

# Cultivating a Quality Culture through Total Quality Management: A Case Study of High School Excellence Programs in Yogyakarta

Fajar Agung Pangestu<sup>1</sup>, Feni Yulianti<sup>1</sup>, Shinta Lestari Oktarini<sup>1</sup>  
<sup>1</sup>Universitas Bangka Belitung, Kep. Bangka Belitung, Indonesia

## ABSTRACT

**Purpose** – This study aims to analyze the implementation of Total Quality Management (TQM) in high schools, particularly in relation to the school's excellent programs that support educational quality. The focus of this study is how TQM principles are applied through these programs and their impact on school quality management in promoting student achievement.

**Method** – This study uses a descriptive qualitative approach. It focuses on the phenomenon of implementation of TQM through the direct involvement of educational stakeholders, such as principals and teachers, as a crucial part of the data collection process. The study was conducted at Budi Mulia Dua International High School. This school was purposefully selected because it has implemented various excellent programs to improve the quality of education.

**Findings** – This study found that TQM is implemented through four main programs: Student Advisory, University Preparation Program, Talent Optimizing Program, and BMD Award. The implementation of TQM through these excellent programs has produced measurable outcomes, including monthly student-advisory mentoring sessions, 41 students successfully entering national and international universities, 3 national level competition winners, and 10 academic award recipients. These four programs illustrate TQM principles such as continuous improvement, customer focus, and full involvement and contribute to the formation of a sustainable school quality culture.

**Research Implications** – This research contributes principals and policy makers to design and refine excellent programs that instill TQM principles such as monthly student guidance to achieve improved achievement, continuing education and rewarding students to strengthen a sustainable quality culture.

 OPEN ACCESS

## ARTICLE HISTORY

Received: 22-08-2025

Revised: 23-09-2025

Accepted: 24-09-2025

## KEYWORDS

total quality management, quality culture, excellent program, education quality

## Corresponding Author:

**Fajar Agung Pangestu**

Universitas Bangka Belitung, Kep. Bangka Belitung, Indonesia

Kampus Terpadu UBB, Desa Balunijuk, Kecamatan Merawang, Kabupaten Bangka

Email: [fajaragung@ubb.ac.id](mailto:fajaragung@ubb.ac.id)

## Introduction

Education's quality must be enhanced. Therefore, the country can create competitive human resources. In responding to the challenges of modern developments, management of improving the quality of education is given directly to schools (Malaikosa, 2021). Schools can play a role in maximizing the quality of education together through structured management patterns in the learning process (Satria et al., 2019). Quality is something that differentiates between good and bad schools (Noprika et al., 2020). Within the framework of good quality education, improving services in learning is an important component that determines the quality of schools (Wei & Yin, 2024). Of course, a good school will meet certain education quality standards. The more it meets these standards, the better the quality of the school.

The measure of quality is very relative, because it is based on the fulfillment of the needs of its users (Timor, 2018). The trend toward human-centered design for quality improvement (Magalhaes, 2020). In the context of schools, the humans referred to are, of course, students. Therefore, the measure of school quality can be based on the needs and satisfaction of its students. Some schools have not even shown good quality improvements, even some other schools are still very concerning (Nahrowi, 2019). In addition, improving quality is also inseparable from the performance of the principal in efforts to improve quality. Many principals have failed to improve quality (Juharyanto, Sultoni, Arifin, I., Nurabadi, 2019). The failure of schools to improve quality is due to the unfulfilled needs or excellent services to students and their parents. Based on the explanation of the quality problems above, there needs to be a strategy implemented by the principal so that the quality in the school increases. This improvement requires good communication between leaders, teachers and parents. A strategy that can create a culture of quality comprehensively and sustainably.

Based on a sound educational quality framework, service improvements are clearly necessary. School service improvements must be student-centered, so the student service process should be the primary reference. This aligns with the concept of Total Quality Management (TQM), as improving a quality culture aligns with the appropriateness of school service delivery (Naqvi & Naz, 2025). One stakeholder considered in TQM is students (Senol, 2022). Therefore, improving student service delivery will enhance the school's quality culture. One of the right strategies in improving the quality of education is Total Quality Management (TQM) (Syarifah, 2020). TQM is closely related to the creation of a school quality culture in stages, totally and sustainably (Wulogening & Timan, 2020). Good quality improvement is certainly not only carried out when approaching school accreditation, but schools need to implement TQM in order to create a total and sustainable quality culture. One of the characteristics of TQM is the focus on customer service both internally and externally (Alwizra, 2020).

In the context of schools, the customers in question are students and their parents. Thus, the process of improving quality through the implementation of TQM is carried out on the basis of students and their parents. One form of service that schools can provide to their students is through counseling (Widyatmoko & Purwanta, 2019). The guidance and counseling services provided are intended to help overcome problems experienced by students. Even through a certain counseling approach in groups, students' potential can be developed (Ardi et al., 2019). In addition, of course there are many more services that can be developed by schools as long as they are still needed by students and their parents.

On the other hand, there is still a gap between the TQM approach and its practice in educational institutions. Many studies only describe the implementation of TQM in learning. Research by Mufidah et al. (2025) shows the impact of TQM implementation on learning quality. Improving learning quality is certainly one way to improve services to students. However, student services are not limited to formal classroom learning. This can also be implemented through school flagship programs. The services provided can be implemented by schools through school flagship programs. The implementation of school programs is the implementation of educational quality in schools (Hayudiyani et al., 2020). It's just that the study only discussed the principal's strategy in improving quality through the school's excellent program. There needs to be development research, especially one that focuses on looking at the implementation of TQM through the school's excellent program in providing excellent service to students.

Furthermore, strengthening the culture of quality through TQM requires the collective involvement of all elements of the school—starting from the leadership, teachers, students, to parents. Each excellent program must have added value that has an impact on the development of student potential, expanding access to higher education, and achieving academic and non-academic achievements. Within this framework, the role of the principal's leadership, needs-based program design, and monitoring and evaluation mechanisms are very important.

The urgency of this research is even stronger considering the lack of academic studies that specifically examine the implementation of TQM through excellent school programs as a means of creating a culture of quality. Previous studies tend to separate the managerial approach (TQM) and school programs, even though the two can synergize strategically. Therefore, this research has an important position in enriching the literature on educational management, especially in understanding the implementation of TQM at the secondary education unit level.

Based on this background, this study aims to examine in depth how the principles of Total Quality Management (TQM) are implemented through excellent school programs. Therefore, the research questions that must be answered in this study are as follows: (1)

How are the principles of TQM implemented through excellent school programs?; (2) How does the implementation of these excellent programs contribute to improving services to students as the main customers?. This study is also expected to provide theoretical contributions to the development of the TQM concept in the context of education, as well as provide practical inspiration for schools in designing excellent quality-based programs to create a sustainable quality culture.

## Methods

This study uses a descriptive qualitative approach. This study uses a descriptive qualitative approach that aims to deeply understand the implementation of Total Quality Management (TQM) through excellent programs in the school environment. The qualitative approach was chosen because it allows researchers to explore the meaning, experience, and processes that occur naturally in the field without intervention from researchers. The descriptive approach is carried out by exploring and observing the social portrait that is studied comprehensively and in depth (Sugiyono, 2013). This study focuses on the phenomenon of TQM implementation that takes place in a real context, where the direct involvement of educational actors such as principals and teachers is an important part of the data collection process.

The study was conducted at Budi Mulia Dua International School, a private school that has implemented various excellent programs in an effort to improve the quality of education. This school was chosen purposively or intentionally, because it has demonstrated the practice of implementing integrated quality management that can be observed and analyzed in depth. Therefore, a case study will be conducted to explore this issue. A case study is an approach used to explore and illustrate a unique case (Creswell, John W. & Poth, 2016). This case study is instrumental because it is used to understand how TQM principles are operationalized in the school's excellent programs, and how it impacts the culture of educational quality in the school environment.

Data collection in this study was conducted through three main techniques, namely observation, in-depth interviews, and documentation studies. Observations were conducted directly on the implementation of excellent programs to see how interactions between teachers and students occur, and how these programs are implemented in daily practice. In-depth interviews were conducted in a semi-structured manner so that researchers obtain reflective and narrative information from informants. Interviews were conducted with the principal and vice principal for curriculum to explore the school's excellent program as a form of service to students. Then, interviews with students to explore the impact of the implementation of the school's excellent program. In addition, documentation was used to strengthen the data obtained from observations and interviews, by reviewing school documents such as profiles of excellent programs, activity reports, evaluation records, and school policies related to the implementation of TQM.

Data obtained from the three techniques were then analyzed using the interactive analysis technique of the Miles and Huberman model. The first stage is data reduction, namely the process of selecting, focusing, and simplifying raw data into meaningful information. Furthermore, the data is presented in the form of descriptive narratives to facilitate drawing conclusions. The last stage is drawing and verifying conclusions gradually, through reflection and confirmation of the data that has been interpreted. Analysis is carried out repeatedly throughout the research process, allowing researchers to build a more complete and dynamic understanding of the context being studied.

To maintain the validity of the data, this study uses four developed validity criteria, namely credibility, transferability, dependability, and confirmability (Creswell, J. W., & Plano Clark, 2017). Triangulation techniques are used to ensure credibility, by combining data from various sources and techniques. Transferability is maintained through the presentation of rich and detailed contexts, so that readers can assess the transferability of the results to similar contexts. Dependability is achieved by systematically documenting the research process, while confirmability is done by maintaining the objectivity of the researcher through auditing the data trail and interpretation.

## Result

The research was conducted at Budi Mulia Dua International School located in the Special Region of Yogyakarta. In addition, the school is A accredited and has an Islamic Cambridge curriculum combined with the national curriculum. The school has a variety of complete facilities, including: AC Classroom, Locker room, Teacher's room, Laboratory (consisting of language, science, and IMac laboratories), Mosque, Sports Facilities (futsal, soccer, table tennis fields), Canteen, Studio (consist of music, culinary, and multimedia studios), Library, Healthcare Service.

The completeness of the facilities and curriculum design owned by the school, is one of the advantages of Budi Mulia Dua International School. Complete facilities can encourage the professionalism of the school's work (Lawrent, 2020). So that the physical environment can have an impact on the performance of actors in schools. The physical environment has an impact on improving teacher performance (Thahir, 2019). The condition of teachers owned by Budi Mulia Dua International School is that there are 5 out of a total of 32 teachers who teach not in accordance with their last education. While the other 27 teachers have taught in accordance with the field of science that has been taken through their last education. The suitability between the field of science and the subjects taught will determine how the learning process is carried out. This shows how the school meets the teacher standards of the 8 national education standards as a benchmark for quality in a school. Teachers who teach according to their competence have an impact on improving student achievement (Nurpratama & Yudianto, 2021).

During the Covid-19 pandemic, Budi Mulia Dua International School implemented online and offline learning based on a consent questionnaire given to parents of students. Over the past 3 years, this school has experienced a decrease in the number of students due to the Covid-19 pandemic. The following is data on the development of Budi Mulia Dua International School students over the past 3 years:

**Table 1.** Number of students at Budi Mulia Dua International School

Year	Class X	Class XI	Class XII	Total
2019/2020	71	85	84	240
2020/2021	55	71	83	209
2021/2022	43	56	71	170

Based on interviews conducted with the principal, this is because prospective students from outside Java have decreased. This is because learning in 2020 was carried out online, making students not get facilities at school.

*"The pandemic's effects were really felt. Our student body declined particularly among students who usually attend classes outside of Java. Since instruction was conducted online, many parents were hesitant to enroll their children here. They were concerned that their children wouldn't have access to the resources and experiential learning opportunities that have long been our school's strong points."* (Principal of Budi Mulia Dua International School)

Based on data obtained over the past year, not many achievements have been obtained. This is shown in the following table:

**Table 2.** Achievements of Budi Mulia Dua Students

Year	Achievements	Description
2020	2nd Place in the 2020 Student Event English Debate Competition, Faculty of Psychology & Social and Cultural Sciences, Islamic University of Indonesia	National
2020	2nd Place in the ADEC Essay Writing Competition (Ahmad Dahlan English Competition)	National
2020	3rd Place in the Medley Relay at the Inter-School and Higher Education Swimming Championships throughout Indonesia	National

This condition was influenced by several factors, including including the restrictions during the Covid-19 pandemic which limited face-to-face mentoring and competition opportunities, the mentoring process cannot be carried out optimally. The

mentoring process is carried out online and there are not many competitions that can be participated in by Budi Mulia Dua International School, resulting in few achievements over the past year. To overcome this problem, the school is making improvements through the excellent programs provided. This is done to show excellent service that distinguishes the school from other schools. Quality is the difference between the quality of one school and another.

## **Discussion**

The implementation of the school's excellent program is a manifestation of the quality of education in the school (Hayudiyani et al., 2020). Therefore, Budi Mulia Dua International High School has several excellent programs as a manifestation of the quality of education as an effort to provide excellent service to students at school.

### **1. Excellent Program**

Based on observations conducted at Budi Mulia Dua International High School, there are several excellent programs owned by the school:

#### **1.1. Student Advisory**

Teachers will have the responsibility to accompany, guide, and direct students from grade X to grade XII both academically and academically for 3 years of the students' schooling. Teachers are appointed as homeroom teachers for 3 consecutive years from when students enter until they graduate. This is intended as a form of service to students by helping students face problems found in school. Homeroom teachers who remain and do not change at each class increase are expected to be able to establish good communication between teachers, students and parents of students.

The homeroom teacher has a central role in fostering and developing a positive atmosphere through harmonious interpersonal relationships (Syahrani, 2022). A good relationship between homeroom teachers and parents can improve student achievement. (Soininen et al., 2023). So with the guidance for 3 years until students graduate, it will make it easier for students to communicate about the problems they encounter at school. Both academic and non-academic problems. In addition, parents of students will be facilitated by controlling their children's learning at school through only one person, namely their homeroom teacher who does not change. In addition, this program encourages increased student achievement with good communication between parents, students and homeroom teachers.

This allows homeroom teachers and parents to collaborate in helping children achieve their best potential, both academic and non-academic potential. The results of the study showed that at least the homeroom teacher controls or monitors the academic and non-academic activities of students at least once a month. Based on an interview with the vice principal of the curriculum school.

" We aim for each homeroom teacher to provide mentoring at least once a month. That's not a random number, but rather the result of an agreement with the homeroom teachers." (Vice principal of the curriculum school)

This is so that they can monitor and overcome problems experienced by students. In addition, monitoring can be done to see the achievements of students both in academic and non-academic fields.

### **1.2. University Preparation Program**

There are several activities starting from students taking interest and talent tests, career sharing with BK at school, alumni sharing webinars, inspiration classes, and university research. At Budi Mulia Dua International School, the preparation program for entering university is very well prepared. This is done as a form of excellent service that can be provided by the school to students. Interest and talent tests are carried out to determine students' tendencies to choose majors that match their potential. Interests and talents are important in determining college majors (Hidayat & Wahyuni, 2019). So it is hoped that students at school will not make mistakes in choosing majors that suit their interests and talents.

Furthermore, career sharing is carried out with BK at school, webinars with alumni and inspiration classes are carried out to increase students' insight in seeing developments in the departments or universities they want to go to. After finding the right department and in accordance with interests and talents, university research will be carried out or looking for the right university with the department we want to go to. The results of the study showed that from this program there were 41 students who continued to college, both at national and international universities. This is the maximum result obtained through a series of activities contained in the university preparation program.

### **1.3. Talent Optimizing Program**

This program is a teacher mentoring activity for high-achieving students. The more competent the teacher, the more positive influence it will have on student achievement (Nurpratama & Yudianto, 2021). So with the mentoring of competent teachers, it is hoped that it can improve the achievement of students at Budi Mulia Dua International School. It's just that based on the data obtained over the past year, not many achievements have been obtained.

This condition is caused by the Covid-19 pandemic, the mentoring process cannot be carried out optimally. The mentoring process carried out online and the lack of competitions that Budi Mulia Dua International School can participate in have resulted in few achievements over the past year. In addition, schools must focus on online learning, because student learning outcomes in the learning process must run optimally. These two things are the reasons why over the past year not many achievements have been obtained.

#### 1.4. BMD Award

The award is given to students in each semester who get report card grades in each subject with a value above 9 or to students who have made Budi Mulia Dua International School proud through competitions that have been participated by students. They will get a trophy and certificate from the school. The award is given because students have done something positive so that it aims to form students to be more diligent and active in doing positive things (Anggraini & Siswanto, 2019).

One of the positive things that can be done is to get good grades or help make the school proud. Giving rewards is expected to be a stimulus for students at school. The expected stimulus is that students can be more active in getting used to getting better achievements or accomplishments. Based on the results obtained, it shows that there are 10 students who received awards with the best grades in school. This consists of 1st, 2nd and 3rd place from each class level and students who excel with the most medals and are active in participating in competitions both at national and international levels. The awards received by students are expected to be able to stimulate other students to continue to improve their academic and non-academic achievements.

#### 2. TQM implementation through excellent programs

If we look at the four leading programs owned by Budi Mulia Dua International School, then all four are leading programs aimed at providing the best service to students and parents of students. In addition, the program is carried out continuously and is mutually continuous with each other to improve the quality of education. This is indirectly an implementation of TQM through the leading programs owned by the school. TQM has several concepts, namely quality, customer service satisfaction, continuous improvement and is carried out comprehensively (Pratama, 2019). TQM encourages the development of a quality culture through school programs (Khurniawan et al., 2021). TQM is a holistically integrated approach that strategically involves customers, which makes it unique compared to other service entities (Abou-El-Sood & Ghoniem, 2022).

The implementation of TQM in each program is in accordance with the characteristics of TQM, namely focusing on students and their parents. The excellent student advisory program is intended to provide services to students, both academic and non-academic problems. In addition, having a permanent homeroom teacher for 3 years will facilitate communication with students' parents. Student advisory which is carried out routinely by the homeroom teacher shows a commitment to personal service and individual needs of students - a typical TQM approach that is oriented towards internal customers. This process not only supports the academic aspects of students, but also encourages the achievement of their psychosocial needs which have often been neglected in the formal education system. So that this program can encourage schools to improve student achievement based on good communication between homeroom teachers (teachers), students and parents (Soininen et al., 2023).

Then the university preparation program is a program to prepare students as best as possible in choosing majors and universities according to their potential. Furthermore, the talent optimizing program aims to guide students to achieve achievements outside the classroom. From the two programs that have been explained previously show dimensions of quality improvement that focus on real results from the development of student potential. The college preparation program, which has succeeded in getting students into national and international universities, is an indicator of TQM's success in answering the long-term needs of customers (namely students and their parents). This shows that quality management is not only carried out at the administrative level, but also operationally and strategically. Likewise, the talent optimizing program which has produced achievements in competitions, although its implementation has not been optimal due to the pandemic situation, still shows the direction of continuous improvement. This program reflects the value of continuous improvement, which is a pillar in the implementation of TQM. However, from an evaluative perspective, the sustainability and strengthening of the training, mentoring, and monitoring systems in these programs are still aspects that can be further developed to maintain consistency in quality and output.

Finally, the BMD Award is a form of stimulus for students to be more enthusiastic in getting good grades at school. The BMD Award, which gives awards to outstanding students, is a concrete symbol of efforts to create a culture of appreciation for academic quality. Recognition of student achievement not only creates intrinsic motivation, but also forms a school ecosystem that prioritizes quality and superior performance. Within the TQM framework, awarding awards is part of a management system that encourages a productive and positive organizational culture. This program also reflects the principle of fact-based decision making, because awards are given based on student achievement data, not on subjective grounds.

These four excellent programs, if analyzed holistically, are interrelated and continuous as part of a continuous quality improvement cycle. The implementation of Total Quality Management (TQM) in a school environment is a managerial strategy that not only focuses on results, but also on processes and a systematic, participatory, and sustainable work culture. In the context of the International High School which is the object of the study, TQM is realized through four excellent school programs: student advisory, university preparation program, talent optimizing program, dan BMD Award.

The four leading programs illustrate how TQM principles such as total involvement, customer-driven focus, continuous improvement, and a systemic approach to quality management are applied in real terms. The student advisory program implements the principles of customer focus and continuous improvement through regular meetings agreed upon at least once a month by homeroom teachers. This allows homeroom teachers to monitor students' academic and non-academic progress and follow up on

parental input. The university preparation program emphasizes the principle of customer focus, as evidenced by the success of 41 students accepted into national and international universities, as well as parent-teacher consultation sessions regarding further study options. The talent optimization program represents continuous improvement because it involves mentor teachers and coaches in designing talent training; despite pandemic restrictions, competition reports show three national-level achievements. The BMD Award reflects rewards as part of a quality culture, demonstrated by awards to the top 10 students at each level.

TQM emphasizes continuous improvement based on satisfaction with the services provided (Rahmah, 2018). So that by implementing TQM through leading programs, schools can create a culture of quality or continuous quality improvement. Thus, the implementation of TQM through these leading programs is not only a form of adaptation to the challenges of educational quality, but also contributes to the formation of a systemic and strategic quality system. This quality system will later become an ideal quality culture that is desired to be achieved. To support further scientific development, further research can delve deeper into specific elements of TQM such as fact-based management, involvement of all staff, and integration of improvements in the work cycle, so that it is not only limited to the form of the program, but also to the managerial structure and underlying organizational culture.

## **Conclusion**

The implementation of TQM at Budi Mulia Dua International School is carried out through 4 excellent school programs, namely student advisory, university preparation program, talent optimizing program and BMD award. The four programs are carried out as a form of service provided by the school so that students get satisfaction from the programs provided. The implementation of TQM through these excellent programs can create a culture of quality. The success of these programs shows that the basic principles of TQM, such as the involvement of all parties, focus on customers, and continuous improvement, can be applied contextually in a high school environment. Synergy between programs is also an important element in ensuring the sustainability and consistency of educational quality.

Further research should focus on the implementation of Total Quality Management (TQM) through excellent school programs with a special focus on the customer focus principle that positions students as the main customers, while comparing these practices across various school settings (public, private, and international) in order to gain a comparative understanding of the differences in approaches, challenges, and effectiveness in building a sustainable culture of quality education.

## References

- Abou-El-Sood, H., & Ghoniem, W. (2022). Exploring the Effectiveness of Total Quality Management in Accounting Education: The Case of Egypt. *Accounting Education, 31*(2), 134–166. <https://doi.org/10.1080/09639284.2021.1942937>
- Alwizra. (2020). Implementasi TQM dalam Meningkatkan Mutu Pendidikan di MTs. Istiqomah Talamau Kabupaten Pasaman Barat. *Al-Fikrah: Jurnal Manajemen Pendidikan, 8*(1), 39–50. <https://doi.org/10.31958/jaf.v8i1.2250>
- Anggraini, S., & Siswanto, J. (2019). Analisis Dampak Pemberian Reward And Punishment Bagi Siswa SD Negeri Kaliwiro Semarang. *Mimbar PGSD Undiksha, 7*(3), 221–229.
- Ardi, Z., Neviyarni, N., Karneli, Y., & Netrawati, N. (2019). Analisis Pendekatan Adlerian dalam Konseling Kelompok untuk Optimalisasi Potensi Diri Siswa. *Jurnal Educatio: Jurnal Pendidikan Indonesia, 5*(1), 7–12. <https://doi.org/10.29210/120192317>
- Creswell, J. W., & Plano Clark, V. L. (2017). Designing and Conducting Mixed Methods Research. In *Sage Publication, Inc*(Third). Sage Publications, Inc.
- Creswell, John W. & Poth, C. N. (2016). Qualitative Inquiry & Research Design: Choosing Among 5 Approaches. *Sage Publication, 778*.
- Hayudiyani, M., Saputra, B. R., Adha, M. A., & Ariyanti, N. S. (2020). Strategi Kepala Sekolah Meningkatkan Mutu Pendidikan Melalui Program Unggulan Sekolah. *Jurnal Akuntabilitas Manajemen Pendidikan, 8*(1), 89–95. <https://doi.org/10.21831/jamp.v8i1.30131>
- Hidayat, F. K., & Wahyuni, S. N. (2019). Pendeteksian Minat dan Bakat Menggunakan Metode RIASEC. *Indonesian Journal of Business Intelligence, 2*(1), 32–39. <https://doi.org/10.21927/ijubi.v2i1.1023>
- Juharyanto, Sultoni, Arifin, I., Nurabadi, A. (2019). Kepemimpinan Kepala Sekolah dalam Penguatan Peran Multi-Stakeholders Forum (Masalah dan Strategi Solutif Peningkatan Mutu SD - SMP Satu Atap di Daerah Terpencil. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan, 28*(1), 1–10. <https://doi.org/10.17977/um009v28i12019p001>
- Khurniawan, A. W., Sailah, I., Muljono, P., Indriyanto, B., & Maarif, M. S. (2021). The Improving of Effectiveness School-Based Enterprise: A Structural Equation Modeling in Vocational School Management. *International Journal of Evaluation and Research in Education, 10*(1), 161–173. <https://doi.org/10.11591/ijere.v10i1.20953>
- Lawrent, G. (2020). School Infrastructure as a Predictor of Teacher Identity Construction in Tanzania: The Lesson from Secondary Education Enactment Policy. *African Studies, 79*(4), 409–427. <https://doi.org/10.1080/00020184.2020.1859356>
- Magalhaes, R. (2020). The Resurgence of Organization Design and Its Significance for Management Education. *She Ji, 6*(4), 482–504. <https://doi.org/10.1016/j.sheji.2020.09.002>
- Malaikosa, Y. M. L. (2021). Strategi Kepala Sekolah dalam Mengimplementasikan

- Manajemen Berbasis Sekolah untuk Meningkatkan Mutu Sekolah. *Idaarah: Jurnal Manajemen Pendidikan*, 5(1), 1–9. <https://doi.org/10.24252/idaarah.v5i1.20270>
- Mufidah, A. M., Yusuf, M., & Widyastono, H. (2025). The Correlation Between Total Quality Management with Teacher Performance in Special Education. *Journal of Education and Learning*, 19(1), 416–421. <https://doi.org/10.11591/edulearn.v19i1.21198>
- Nahrowi, M. (2019). Manajemen Mutu Sekolah Dasar. *Jurnal Auladuna*, 1(1), 1–19. <https://doi.org/10.36835/au.v1i1.168>
- Naqvi, S. U. E. L., & Naz, F. (2025). Quality Leaders' Journey: An Exploratory Discussion From Pakistani Universities Employing Total Quality Management Approaches Through Quality Enhancement Cells. *Sage Open*, 15(2), 1–21. <https://doi.org/10.1177/21582440251340560>
- Noprika, M., Yusro, N., & Sagiman, S. (2020). Strategi Kepala Sekolah Dalam Peningkatan Mutu Pendidikan. *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 2(2), 224–243. <https://doi.org/10.36671/andragogi.v2i2.99>
- Nurpratama, M., & Yudianto, A. (2021). Pengaruh Kompetensi Guru terhadap Prestasi Siswa pada SMK Pariwisata YAPPMI Jatibarang Indramayu. *Risenologi*, 6(1), 57–69. <https://doi.org/10.47028/j.risenologi.2021.61.174>
- Pratama, Y. A. (2019). Implementasi Manajemen Pembelajaran Karakter Berbasis Total Quality Management di SMP Muhammadiyah 3 Yogyakarta. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 4(1), 1–22. <https://doi.org/10.31538/ndh.v4i1.184>
- Satria, R., Supriyanto, A., Timan, A., & Adha, M. A. (2019). Peningkatan Mutu Sekolah Melalui Manajemen Hubungan Masyarakat. *Jurnal Akuntabilitas Manajemen Pendidikan*, 7(2), 199–207. <https://doi.org/10.21831/amp.v7i2.26018>
- Senol, H. (2022). Preparing Highly Qualified Pre-school Teacher Candidates in the Light of Total Quality Management. *International Journal of Curriculum and Instruction*, 14(1), 728–750.
- Soininen, V., Pakarinen, E., & Lerkkanen, M. K. (2023). Reciprocal Associations among Teacher–Child Interactions, Teachers' Work Engagement, and Children's Social Competence. *Journal of Applied Developmental Psychology*, 85(January 2022), 101508. <https://doi.org/10.1016/j.appdev.2022.101508>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (19th ed.). Alfabeta.
- Syahrani. (2022). Peran Wali Kelas dalam Pembinaan Disiplin Belajar di Pondok Pesantren Anwarul Hasaniyyah (Anwaha) Kabupaten Tabalong. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 16(1), 50–59. <https://doi.org/10.35931/aq.v16i1.763>
- Syarifah, L. S. (2020). Implementasi Total Quality Management (TQM) di Pesantren? *Jurnal At-Tadbir: Media Hukum Dan Pendidikan*, 30(1), 93–112. <https://doi.org/10.52030/attadbir.v30i01.33>
- Thahir, M. (2019). Pengaruh Lingkungan Kerja Fisik dan Non-Fisik terhadap Kinerja Guru.

- Jurnal Ilmiah Islamic Resources*, 16(2), 125–134. <https://doi.org/10.33096/jiir.v16i2.12>
- Timor, H. (2018). Mutu Sekolah: Antara Kepemimpinan Kepala Sekolah dan Kinerja Guru. *Jurnal Administrasi Pendidikan*, 25(1), 21–30. <https://doi.org/10.17509/jap.v25i1.11568>
- Wei, S., & Yin, G. (2024). Optimizing Online Teaching: Total Quality Management in Action for Quality Assurance Measures. *Journal of Education and Learning*, 13(4), 168. <https://doi.org/10.5539/jel.v13n4p168>
- Widyatmoko, W., & Purwanta, E. (2019). Evaluasi Hasil Layanan Konseling Individual di Sekolah Menengah Atas Yogyakarta. *Jurnal Kajian Bimbingan Dan Konseling*, 4(3), 109–114. <https://doi.org/10.17977/um001v4i32019p109>
- Wulogening, H. I., & Timan, A. (2020). Implementasi Total Quality Management (TQM) dalam Sistem Manajemen Perencanaan Kepala Sekolah. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 137–146. <https://doi.org/10.21831/jamp.v8i2.31282>