

Personal Development of Professional Teachers Total Quality Management (TQM) Approach in Improving the Quality of Education in SMP Negeri 2 Rantepao, Toraja Utara Regency

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Abstract

This study uses a qualitative method with a research design that has 3 main constructs, namely self-development to improve professional competence with the Sheward's Cycle approach including Plan, Do, Check, and Act. The place of research is the State Junior High School 2 Rantepao, while the object of the research is certified teachers, totaling 52 teachers and 178 students as respondents whose function is to verify the answers to the interview results. The results of this study indicate that the quality of education at SMPN 2 Rantepao based on the report card of quality achievements for 3 years has decreased significantly, especially in the standard of graduate competence, content, process, and educational assessment. This is due to the lack of self-development of professional teachers who use Sheward's Cycle at each stage of self-development. The initial stage begins with self-acceptance for certified teachers with less than 7 years of teaching experience, the self-reflection stage for teachers with 8-15 years of teaching experience, the adjustment stage for teachers with 15-20 years of teaching experience, and the self-actualization stage for certified teachers with teaching experience. more than 20 years. Professional teacher self-development uses the assumptions of Abraham Maslow's hierarchy of needs theory and Theory Y developed by Douglas McGregor where self-adjustment and self-actualization needs are upper-level needs that can be met after the needs of adjustment and self-reflection as lower-level needs are met. The self-development of professional teachers has not run optimally, especially at the stage of adjustment and self-actualization of professional teachers. The indicator is that professional teachers are still conventional so carrying out professional duties is only limited to fulfilling the teaching load (24 hours of meetings). The non-optimal self-development of professional teachers has implications for the quality of teacher competencies that do not experience quality improvement both in terms of planning, implementation, analysis, and follow-up to the application of quality culture.

Keywords

competence; quality of education; and personal development



I. Introduction

Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is a conscious effort to prepare students to increase their role in life, by way of guidance, teaching, and training based on Indonesian culture based on Pancasila and the 1945 Constitution. In addition, the goal of the Indonesian nation is to educate the nation. Therefore, Article 31 paragraph 2 of the 1945 Constitution of the Republic of Indonesia states that the government organizes a national education system regulated by law.

According to BS Sidjabat, (1993: 103) education is a process of teaching, training, and educating to encourage changes in attitudes and behavior of students which aims to humanize humans or make humans become themselves holistically, recognize and develop potential to grow as responsible human beings. carry out duties and calls for life with others to help each other and be tolerant and responsible for realizing prosperity. Thus, education aims to make humans have the intellect, morality, and spirituality to build a more dignified nation's civilization through a process of social change towards a better order.

A series of efforts by the Indonesian government to improve the quality of education is not directly proportional in fact. In the context of the Junior High School (SMP) Negeri 2 Rantepao, North Toraja Regency, it shows that the achievement of education quality based on the 8 National Education Standards (SNP) for the last 5 years (2016 – 2020) does not show a significant quality improvement. The indicators are as shown in the following table:

Table 1. Achievement of the Quality of National Education Standards SMPN 2 Rantepao, North Toraja Regency in 2020

NO.	NATIONAL STANDARDS OF EDUCATION	ACHIEVEMENTS				
		2016	2017	2018	2019	2020
1.	Competence of graduates	4.87	6.42	6.10	6.99	5.92
2.	Contents	3.72	5.73	6.57	6.99	5.28
3.	Process	3.85	6.55	6.73	6.99	5.43
4.	Educational Assessment	3.62	6.15	6.52	6.99	6.11
5.	Educators and Education Personnel	4.26	3.44	3.90	6.31	6.59
6.	Educational Facilities and Infrastructure	4.31	4.57	4.37	3.87	5.09
7.	Education Management	4.23	5.61	6.03	6.92	6.59
8.	Financing	4.05	5,10	6.13	6.99	6.50
Average		4.11	5.45	5.79	6.51	5.94

Source: North Toraja Regency Dapodik in 2022

The table of achievement of quality report cards for 8 school SNPs shows that several standards have decreased from the components of graduate competence, content, process, education assessment, education management, and financing. This indicates that schools have not been able to implement regulations related to the quality of education. In 2020 the average report card score was 5.94.

Based on the observations and reflections of the author who is a teacher at SMPN 2 Rantepao, he temporarily concludes that the recognition of professional teachers through the ministry of education and culture through teacher certification as mandated in Law 14/2005 states that teachers are professional educators who have received certification allowances only as a predicate. This means that it is limited to the administrative level and has not been implemented or implemented through self-development (self-actualization), mindset, creativity, innovative motivation, and commitment. Therefore, as a solution step, namely applying the management function to plan, manage, organize and monitor the performance and quality of professional teachers.

The description of the quality of education at SMPN 2 Rantepao above is triggered by the low self-development of professional teachers or certified teachers who embody professionalism. Therefore, quality management-based self-development is needed to produce quality teachers which has implications for the quality of education. In this case, the self-development of professional teachers regulates the cycle of planning (*Plan*), organizing (*Do*), management (*Check*), and implementing (*Act*) duties and responsibilities optimally through several stages. Tarsis Tarmudji (1998: 29) reveals that self-development is an effort to develop the potential that exists in oneself to improve thinking power (cognition), reasoning power (affection), and skill (psychomotor) to achieve intellectual and psychosocial capacity in carrying out their duties, namely improving the quality of life. learning that has implications for the quality of education.

II. Review of Literature

In the KBBI, (WJS Poewadarminta, 2003: 788), the term quality has the meaning of a measure of whether something is good or bad (quality), level or degree (intelligence, intelligence). Meanwhile, according to S Joremo Arcaro, (2005: 85), quality is a comprehensive characteristic of goods or services that shows its ability to satisfy the expected needs. According to Nasution. MN, (2001: 15) reveals that quality is also defined as the suitability of product use (fitness for use) to meet customer needs and satisfaction or quality as conformity to specifications or conformity with market needs or whatever the needs and desires of consumers. Therefore, according to Fandy Tjiptono & Anastasia Diana, (2003: 3) quality has several characteristics which include 1) Quality: efforts to meet or exceed customer expectations; 2) Quality: includes products, services, people, processes, and the environment; 3) Quality: is a changing condition.

In the context of education, internal customers are principals, teachers, and other education staff, while external customers are students as primary customers, parents, and government as secondary customers, and the job market, government, and society as tertiary customers. Thus, it can be concluded that quality in the context of education is defined as something that must be fought for, achieved, and maintained by an educational institution (school) continuously through a quality culture to gain the trust of the community and education stakeholders themselves.

According to Syaiful Sagala, (2010: 172), the quality of education is not only determined by the school but is also adjusted to the perceptions and expectations of the community that always develops following the times. Therefore, schools are required to always improve the quality of education through 1) formulation of the school's vision, mission, and goals; 2) school self-evaluation; 3) The role of the principal; and 4) improving the quality of teachers. This will have an impact on several aspects, such as (1) the effectiveness of the learning process that is oriented towards the internalization of the development of cognitive, affective, and psychomotor aspects; (b) the leadership of the principal will encourage the realization of the vision, mission, and target goals through programs that are carried out in a planned, gradual, creative, innovative, effective, managerial capacity; (c) efficient management of education personnel; and (d) the creation of a quality culture.

The role of teachers in improving the quality of education based on Permendiknas No. 19 of 2007 can be implemented into the management of improving the quality of education. Edward Sallis (2003: 6) defines quality as an absolute and relative concept. Absolute quality is a quality that has high ideals and must be met, by high standards, with

high prestigious product characteristics. Relative quality is not an end, but as a defined tool or service is assessed, namely whether it has met the standards that have been set.

The indicators for the quality of education according to Nasution, MN (2000:17-18), 8 dimensions can be used to analyze the characteristics of product quality: 1) performance, which is related to the functional aspects of the product and is the main characteristic that customers consider in buying a product. product; 2) *features* are performances that add to basic functions and are related to options and developments; 3) reliability is a characteristic that reflects the possible level of success in the use of a product; 4) conformity, namely the conformity of the product to predetermined specifications based on customer wishes; 5) durability, which is related to the duration of the product can be continuously used; 6) service capability is a characteristic related to speed, competence, convenience, and satisfactory complaint handling; 7) aesthetic characteristics regarding subjective beauty so that it is related to personal considerations and reflections of personal choices; 8) perceived quality, namely characteristics related to reputation.

According to Edward Sallis, (1993: 35), the term 'quality' (*Quality*) is often used to describe symbols such as example, beauty, goodness, expensiveness, freshness, luxury, and all that is above (*superlative/superior*). W. Edward Deming (in David L Goetsch and Stanley B. Davis, 2000: 47), reveals that quality has many criteria that are always changing, but in general, it has several characteristics, including 1) meeting customer expectations (*customers*) with producers, 2) regarding product aspects including services (*services*), human resources, processes, and the environment, and 3) criteria that are always evolving which means that a product now includes quality, but at other times it may no longer be of quality. So, quality is something dynamic that is always associated with products, services, people, processes, and the environment.

According to Fandy Tjiptono and Anastasia Diana, (2002: 4) defines *Total Quality Management* (*TQM*) is a combination of all functions of the company into a holistic philosophy that is built on the concept of quality, *teamwork*, and productivity, based on understanding and customer satisfaction. TQM is a new and holistic approach that requires a complete overhaul of the traditional management paradigm, long-term commitment, unity of purpose, and specialized training.

Thus, it can be concluded that philosophically, *TQM* essentially maintains quality and continues to strive for quality improvement through a quality culture. Therefore, it is based on and oriented towards quality improvement in all institutional activities. In addition, there is also a strong humanitarian/professional nature in enforcing, including, and inspiring all employees with the spirit of decentralization that distributes authority so that all employees are enthusiastically involved in achieving common goals.

III. Research Method

The method used in the research on the self-development of professional teachers is the Total Quality Management (TQM) approach to improving the quality of education at SMP Negeri 2 Rantepao, North Toraja Regency. Data collection techniques are carried out by triangulation in natural conditions and places so that the data is truly natural and as it is. The data analysis is inductive and the research data sources are informants from professional teachers, totaling 52 teachers, school principals, vice curriculum division, and students of classes VII and VIII as respondents, namely 178 students at SMP Negeri 2 Rantepao education.

Meanwhile, the resource persons/informants are the people who provide the information and the people who are the sources of data in the research. The resource persons or informants referred to in this research activity are professional or certified teachers. The data collection procedure started from the pre-research, to find out the problem of professional teacher self-development with the *Total Quality Management (TQM) approach* to improving the quality of education at SMP Negeri 2 Rantepao. The data collection techniques in this study are in the form of observation, interviews, and document analysis that can be used as primary data/ main data and secondary data/supporting data so that the arguments built on the research can be scientifically justified.

The main instrument of data collection in this study is the researcher himself (*human instrument*) because the researcher himself conducts direct observations and interviews or is not represented by other people. Therefore, it is necessary to develop interview guidelines based on the research conceptual framework (construct). Qualitative data analysis is done by working with data, organizing data, breaking it down into manageable units, making synthetics, turning it into data, finding patterns, discovering what is important and what is learned, and deciding what to tell others.

IV. Results and Discussion

From the processing of research data in the form of interviews with resource persons who are professional or certified teachers with various teaching experiences. The results of the interview were verified through a questionnaire (questionnaire) to 178 students (respondents). The research findings are as follows:

4.1 Education Quality

a. Input Aspect

Inputs in the context of education quality include the selection system, curriculum, syllabus, lesson plans, learning materials or resources, learning methods and approaches, as well as supporting facilities and infrastructure, especially in the digital era and the industrial revolution 4.0, namely internet network infrastructure. In addition, the availability of complete and integrated, and factual education administration data.

1. Selection Indicator

Overall, the educational inputs at SMPN 2 Rantepao meet the qualification standards specified in the selection system for new student admissions. The school has formed a team consisting of several elements of the school community to plan the stages. The principal as the person in charge also monitors and evaluates the implementation of the stages of accepting new students through the WhatsApp group at SMPN 2 Rantepao and the application (google form). The implementation of the student admission selection system has been carried out in accordance with the mandate of the Minister of Education and Culture No. 44 of 2019 concerning New Student Admission (PPDB) as well as implementation instructions and technical instructions which indicate that the zoning flow is at least 50%, the affirmation path is at least 15%, the parent/guardian transfer path is a maximum of 5%. If there is a remaining quota, the achievement path can be opened, it can be based on the UN or other academic and non-academic achievements a maximum of 30%.

2. Education Quality Design

The school has planned the quality of education through coordination with the entire school community and education stakeholders and formed the SPMI team which is responsible for improving the quality of education through the achievement of 8 educational standards. This indicates that schools implement *Total Quality Management (TQM)* planning aspects (*Plan/P*) by involving the entire school community and education stakeholders.

3. Quality Implementation

The application of quality culture in the *input aspect* of schools is implemented through coordination with the school community and educational stakeholders from the planning process to monitoring evaluation by developing a culture of learning quality, extracurricular quality, and character development. The application of a quality culture of learning indicators prioritizing quality is not optimal because in the learning process professional teachers tend to be monotonous and conventional. This means that the level of efficiency and effectiveness of learning is still low, not only measured by the achievement of student learning outcomes but also pays attention to the ratio between planned *inputs* and *outputs* with factual *inputs* and *outputs*. In addition, the mastery of professional teachers on the material being taught also has not shown optimal results. In the context of the material being taught, professional teachers also have not explored factual and contextual learning sources in accordance with daily life and the presentation of material that has not utilized learning media.

Meanwhile, according to the respondents (students), the indicators of class management that are fun for the learning process are not optimal, because the methods used by professional teachers are less oriented to the readiness and learning needs of students. In terms of situational learning, professional teachers have not considered the classroom situation so the learning method seems only oriented to the completeness of the material.

Of the three indicators used to measure the achievement of the application of quality culture in the learning process, only the indicators of creating a comfortable school environment for the learning process achieve maximum results. This is indicated by the arrangement of the environment and class settings that are conducive and representative. Although the availability of facilities and infrastructure is limited, a good arrangement so that the school environment is very supportive of the learning process.

4. Performance Achievement Quality

Thus, improving the quality of education in the aspect of education input using the *Sheward Cycling approach*, shows that schools have implemented a cycle of planning, implementation, analysis, and follow-up on all educational inputs. However, the stage of implementation and analysis, as well as follow-up, needs to be prioritized to be improved, especially in the application of quality-oriented learning as quality culture, especially on the indicators of the teacher paradigm to be more innovative and creative in the learning process by utilizing information technology.

The lack of improvement in the quality of learning indicates the low performance of professional teachers. This is due to the basic assumption of professional/certified teachers that when carrying out a 24-hour teaching load (meetings), they are considered to have had a good performance. This means that performance is only measured by the fulfillment of mandatory teaching hours. In essence, the performance of professional teachers is an

increase in the quality of learning which has implications for improving the quality of education.

b. Process Aspect

Schools have sought to master quality skills, especially the competence of professional teachers or certified teachers to attend training. The principal has also assisted in class supervision and group supervision, both clinical supervision, and technical supervision. In addition, schools encourage teachers to improve quality through improvements in the learning process through literacy and collaboration between teachers.

The findings in the aspect of the process related to the quality of education are the use of learning methods that are not yet creative and innovative, do not explore learning resources by utilizing information technology, and less than optimal use of learning media to present or display material to make it more interesting. Therefore, professional/certified teachers need to be supported to improve competence as a form of improvement in learning which has implications for improving the quality of education.

Overall aspects of the educational process indicate or find that the quality of learning has not improved due to the use of methods that tend to be monotonous, less creative, and not oriented to the readiness and learning needs of students. In addition, the material presented has not used varied references and the lack use of learning media to present material innovatively and creatively.

c. Output/Product Aspect

Thus, the findings of the research on the quality of education at SMPN 2 Rantepao, North Toraja Regency from the *input*, process, and *output* /product aspects require quality improvement/development through improving the quality of professional competence of teachers, especially certified teachers. The problem is that certified teachers tend to use conventional methods or do not experience changes as a form of adaptation to changing times. In addition, the performance of certified teachers has not shown a significant quality improvement, especially in the assessment of discipline and order, both administratively and technically. Therefore, it is hoped that schools can encourage certified teachers to improve and develop professional competence through education and training, optimize MGMP, and intensify both the duration and frequency of supervision of professional teacher assistance in improving their competence.

Regarding the limited facilities and infrastructure supporting education, the most significant is the availability of internet network infrastructure. The reason is that by increasing internet network access, the learning process will be more optimal and factual, and contextual. Therefore, improving the quality of teacher competence is expected to be oriented to mastery/literacy of information technology.

4.2 Professional Teacher Self Development

a. Aspect of Self-Acceptance

The results of research data processing indicate that professional teachers who do self-acceptance are certified teachers who have teaching experience of 1-7 years. In the self-acceptance phase, professional teachers tend to learn to show their identity and realize themselves by recognizing their weaknesses and shortcomings. In addition, being confident that professional teachers are given the task of being educators in schools must have abilities/competencies that are considered qualified. Therefore, the process that must be passed by professional teachers is to accept yourself completely with all your shortcomings and weaknesses, without having to compare yourself with other teachers.

The form of self-acceptance of professional teachers is by learning to work together and collaborating with more senior professional teachers (over 7 years of service) to help improve performance both in carrying out main tasks and additional tasks given by the school. As for the findings of the self-development of professional teachers in the aspect of self-acceptance, among others, they do not have *mature* competence, have not obtained additional tasks/roles (structurally) from the school, have high motivation and performance (especially teachers who have not been appointed as civil servants/ASN). and have a high enthusiasm for learning.

b. The aspect of Self Reflection

Self-reflection is a self-development phase experienced by professional teachers who have 7-15 years of teaching experience. This stage is characterized by a willingness to seek information with the motivation to learn to recognize needs based on experience. Self-reflection encourages teachers to reflect on the nature of their placement in the school environment. Then, analyze/identify the school's needs (especially for the learning process) and compare the level of competence possessed with the level of competency needs. Therefore, self-reflection includes the process of accepting and being accepted by the environment and responding positively to change.

In the context of self-development, the self-reflection aspect of professional teachers at SMPN 2 Rantepao indicates that schools encourage teachers to realize their competencies in a participatory way to contribute to improving the quality of education. But on the other hand, professional teachers realize that their competencies are not sufficient to meet the needs that are constantly changing along with the development and demands of the times. Therefore, certified teachers at SMPN 2 Rantepao tend to have the will to learn to improve their competencies, either by self-taught or through collaboration with senior teachers. The point is that professional teacher self-reflection is an awareness of what is known and what schools need or what to do as a professional teacher to bridge the gap between the learning situation and the learning needs of students by analyzing, evaluating, motivating, and using appropriate learning strategies.

c. Aspects of Adjustment

The self-development aspect of professional teacher adjustment is carried out by teachers who have 15 – 20 years of the learning experience. At that time professional teachers began to receive additional duties from schools (besides teaching), such as being homeroom teachers, deputy principals of certain fields, committees, assisting students in extracurricular activities, and so on.

The adjustment of professional teachers at SMPN 2 Rantepao indicates the process of overcoming the need to improve the quality of education both individually and in groups to obtain harmony and harmony between the demands of the school environment and the competencies possessed. Therefore, the adjustment of professional teachers is marked by a continuous process of interaction with themselves and with the environment (the school community). On the other hand, the tendency to maintain the status quo (establishment) is starting to appear, such as starting to lack discipline in completing assignments because the main tasks must be completed first rather than additional tasks so that they seem less concerned about the school environment.

In the context of improving the quality of education at SMPN 2 Rantepao, the adjustment of professional teachers shows that they are increasingly less professional, for example, the use of learning methods that tend to be conventional and monotonous, pay less attention to the conditions/environment, are not oriented to the readiness and learning

needs of students, but only focus on completeness. the material being taught, the material delivered does not use varied sources, rarely uses learning media to display the material to make it more interesting.

d. Self-Actualization Aspect

The self-development aspect of self-actualization is carried out by professional teachers who have more than 20 years of teaching experience. At this stage, professional teachers tend to 1) progressive – behavior that leads to self-actualization, but on the other hand if there is disharmony/mismatch between expectations and reality, it tends to be regressive – hindering the achievement of self-actualization. In addition, it is precisely at this stage that professional teachers seem to maintain the status quo so that change is seen as something scary or dangerous and that they maintain something conventional. The most significant attitude is that differences are considered disobedience or defiance.

In the context of professional teacher self-development at SMPN 2 Rantepao, teachers who have competency maturity (a lot of experience), but when do not have additional roles/tasks from the school, seem ignorant. This indicates that the more professional teachers pay less attention to aspects of change. Psychological factors likely dominate over rationality. Another possibility is that they feel that their career path will not increase so they are less concerned about improving the quality of education.

4.3 Professional Competence TQM Approach

a. The Aspect of Planning (*Plan*)

Indicators of the implementation aspect (*Do*) of increasing professional teacher competence include exploring and finding learning resources that are relevant and contextual to needs, innovatively utilizing learning media, using creative learning methods, and realizing learner-centered learning. From the data processing, the results of the study indicate that schools have not facilitated professional teachers who are committed to teacher self-development to increase professional competence which has implications for improving the quality of education. The indicator is that teachers who have been certified but have worked less than 10 years are less empowered/involved in a participatory manner by schools to participate in designing/planning school development oriented towards improving the quality of education. In addition, the SPMI team as a school development team in quality planning is more oriented to the availability of facilities and infrastructure such as the addition of study rooms, structuring of the school environment, and other school infrastructure development so that they pay less attention to the dimensions of human resources. Another indicator is the lack of planning to conduct training independently to increase competence.

In general, planning to improve the quality of education at SMPN 2 Rantepao is oriented towards improving school facilities and infrastructure. Meanwhile, planning for literacy needs, internet network access infrastructure, and learning media (laptops and LCDs) is very limited both in quantity and quality. Likewise, for quality planning which includes targets for managing education administration related to dapodik, it seems slow. This indicates that the quality planning aspect can be categorized as low because it has not planned activities related to quality cultures, such as improving the quality of teacher competencies through training, increasing literacy, increasing internet network access, and other supports.

b. Aspects of Implementation / Implementation (Do)

Implementation or application of quality culture uses indicators to explore and find learning resources that are relevant and contextual to needs, utilize innovative learning media, use creative learning methods and realize learner-centered learning. Based on data processing, the results of the study indicate that the indicators of quality culture are not accommodated in quality planning, so the aspect of implementing quality is very low. This is due to the unavailability of factual and contextual learning support facilities in accordance with the readiness and learning needs of students, such as the lack of availability of learning media to present interesting material, not holding internal training for professional teachers to utilize information technology, and so on.

The implementation of the quality culture of SMPN 2 Rantepao is oriented to the availability of school facilities and infrastructure (infrastructure) and the arrangement of the school environment, among others, seeking a multi-purpose room (hall), adding classrooms, making connecting corridors between classes. On the other hand, aspects of the input and educational process have received less attention, such as the availability of a curriculum based on school potential, integrated syllabus and lesson plans, the availability of comprehensive literacy of learning materials, and the availability of learning media for all classrooms. Thus, the findings of the study conclude that the application of quality culture at SMPN 2 Rantepao is very low. The indicators include the learning process using methods that tend to be monotonous and conventional, the presentation of the material is not interesting, the sources of learning materials do not vary, and the learning process is not oriented to the readiness and learning needs of students. This is because the planning process is not oriented towards quality culture in the aspects of input and educational processes so that the improvement in the quality of education does not occur significantly.

V. Conclusion

Professional teacher self-development with the *Total Quality Management (TQM)* approach which has implications for improving teacher competence and the quality of education at SMPN 2 Rantepao, North Toraja Regency, is the school's effort to realize a quality culture as a form of realizing the school's vision, mission, and goals. Improving the quality of the TQM approach implies and mandates a quality culture of the planning process (*Plan*), implementation (*Do*), analysis/evaluation (*Check*), and follow-up (*Act*) on all aspects of education including *inputs*, processes, and *outputs* /products of education. The input aspect, including professional teachers as executors of education through the learning process, must have competence in accordance with the readiness and needs of students as the main customers of education. Therefore, schools need to support the self-development of professional teachers.

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