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**THE EFFECT OF THE IMPLEMENTATION OF
TOTAL QUALITY MANAGEMENT ON
STUDENT LEARNING ACHIEVEMENT AT
ISLAMIC HIGH SCHOOL**

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ABSTRACT

The improvement of the education quality through a school empowerment approach in managing their institutions is on current trends. With the existence of regional autonomy, schools are freer to develop through initiative, creativity, innovation, and subsequently competitive or able to compete with other schools specifically to improve the quality of these schools. One of them is SMA AL-Azhar 10 Pontianak that applies Total Quality Management (TQM), which is a management model that focuses on people that aims to continuously improve customer satisfaction at real costs which are continuously decreasing. The research was conducted to examine the effect of TQM in improving student achievement at SMA AL-Azhar 10 Pontianak to improve the quality of education and achievement in the institution. The research used quantitative research. And data collection used interview, observation, and questionnaire methods. The analysis used quantitative statistical data analysis by using the product-moment formula. From the results of the analysis, it was proven that the TQM carried out at SMA AL-Azhar 10 Pontianak was classified as good, it means that it was running well. And learning achievement at SMA AL-Azhar 10 Pontianak has increased with evidence of increasing graduates and several competitions according to research results and classified as more than adequate category. While the influence of TQM in improving student achievement at SMA AL-Azhar 10 Pontianak has a very strong and very high influence with a product-moment interpretation value of 1.03. hopefully for all teachers are be more creative in using and utilizing TQM to develop schools so that students are more enthusiastic about achieving the highest achievement.

keywords: Total Quality Management, Student Learning Achievement

INTRODUCTION

Efforts to improve the quality of education through a school empowerment approach in managing their institutions, the Ministry of National Education has been doing it for a long time. In the era of regional autonomy which is implicitly stated in Law Number 22 of 1999, and is effectively enforced from the 1st January 2001, appeared school empowerment through Based Management School (School Based Management) abbreviated as MBS. As for the contents of Law no. 22 of 1999 concerning regional government with the principle of government decentralization and PP. 25 concerning the authority of the government and the province as autonomous regions which signal a change of authority in the processing of education in the provincial and district/city regions as well as in schools that have created a discourse of accountability school.

With this regional autonomy, schools are more "free" in developing through initiative, creativity, innovation, and subsequently competitive or able to compete with other schools that are specifically to improve the quality of these schools and in general to improve the quality of national education. According to the practical classification, management is divided into four main functions, namely Planning, Leading, Organizing, Controlling, and seventeen activities. And in simple terms, the school management process includes 4 stages, namely planning, organizing, actuating, and controlling which is commonly abbreviated as POAC. And management according to MP Follet is the art of completing work through other people.

One of the management models is Total Quality Management (TQM), which is a management system that focuses on people that aims to continuously increase customer satisfaction at real costs which are continuously decreasing. Also, TQM (Total Quality Management) is defined as quality management in total, and in Indonesia, it is known as MMT (Integrated Quality Management) which is a systematic, practical, and strategic approach to the implementation of education that prioritizes customer satisfaction intending to improve quality.

TQM contains three basic elements, namely customer value strategy, organizational system, and continuous improvement (continuous improvement). Also, according to Bill Creech, TQM has a principle known as the five pillars of TQM, which consists of products, processes, organizations, leaders, and commitments.

While the main phases of TQM according to George and Weimerskirch have 6 phases, namely: 1) Senior management commitment, 2) Assessment of company systems, both internally and externally, 3) Institutionalizing customer focus, 4) Institutionalizing TQM in strategic planning, employee involvement, process management, and measurement systems, 5) Adjustment and expansion of management objectives to meet and exceed customer expectations, and 6) Repair or refinement of the system.

Several factors can cause TQM failure. If an organization implements TQM in the way they carry out other management innovations, or even if they perceive TQM as a miracle cure, then the effort fails in the first place. TQM is a new comprehensive approach that requires a total approach to the traditional management paradigm, long-term commitment, unity of purpose, and special training.

As for achievement, it can be interpreted that results are obtained because of the learning activities that have been carried out. However, many people think that what is meant by learning is seeking knowledge and studying. There are others that more specifically mean that learning is absorbing knowledge. Learning is a change that occurs in human behavior. This process will not occur if no one encourages the person concerned.

The management mechanism which consists of planning, implementing, organizing, and controlling in school management at SMA Al-Azhar 10 Pontianak is contained in Total Quality Management (TQM), which is management that is designed (job description) under their respective duties according to the explanation from the principal of the high school.

Besides, SMA Al-Azhar 10 Pontianak also has many achievements from various fields, among the achievements that have been achieved, is volleyball championships, reading poetry, running, speech, karate, dance, exemplary teachers, accounting, mathematics, PMR, choir, selection Biology Olympiad, scientific writing, reading short stories, throwing discs and several other competitions.

Based on the problem that then encourages the writer in this study to take the title " The Effect of The Implementation of Total Quality Management on Student Learning Achievement At SMA Islam Al-Azhar 10 Pontianak ".

METHODOLOGY OF RESEARCH

The type of research in this scientific work is quantitative which is also called the traditional method because this method has been used for a long time so that it has been traditionally a positivistic method because it is based on the philosophy of positivism. This method is a scientific method because it meets scientific principles, namely concrete / empirical, objective, measurable, rational, and systematic. This method is also called the discovery method because with this method various new science and technology can be discovered and developed. Called quantitative because the research data is in the form of numbers and analysis using statistics.

In this study, researchers took a sample of 15% of the total population. This is based on the opinion of Suharsimi Arikunto who said that "if the number of research subjects is large, 10% - 15% or 20% -25% or more can be taken." 26 This research was conducted in the second class, then 25 samples were taken. 167-second grade students of the existing 589 students.

RESULTS AND DISCUSSION

Application of TQM in Schools

The application of TQM in schools when we relate it to existing theories regarding the implementation of TQM schools must drive things such as optimizing the role of leadership, cultural change, focusing customer needs about quality, focusing attention on the process of realizing the goals of educational organizations, making continuous innovation on quality, professionalism and customer focus, colleagues as customers, quality learning, internal marketing.

This is under the characteristics of a superior school that the school has as follows:

- a. Highly effective teaching and learning process
The nature of the teaching and learning process that emphasizes the empowerment of students, and Not just motivating, recalling, and logical, but appreciation and practice (ethos)
- b. Strong school leadership
The principal has a strong management capability to encourage the realization of the vision, mission, goals, and objectives of superior school quality, and the principal can mobilize school resources to achieve the goals of the flagship school
- c. A safe, orderly, and conducive school environment, that is, the school has a safe, orderly and enjoyable learning environment,

in this case, the role of the principal is very decisive

- d. Effective management of educational personnel, especially teachers are the soul of the school, therefore they must be developed continuously in line with the development of science and technology
- e. Schools have a quality culture. Quality culture is embedded in all school members so that every behavior is always based on professionalism. Quality culture elements:
1). Quality information should be used for improvement, not for judgment, 2) Authority must be limited to responsibility, 3) There are rewards and punishments, 4) Collaboration and synergy, not a competition, must be the basis for collaboration. 5) School members feel safe with their work, 6) An atmosphere of justice must be instilled, 7) School members feel they own the school.
- f. Schools have a "teamwork" that is compact, intelligent, and dynamic g. The school has the authority (independence)
- h. High participation from school members and the community i. Schools have open management
- j. Schools have a will to change (for the better)
- k. Schools conduct continuous evaluation and improvement l. School is responsive and anticipatory to needs
- m. Good communication
- n. Schools have accountability

From the explanation above, it can be analyzed that the core of implementing TQM in schools is the cohesiveness of stakeholders in carrying out their respective duties which are of course for the progress of the school. This is coordinated by the principal as the school leader. And this is in line with the TQM implementation theory.

Study Achievement at SMA AL-Azhar 10 Pontianak

Improved achievement at SMA Al-Azhar 10 Pontianak is under the direction of its policies, namely by paying attention to the legal basis and objectives of a conducive and objective school program along with the problems faced by SMA Al-Azhar 10 Pontianak in the learning year there are 6 main objectives:

- a. Improving the quality of education both intra-curricular with the objectives of the quality of the teaching profession, the quality of managers, library managers, and administrative managers

- b. Improving the quality and insight of students in the world of science and technology through activities
- c. Improvement and refinement of science laboratories and language laboratories
- d. Trying to improve quality and trying to get to SMA Al-Azhar 10 Pontianak
- e. Get students who are ranked 1 to 10 enter higher education without a test through PMDK
- f. Increase in extra skills activities to increase knowledge for students who do not continue to tertiary institutions.

From the information above, it can be analyzed that with TQM and continuous quality improvement with changing schools to become superior, BPPT produces satisfactory output. It is proven by the increasing number of graduates, champions in several championships, and several students who passed the PMDK of state universities.

Data Analysis

1. Analyze data on TQM

This data analysis was carried out by none other than to find out how TQM in SMA Al-Azhar 10 Pontianak. In this case, the author analyzes the results of the questionnaire per item of questions that have been distributed to respondents for their opinions about the implementation of TQM which is carried out at SMA Al-Azhar 10 Pontianak.

$$\Sigma y p = N$$

by using the percentage formula as follows:

$$p = \frac{f}{N} \times 100\%$$

Then to interpret the calculation results with these percentages, the authors use the following standards:

- 1. 81% - 100%: classified as very good
- 2. 61% - 80%: Relatively good
- 3. 41% - 60%: Quite good
- 4. 0% - 40%: Not good enough

Table I
School relations with customers at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. Very good	20/25	12	48 %
	b. Good enough		13	52 %
	c. Not good		0	0 %

From the results of the table above, it can show that the relationship between schools and customers at SMA Al-Azhar 10 Pontianak, students say very good 12 (48%), good enough 13 (52%) and not good does not exist (0%). Thus it

can be concluded that the relationship between schools and customers at SMA Al -Azhar 10 Pontianak runs well enough because it is between 41% -60%.

Table II
Is the school openly accessible to customers at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. yes	20/25	19	76 %
	b. sometimes		0	0 %
	c. not		6	24 %

From the results of the table above, it can show that schools can be accessed openly by customers at SMA Al-Azhar 10 Pontianak, students say yes 19 (76%), sometimes 6 (0%) and no, no (24%). Thus it can be concluded that schools can be accessed openly by customers at SMA Al-Azhar 10 Pontianak are running well, because they are between 61% -80%.

Table III
quality of service to customers at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. Very good	20/25	6	24 %
	b. Good enough		19	76 %
	c. Not good		0	0 %

From the results of the table above, it can be shown that the quality of service to customers at SMA Al-Azhar 10 Pontianak, students stated very good 6 (24%), good enough 19 (76%) and not good (0%). Thus it can be concluded that the quality of service to customers at SMA Al-Azhar 10 Pontianak is carried out well because it is between 61% -80%.

Table IV
School leadership under TQM at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. yes	20/25	21	84 %
	b. sometimes		4	16 %
	c. not		0	0 %

From the results of the table above, it can show that school leadership is under TQM in SMA Al-Azhar 10 Pontianak, students say yes 21 (84%), sometimes 4 (16%), and no, no (0%). Thus it can be concluded that school leadership under TQM in SMA Al-Azhar 10 Pontianak is implemented very well because it is between 81% -100%.

Table V
The good impact of TQM on schools at SMA Al-Azhar 10 Pontianak.

No	Alternative Answer	N	F	%
1.	a. yes b. sometimes c. not	20/25	25 0 0	100 0 0

From the results of the table above, it can be shown that the good impact of TQM on schools in SMA Al-Azhar 10 Pontianak, students say yes 25 (100%), sometimes none (0%) and no, no (0%). Thus it can be concluded that the good impact of TQM on schools at SMA Al-Azhar 10 Pontianak is going very well because it is between 81% -100%.

Table VI
The good impact of TQM on students at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. yes b. sometimes c. not	20/ 25	23 2 0	92 % 8 % 0 %

From the results of the table above, it can show that the good impact of TQM on students at SMA Al-Azhar 10 Pontianak, students say yes 23 (92%), sometimes 2 (8%) and no, no (0%). Thus it can be concluded that the good impact of TQM on students at SMA Al-Azhar 10 Pontianak is going very well because it is between 81% - 100%.

Table VII
The good impact of TQM on teachers at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. yes b. sometimes c. not	20/25	19 6 0	76 % 24 % 0%

From the results of the table above, it can be shown that the good impact of TQM on teachers at SMA Al-Azhar 10 Pontianak, students say yes 19 (76%), sometimes 6 (24%), and no, none (0%). Thus it can be concluded that the good impact of TQM on teachers at SMA Al-Azhar 10 Pontianak is going well because it is between 60% -81%.

Table VIII
The good impact of TQM on employees at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. yes b. sometimes c. not	20/25	19 6 0	76 % 24 % 0%

The results of the table above it can show that the good impact of TQM on employees at SMA Al-Azhar 10 Pontianak, students say yes 19 (76%), sometimes 6 (24%) and no, no (0%). Thus it can be concluded that the relationship between schools and customers at SMA Al-Azhar 10 Pontianak is going well because it is between 61% -80%.

Table IX
After using TQM, the prestige of SMA Al-Azhar 10 Pontianak has increased

No	Alternative Answer	N	F	%
1.	a. yes b. sometimes c. not	20/25	23 2 0	92 8 0

From the results of the table above, it can be shown that the prestige of the school after using TQM in SMA Al-Azhar 10 Pontianak, students say yes 23 (92%), sometimes 2 (8%) and no, no (0%). Thus it can be concluded that the school's prestige after using TQM at SMA Al-Azhar 10 Pontianak is running very well because it is between 81% -100%.

Table X
After using TQM, the number of students increased at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. yes b. sometimes c. not	20/25	23 2 0	92 8 0

From the results of the table above, it can be shown that after using TQM the number of students at SMA Al-Azhar 10 Pontianak increased, students said yes 23 (92%), sometimes (2%) and not good (0%). Thus, it can be concluded that after using TQM, the number of students at SMA Al-Azhar 10 Pontianak has increased and it is done very well because it is between 81% -100%.

Table XI
The benefits of implementing TQM at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. Very good b. Good enough c. Not good	20/25	6 19 0	24 76 0

From the results of the table above, it can be shown that the benefits of implementing TQM at SMA Al-Azhar 10 Pontianak, students state very good 6 (24%), good enough 19 (76%) and not good is not there (0%). Thus it can be concluded that the benefits of implementing TQM at SMA Al-Azhar 10 Pontianak are going well because they are between 60% -81%.

Table XII
Select the selection of new student admissions at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. Yes b. Sometimes c. Not	20/25	18 7 0	72 % 28 % 0 %

From the results of the table above, it can be shown that the selection of new student admissions by SMA Al-Azhar 10 Pontianak is selective, students say yes 23 (92%), sometimes 2 (8%) and not good (0%). Thus it can be concluded that the selection of new student admissions conducted at SMA Al-Azhar 10 Pontianak was carried out very well because it was between 81% -100%.

Table XIII
The role of the principal in TQM at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. Very good b. Good enough c. Not good	20/25	0 25 0	0% 100 % 0 %

From the results of the table above, it can

be shown that the role of the principal in TQM at SMA Al-Azhar 10 Pontianak, students say very good does not exist (0%), good enough 25 (10%) and not good does not exist (0%). Thus it can be concluded that the role of the principal in TQM at SMA Al-Azhar 10 Pontianak is carried out very well because it is between 81% -100%.

Table XIV
teacher selection carried out at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. Yes b. Sometimes c. Not	20/25	19 6 0	76 % 24 % 0 %

From the results of the table above, it can show that the selection of teachers conducted by schools at SMA Al-Azhar 10 Pontianak is appropriate, students say yes 19 (76%), sometimes 6 (24%) and not good does not exist (0%). Thus, it can be concluded that the teacher selection conducted by schools at SMA Al-Azhar 10 Pontianak is appropriate to be implemented properly because it is between 61% -80%.

Table XV
According to the school's employee selection at SMA Al-Azhar 10 Pontianak

From the results of the table above, it can show that the selection of employees carried out by SMA Al-Azhar 10 Pontianak is appropriate, students say yes 18 (72%), sometimes 7 (28%) and not good does not exist (0%). Thus, it can be concluded that the selection of employees at SMA Al-Azhar 10 Pontianak is appropriate to be implemented properly because it is between 61% -80%.

Table XVI
How is the curriculum implemented in SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. Very good b. Good Enough c. Not good	20/25	5 18 2	20 72 8

From the results of the table above, it can be shown that the curriculum applied students say very good 5 (20%), good enough 18 (72%) and not good 2 (8%). Thus it can be concluded that the curriculum applied at SMA Al-Azhar 10 Pontianak is implemented well because it is

between 61% -80%.

Table XVII
Setting the location at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. Very good b. Good enough c. Not good	20/25	10 13 2	41 52 8

From the results of the table above, it can be shown that the arrangement of the location at SMA Al-Azhar 10 Pontianak, students stated very good 10 (41%), good enough 13 (52%) and not good 2 (8%). Thus, it can be concluded that the location arrangement at SMA Al-Azhar 10 Pontianak is carried out well because it is between 61% -80%.

Table XVIII
How is the completeness/availability of infrastructure at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. Very good b. Good enough c. Not good	20/25	3 21 1	12 84 4

From the results of the table above, it can show that the completeness/availability of infrastructure at SMA Al-Azhar 10 Pontianak, students state very good 3 (12%), good enough 21 (84%) and not good 1 (4%). Thus it can be concluded that the completeness/availability of infrastructure at SMA Al-Azhar 10 Pontianak is carried out very well because it is between 81% - 100%.

Table XIX
How are the infrastructure owned at SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. very good b. good enough c. not good	20/25	2 23 0	8 92 0

From the results of the table above, it can be shown that the infrastructure owned at SMA Al-Azhar 10 Pontianak, students state very good 2 (8%), 23 good enough (92%) and not good

(0%). Thus it can be concluded that the infrastructure owned at SMA Al-Azhar 10 Pontianak is carried out very well because it is between 81% -100%.

Table XX
How is the completeness of the learning equipment in SMA Al-Azhar 10 Pontianak

No	Alternative Answer	N	F	%
1.	a. very good b. good enough c. not good	20/25	6 18 1	24 72 4

From the results of the table above, it can be shown that the completeness of learning devices at SMA Al-Azhar 10 Pontianak, students state very good 6 (24%), good enough 18 (72%) and not good 1 (4%). Thus it can be concluded that the completeness of the learning equipment in SMA Al-Azhar 10 Pontianak is well implemented because it is between 61% -80%.

After that, the writer takes or chooses the ideal alternative answer frequency as a conclusion. Based on the results of the analysis above, most of the questions about TQM were good. So it can be concluded that the implementation of TQM at SMA Al-Azhar 10 Pontianak is good.

2. Analyze Data on Learning Achievement

To determine the existence of student achievement, the authors count and total test scores as a whole. After that, the average is sought using the formula mean $M = \frac{XN}{N}$

The number of achievement scores obtained is as follows:

2755, if the number is divided by the number of children by 25 children, the value which is obtained is $M = \frac{2755}{25} = 110.2$. next to find out 25. The author describes each student in the table form below:

Table XXI
Table the mean scores of students

No	Score	mean	No	Score	mean
1	106/15	7,06	14	105/15	7
2	111/15	7,4	15	119/15	7,93
3	107/15	7,13	16	111/15	7,4
4	111/15	7,4	17	106/15	7,73
5	108/15	7,2	18	113/15	7,53
6	104/15	6,93	19	113/15	7,53
7	111/15	7,4	20	112/15	7,46
8	114/15	7,6	21	112/15	7,46
9	118/15	7,86	22	112/15	7,46
10	116/15	7,73	23	107/15	7,13
11	115/15	7,66	24	105/15	7
12	105/15	7	25	107/15	7,13
13	117/15	7,8			

From the description of the table above the authors can classify and categorize the value of student learning achievement is as follows:

1. 24 children were predicated more than adequate
2. 1 child is qualified

With the above facts and based on the predicate Then it can be concluded that the average value of student achievement is predicated above sufficient. From the product-moment correlation table above, it can be seen as follows:

Total N: 25
 Number X: 732
 Total Y: 2755
 Number X2: 21489
 Total Y2: 306281
 Total yx: 81067

Then the data is entered in the Product Moment formula, namely:

Table XXII
Product Moment formula

"r" Product Moment	Interpretation
0.00 – 0.20	Very low or very weak (It is assumed that there is no correlation or variables "X" and "Y")
0.20 – 0.40	Between the variables "X" and "Y" there is a low correlation
0.40 – 0.70	Between the variables "X" and "Y" there is a moderate correlation
0.70 – 0.90	Between the variables "X" and "Y" there is a strong correlation or High
0.90 – 0.100	Between the variables "X" and "Y" there is a very strong correlation strong and very tall

With a simple method, namely by adjusting the effect of the relationship between numbers (rxy) and the explanation in the Product Moment "r" Interpretation table value, by looking at rxy (1,03) it means that there is an influence between the X value (TQM) and the Y value. (student learning achievement) both are active. Under the interpretation of the values from the table above, it is the value between X and Y there is a very strong and very high relationship.

CONCLUSION

1. The implementation of TQM in SMA Al-Azhar 10 Pontianak that in TQM each section can carry out the task in total, responsibility as a compact team and full responsibility for the field and all complexity can be covered under the coordination of the principal. And the implementation of TQM at SMA Al-Azhar 10 Pontianak is in a good category.
2. Learning achievement at SMA Al-Azhar 10 Pontianak has increased with evidence of increasing graduates and several competitions according to the research results. And learning achievement at SMA Al-Azhar 10 Pontianak is more than adequate.
3. While the influence of TQM on student achievement at SMA Al-Azhar 10 Pontianak has increased a sense of responsibility from leaders, teachers, administrators, students, and all stakeholders and the results are positive in participating in improving student learning achievement according to the presentation of the data. And according to a simple

method, namely by adjusting the effect of the relationship between numbers (rxy) and the explanation in the Product Moment "r" Interpretation table value, by looking at rxy (1,03) it means that the influence between the X value (TQM) and the Y value (student learning achievement) both are active. Under the interpretation of the value from the product-moment table, it is the value between X and Y there is a very strong and very high relationship.

From the results of the research that the author has carried out there are the following suggestions:

1. To all school components (stakeholders) to be more creative and compact in implementing TQM so that later the vision and mission and goals of the school can be achieved.
2. So that all teachers are even more creative in using and utilizing TQM to develop schools so that students will be more enthusiastic about achieving the highest achievement.
3. The principal and also other parties should help improve student learning achievement so that in the future they will be able to face the changing times and achieve from the beginning.

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