equipment, and ensuring safety and security. Distribution is the activity of moving goods from storage to where they are needed for use.
- e. Maintenance refers to activities designed to maintain the functionality and condition of production tools or work facilities through care, repair, rehabilitation, and improvement.
- f. Disposal this function involves the efforts to dispose of items from the organization's responsibility in accordance with applicable laws and regulations.
- g. Control this function involves organizing and guiding the implementation of plans, programs, projects, and activities. It may include rules, standards, criteria, norms, instructions, and procedures, or active intervention to ensure optimal implementation by executing units.

4.10. Hindering Factors

- a. Teachers working at multiple locations as many teachers at MAN 1. Tangerang are still on honorariums, which are low, they are encouraged to teach at other institutions to supplement their income. This situation arises because their primary motivation is to meet the financial needs of themselves and their families. As a result, many teachers end up teaching at multiple schools, with their work increasingly driven by financial considerations. Consequently, when the honorarium is high, their work ethic tends to improve; but when it is low, their motivation declines, affecting their productivity.
- b. Insufficient income/honorarium there is an undeniable reality that for many individuals, becoming a teacher is primarily motivated by the need to earn a living. Teachers are expected to contribute their knowledge, skills, and time while receiving compensation in return. However, when teachers are dissatisfied with their pay, it negatively impacts the quality of their work. If their dissatisfaction is not properly addressed, it is likely that teachers will demand a larger and more just compensation. The importance of proper compensation lies not only in fulfilling material needs but also in recognizing their dignity as professionals.
- c. Lack of loyalty, ownership, and responsibility when teachers are working at multiple locations and receiving low compensation, their commitment, sense of ownership, and responsibility toward their tasks are divided between institutions. This fragmentation

reduces their work ethic, which can result in teachers skipping classes, arriving late, or showing less enthusiasm in their teaching responsibilities.

5. Conclusion and Suggestion

5.1. Conclusion

Based on the research findings and conclusions drawn, the implications are as follows:

- a. A well-thought-out plan is necessary to improve the quality of teaching. With a thorough plan in place, schools will be able to produce educational programs that meet the needs of the students and the community.
- b. The implementation of quality learning should be based on the planned needs for both work programs and school programs. With both in place, the school will be able to achieve its quality targets and positively influence the learning outcomes.
- c. Evaluation of learning quality student learning outcomes are assessed through joint meetings and evaluations using various methods, such as daily tests, semester exams, and daily scores, while considering three aspects: Attitude assessment, Knowledge, Skills

5.2. Suggestion

From the discussion and conclusions, several suggestions can be recommended, namely as follows:

- a. There needs to be a strong commitment to improving the school's quality in all areas, including facilities, teaching processes, and staff training.
- b. School leaders should act as motivators, guiding and providing an understanding of the importance of maintaining and improving quality to all educators and staff.
- c. Students should be encouraged to continuously develop their academic and extracurricular achievements.
- d. All school personnel should engage in constant innovation in teaching methods, school programs, and extracurricular activities in alignment with the latest advancements in science and technology.

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