

**IMPROVEMENT OF HUMAN RESOURCES COMPETENCE WITH
ACADEMIC QUALITY POLICY IN THE ECONOMIC SECTOR OF
HIGHER EDUCATION PROVIDERS IN EAST JAVA**

Sutrisno¹

^{1,2,3} Universitas PGRI Semarang

E-mail: ¹⁾ sutrisno60upgris@gmail.com

Abstract

This research aims to analyze and obtain a description of the improvement of HR competencies with the Academic Quality Policy in the Economic Sector of Higher Education Providers in East Java. The method used in this research is descriptive method with a qualitative approach. The results showed that the implementation of academic services carried out by all components of higher education including lecturers, staff and academic staff showed a change towards better improvement, in terms of human resource management, as well as supporting facilities that support the implementation of improving the quality of academy services. Higher education institutions need to control the quality of activities carried out at stages in the management process which include input, process, output and stakeholder satisfaction. Improving the quality of service can be carried out by applying in the service quality management process, perfecting and strengthening the curriculum, updating and perfecting learning facilities, increasing the quality qualifications and the number of human resources that are adjusted to the needs in higher education.

Keywords: *Quality Management, Graduate Competence, Human Resources*

1. INTRODUCTION

The real impact of the development of science and technology is the loss of national borders which is commonly known as globalization which has a major impact on changes in the climate of competition in various fields, thus providing encouragement and demanding that all existing organizations be able to make a quality products.

Education that meets quality criteria or standards will determine the increase in the competitiveness of the nation, thus requiring each country and education unit in it to be able to achieve certain criteria and standards in order to survive in today's global and competitive environment. The new awareness of quality has also penetrated the world of education in Indonesia, one step to having a quality assurance mechanism. Quality education is a critical aspect to improve the welfare of a country or nation through improving the quality of human resources, state policies that prioritize development investment for access and quality of education will be faster in improving the welfare of the country (Michaelowa, 2000).

Over the last five years the results of institutional accreditation by BAN-PT (National Accreditation Board for Higher Education) show that of the 40 Institute of Economic (STIE) in East Java, only four IS institutions have been institutionally accredited with only 10% of the total STIE. In fact, the accreditation status of a tertiary institution is a reflection of the

performance of the tertiary institution concerned and illustrates the quality, efficiency and relevance of the study program being held (Fariz, 2019).

Overall, this has an impact on the increasing urgency of the need for reform in higher education, especially regarding products. Higher education must be able to provide equality of opportunity for every student to develop themselves according to their abilities. (Dros, in (Tjiptono, n.d.)).

Higher education (PT) is a higher education institution whose activities are required to increase the quality that can be realized through the implementation of quality education. Education is said to be quality when made simply, importantly, and meeting standards (Anshari, 2018). A necessity to grant quality education requires a very neat and beautifully structured management. This means that each component that is in one axis must work hand in hand in completing its obligations as the manager of an educational unit in achieving the stated goals (Rifa'i, 2017). At Higher Education, improving the quality of education becomes effective if each policy owner takes an active role in directing these improvements. Therefore, the leadership of Higher Education has a vital role in improving the quality of education in an educational institution (Primayana, 2016).

Reality education holds a vital capacity in living the national and state life, namely in the effort to create quality human resources. Education can make human resources more deftly understood and completed in meeting the changes and development of the country (Sudarsana, 2016).

The importance of competitiveness in Higher Education which develops in line with the increasingly rapid pace of the globalization era. According to Hatten & Rosenthal (2001) that mastery of the fields of science and technology is in accordance with those based on quality improvement (Hasan Baharun, 2017) and ability in creativity and science as an absolute requirement in life in a global society (Baharun & Ardillah, 2019). Engkoswara & Komaria (2011) argued that education management / education administration "is an entity that utilizes and empowers all available resources through activities in planning, organizing / mobilizing, providing motivation and control, supervision and supervision, by conducting assessments in order to realize a more effective, quality and more efficient education (Indriyanti, 2018).

To be able to survive in this competition, the main thing that must be prioritized by universities is customer satisfaction (students and society), to be able to survive and have high competence and competitiveness, a university prioritizes customer satisfaction, in order to survive and compete in the job market. Customer satisfaction can be seen from the quality and quality of graduates produced, this is especially used as a measure of the superiority of higher education competitiveness.

Beeby in (Sabur, 1998) examines educational quality from three perspectives: economic, sociological, and educational. Quality education, from an economic standpoint, is education that contributes significantly to economic growth. Graduates of schooling can enter the job force in a variety of economic sectors. Economic growth can be accelerated as a result of their efforts.

Moreover, according to Coombs in (Sabur, 1998) argue that education quality must be judged not only in terms of academic accomplishment as defined by the curriculum and its standards, but also in terms of relevance and the extent to which what is taught and learned meets the demands of present and future learning. Additionally, it is suggested that the issue

**TRANSFORMATIONAL LANGUAGE, LITERATURE, AND
TECHNOLOGY OVERVIEW IN LEARNING
(TRANSTOOL)
VOLUME 1 ISSUE 1 (2021)**

of educational quality should be linked to the systemic dimension of quality that varies through time.

The quality of education is multi-dimensional, covering aspects of input, process and output (output and outcomes). Therefore, education quality indicators and standards are developed starting from input, process and output. Quality improvement is related to the targets to be achieved, the process to achieve them and related factors. There are two kinds of quality improvement, namely quality improvement to achieve established quality standards and quality improvement in the context of quality standard improvement that has been achieved. This is done through monitoring and evaluation activities, audits and benchmarking.

Higher education, which is a type of intellectual society, must be able to make people who can compete and come up with new ideas. Quality education will be found at high-quality universities, and high-quality universities will make high-quality people.

According to Fariz (2019) reveal that in order to achieve organizational performance and the high competitiveness of STIE, university leaders must develop a learning system in accordance with the changing times in accordance with the vision and mission objectives of the institution published in academic guidelines and used as a reference by all learning implementing units.

2. RESEARCH METHOD

The research method used in problem solving studied is descriptive method with a qualitative approach, it is based on the formulation of research problems where this research is intended to explore data and information.

Qualitative research wants as much data as possible, to obtain relevant data requires appropriate data collection techniques. In this study, several data collection techniques were used, namely: observation, interviews, and documentation study. Data analysis was carried out based on an interactive model. In this model data analysis, there are four interacting components, namely: data collection, data reduction, data presentation, and drawing conclusions and verification.

The population of this research is all Institute of Economic that have accredited study programs of at least 50% "B from BAN PT (considering the minimum limit of study program accreditation required by the Ministry of Administrative Reform in the selection of State Civil Servants (ASN) is" B "accreditation) .

Respondents from the entity units examined at the STIE institution are the Chairperson, Assistant Chair I (Academic Affairs) and Chair of the Study Program. The reason for using respondents in this study is that respondents have direct responsibility and responsible.

3. RESULT AND DISCUSSION

Quality education produces quality human resources so that it is necessary to improve the quality of improvements to produce quality human resources. Therefore, educational institutions must think about the most important things that must be managed properly so that they do not lead to things that are not substantive and even less have a positive impact on quality improvement (Mundiri, 2016).

Quality refers to products and services that can satisfy a customer's demands, expectations, and satisfaction. Quality is not instantaneous; it must be adjusted, developed, and refined over time in order to always meet the needs and please customers while being compliant with environmental advancements.

Quality is a structured process to improve the resulting output. Quality is not something magical or anything complicated. If the quality of education is to be improved, there needs to be a leader from educational professionals because every institution is of the view that quality is the main agenda and the most important task (Umam, 2019).

"Quality is a dynamic state associated with products, services, people, processes, and environments that meets or exceeds expectations"(Goetsch & Davis, 2006)

Therefore, in order to fulfill or surpass customer expectations and assess customer satisfaction, educational institutions must understand the needs and expectations of both internal and external customers.

In the process of achieving organizational goals, it is necessary to have administration and management where the administration and management can formulate an activity plan, through the organization. Management is needed by anyone who works together in an organization to achieve a goal. Even though the vision, mission and form of the organization differ, the managerial functions carried out have the same (universal) principles.

The concrete form of the influence of globalization in the life of Higher Education in Indonesia has been felt since the last decade where developed countries could freely enter and even establish higher education institutions in Indonesia. The curriculum and teaching and learning process were also adopted from the country of origin without having to follow the rules of the Ministry of National Education as well as lecturers who were imported from outside. Along with that, there are also many Higher Education in the archipelago that have implemented strategies to maintain quality in order to survive in society (Sugiono, 2018). The strategies applied include in the form of lecturer and student exchange activities, joint study programs by offering study abroad for certain semesters, double degree programs, joint research for certain fields and so on. This strategy is carried out in anticipation of being able to survive with foreign universities that enter Indonesia (Wayong, 2017).

As explained by Handoko (2003) there are three main reasons that management is needed, namely: a) To achieve goals, management is needed to achieve organizational and personal goals. b) In order to maintain a balance between conflicting goals, management is needed to maintain a balance between the conflicting goals, objectives and activities of the interested parties and the government. c) To achieve efficiency and effectiveness, an organization's work can be measured in many different ways. One of the common ways is efficiency and effectiveness.

It can be said that management is a process of cooperation carried out by optimizing existing resources to achieve organizational goals effectively and efficiently through certain strategies, by implementing planning, implementation and supervision functions.

To be able to achieve the right level of quality in a way that is consistent in meeting the needs and desires of customers and organizational goals can be achieved, and is done by folding all the components in the organization, it is necessary to take a systematic approach, for example in the form of TQM. Nawawi & Hadari (1990) argues that Integrated Quality Management is functional management with an approach that is continuously focused on improving quality, so that the products are in accordance with the quality standards of the

**TRANSFORMATIONAL LANGUAGE, LITERATURE, AND
TECHNOLOGY OVERVIEW IN LEARNING
(TRANSTOOL)
VOLUME 1 ISSUE 1 (2021)**

people served in the implementation of public service tasks (public service) and community development.

For this reason, in higher education it can be said that it has quality if it meets the standards, the main mission of a TQM institution is to meet the needs and desires of its customers. Quality must be in accordance with the expectations and desires of customers and clients. TQM will be realized if Higher Education develops and improves the quality of education continuously after Higher Education implements a quality assurance strategy, which is the focus of TQM in the context of Higher Education, namely future need, customer satisfaction, and continuous improvement " (West-Burnham, 1997).

In TQM, the quality of services is expected to be designed (designable), controllable, and manageable so that the quality system will continually improve. Thus what needs to be considered in the development of TQM is the development of a quality system consisting of: quality system planning, quality system control, and quality system improvement (Gaspersz, 2008).

One of TQM's goals is to turn the institution that operates it into a sincere team, without conflict and internal competition, to achieve a single goal, which is to satisfy customers (Sallis, 2008). The poor application of TQM in universities can be caused by low human resource development, human resource development in universities becomes a keyword in the application of TQM.

Kasmir in Harbani, (2007) claim that good service is a person's ability to provide services that can provide satisfaction to customers with a specified standard. A product is said to be of quality if it can provide satisfaction to consumers, which is in accordance with what consumers expect of a product.

There are several types of services in higher education, which can be seen in several ways, namely from Leadership Services (Chairman and several Assistants), Services from Education Personnel (Academic Advisors and Lecturers), Academic Advisory Lecturer Services, Administrative Staff Services.

The definition of service quality is centered on the efforts to fulfill the needs and desires of customers as well as the accuracy of the delivery to keep pace with customer expectations. The quality of service is the level of excellence expected and control over the level of excellence to meet the wishes of customers (Tjiptono, n.d.).

In his research also showed the results of the analysis of the influence of human resource competence on organizational performance showed a positive and significant influence (Tjiptono, n.d.). The results of this analysis show that the higher the competence of human resources, the higher the performance of the organization. Based on the model analysis, it shows that human resource competence is more reflected by personal attributes. Other personal attributes that can differentiate between someone who is appearing and not appearing include achievement, dedication and loyalty to human resources. By investing in human resources, it will increase the competence of human resources which in turn will improve organizational performance. The low aspect of knowledge is caused by several factors including the limited financial capacity of STIE or due to bureaucracy between the Manager and the PTS Foundation (private university). The financial ability of private universities, which are still dominated by student admissions, allocates more expenditure for the benefit of the teaching and learning process, so it requires the direct role of STIE lecturers to seek scholarships from both government and private and from STIE parties to reward

members who have participated in further studies so motivated. Based on the results of the analysis, it shows that the competence of human resources through a culture of innovation has a positive and significant impact on the STIE organization.

The low quality of education in an educational unit or institution cannot be separated from the management of the education unit both in basic education, secondary education and higher education. Higher education is an institution / institution that is very responsible for the progress and intelligence of its nation so that it is able to compete with other nations.

The education system in tertiary institutions that only leads to graduate products without seeing the process of achieving educational outcomes needs to be evaluated, with a Competency-Based Curriculum system (KBK) which is currently in the process of socialization and implementation in all public and private universities, which is one of the answers so that university graduates can compete with graduates from universities from abroad, so to measure the success of the Competency-Based Curriculum system it is necessary to have a standard Competence of graduates (SKL).

Competence is defined as knowledge, skills and abilities that are controlled by a person who has become a part of himself so that he can perform cognitive, affective, and psychomotor behaviors as well as possible (Nurhadi & Senduk, 2004).

Finch & Crunkilton edited by (Mulyasa, 2003) defines competence as mastery of a task, skills, attitudes and appreciation needed to support success, this shows that competence includes competency tasks, skills, attitudes and appreciation that students must have to be able to carry out learning tasks according to the type of work certain, thus there is a relationship (link) between the tasks that students learn in educational institutions with the skills needed in the world of work.

The main objective of implementing a study program at a tertiary institution is to produce graduates according to the criteria set by the faculty and / or department / study program. The criteria for passing students from a study program are usually formulated in the form of Graduate Competency Standards. For higher education that provides academic, professional, or vocational education, the existence of this standard is very absolute and strategic in nature.

Decree of The Minister Of National Education number 045/U/2002 regarding the Core Curriculum of Higher Education, article 2 paragraph (1) states that "The competence of the results of a study program consists of (a) main competencies; (b) supporting competencies; and (c) other competencies that are specific and correspond to the main competencies". This regulation also states that main competencies are competencies that must be possessed by graduates of a study program that differentiates them from other study programs.

Graduate competency is a criterion that must be set by the standard by universities, intending to be able to implement and evaluate the effectiveness of successful implementation of education in creating graduates who have competence in facing job market competition both nationally and internationally.

While Quality Assurance Agency for Higher Education (2004) stipulates that a study program must have a standard achievement (standard achievement) competency of graduates produced. Competency achievement standards are realized in the form of graduate performance classified into three levels, namely: Threshold performance, namely the minimum competency performance that graduates must have to obtain a certain educational level; Typical performance, namely the performance of competencies above the minimum

**TRANSFORMATIONAL LANGUAGE, LITERATURE, AND
TECHNOLOGY OVERVIEW IN LEARNING
(TRANSTOOL)
VOLUME 1 ISSUE 1 (2021)**

that a graduate must have to get a certain educational level; Excellent performance, namely the competency performance of graduates that is far above the specified competencies and skills.

Policies in the field of education are oriented to improve the quality of academic services, professionalism, personality and social skills, in order to achieve competitive advantage, expand opportunities and access to higher education, improve and strengthen courses and curriculum, improve the quality of teaching and learning processes and outcomes, develop and improve professional education certification programs, and strengthen networks and partnerships with local, national and international institutions.

Achievements in the realization of these programs can be seen through the following indicators: The increase in the number of students by 30% is indicated by the increasing number of students attending lectures; The optimal implementation of professional experience programs; Increase in graduates who can compete in the job market and create jobs; Arrangement of curriculum towards S1 program in accordance with the demands of legislation, the development of science and technology and community demands; There is a description and syllabus for all undergraduate (S1) courses that are continuously updated; Implementation of annual evaluations of the quality of academic services and the quality of graduates; Arrangement of academic quality standards; The implementation of annual monitoring of education, research, and community service based on applicable quality standards; The formation of new MoU with local, national and international institutions.

These policies aim to develop and improve the quality of service and education at universities, as well as to the demands of society. Community service policies are focused on encouraging the realization of quality and synergistic service to the education community in particular and the wider community in general.

Organizing Academic Quality Service in Higher Education. Improving the quality of higher education in all aspects can allow building public trust in higher education. Higher education quality assurance is the right system to carry out maintenance and continuous quality improvement for the higher education institution and is carried out internally.

Higher education is an educational service organization, customers (customers) are students. The consequence is that student satisfaction as a customer must always be prioritized, in accordance with the commitment of higher education management that must be stated in the Quality Policy that written by top management (rector).

At the stage of the role of organizing to improve the quality of services carried out by higher education institutions, it can be seen in the implementation of activities, designating and giving authority to the respective academic fields according to the existing majors. The leadership said that the organizational structure in higher education consists of elements of leadership, namely the top management (rector) and his staff, as well as implementing elements, namely lecturers who are supported by work units including: Head of Academic Administration and Student Affairs, Head of General Administration and Staff, Head of Computer Laboratory, Head of Library.

Improved service quality is provided to improve the quality of education in higher education, the highest leadership in charge is the leader, namely the rector, and it followed by leaders under him in different fields, improving service quality is not only provided by employees who are directly related to customers namely students but towards policies issued

by the leadership that prioritize satisfaction and improvement of the quality of educational services.

Several strategic steps that are prepared to succeed the implementation of service quality improvement, among others: The creation of academic service atmosphere, the academic atmosphere that supports the quality of human resources (HR) on campus, namely the improvement of the quality of lecturers created by their participation in seminar activities, research, and community service, in addition to the existence of lecture halls supported by learning facilities such as computers, multimedia, LCD projectors. The library is equipped with a very adequate library collection, provided by WiFi network in most areas of the campus, as well as a program to increase the skills of teaching staff in utilizing ICT for learning are several strategies in improving quality academic services.

Quality lecture process is a process that occurs in planning, presentation of material as an implementation of planning, including evaluation of processes, products and elements involved in efforts to meet the needs of stakeholders. To realize quality lectures, the study program compiles strategic steps, namely: Striving for the creation of systems and processes based on the PDCA circular process (Plan, Do, Check, Act) in lectures. Creating student independence, training and evaluating the skills of lecturers in the development of student independence both in thinking, feeling and acting. Making Quality Lecture Implementation Planning, in the presentation of lecture materials lecturers must prepare a Unit of Serving Materials and present the unit of serving material in the classroom.

There is an improvement in the quality of education by prioritizing the quality of academic services in tertiary institutions, for that it is necessary to have supervision of the quality management of academic services, supervision of academic quality services in tertiary institutions is carried out internally, namely carried out by the leadership, quality service supervision is a process of monitoring, directing and corrective action guarantor of the quality of academic services in tertiary institutions.

Supervise to ensure that the planned academic quality services can be carried out in accordance with the objectives, as well as the extent to which they are achieved. The objectives and activities of controlling academic quality services are to examine the effectiveness in the context of improving the quality of education. To oversee the achievement of academic quality services in higher education, control is carried out through (a) internal and external monitoring and supervision; (b) management transparency; and (c) public accountability.

Leaders in conducting supervision form a team in helping the implementation of supervision of academic quality services, the establishment of a supervisory team adjusted to the level of development of universities and needs in supervision, supervisory teams conduct quality assurance activities in academic services.

Improving the use of technology and information in carrying out academic services, facilitating the development of academic quality services in the learning process makes academic quality services more effective and efficient, thus facilitating and improving the quality of academic services better, so that the learning process can run as stipulated.

From the research that has been done, can be taken some conclusions related to improving the quality of academic services in universities.

Universities have a strategic policy of education services, service policies issued by leaders to improve the quality of academic services academic service policies issued by

**TRANSFORMATIONAL LANGUAGE, LITERATURE, AND
TECHNOLOGY OVERVIEW IN LEARNING
(TRANSTOOL)
VOLUME 1 ISSUE 1 (2021)**

leaders in universities are oriented to improving the quality of academics and other university resources, namely, the professionalism of the work of college human resources in order to achieve a competitive advantage, expand opportunities and access to obtain higher education, improve and strengthen the study program and curriculum, improving the quality of teaching and learning processes and outcomes, developing and improving educational professional certification programs, as well as strengthening networks and partnerships with local, national, and international institutions, all of these policies have been proclaimed by the leadership as stipulated in higher education strategic planning, as a reference or foundation in various academic quality service activities in tertiary institutions.

Higher education policies emphasize good service quality, educational services are a reflection of the quality of education in higher education, quality services in higher education are produced by quality human resources, and vice versa. Therefore, the policies of universities emphasize on improving the quality of academic services in universities with the aim of improving the quality and professionalism and good performance of the components of universities in improving the quality of academic services in universities.

Third; The implementation of improving the quality of higher education academic services needs to control the quality of activities held at each stage in the management process which includes input, process, output and stakeholder satisfaction. Implementation of service quality improvement can be carried out by implementing IT / ICT in the service quality management process to improve efficiency and provide fast, precise and accurate service capabilities, improving and strengthening the curriculum for all types and levels of programs; The content of education is packaged in the curriculum, the implementation of the curriculum is the learning process or PBM, updating and improving learning facilities; Improving the qualifications, quality and number of human resources in accordance with the needs of developing the quality of education services in universities.

4. CONCLUSION

The implementation of the quality of academic services of universities has not been able to completely change the attitude and behavior of lecturers, employees and others so that it has not been able to maximize the quality of excellent service to students and residents of universities, this is due to different levels of understanding and educational background, so that it needs special handling such as the granting of scholarships and the existence of education and training periodically to improve the quality of work, with the hope of improving the quality of education services in universities can run smoothly.

Supervision of academic quality services in universities, academic quality services are in dire need of supervision if they want perfect results, academic quality services can be realized by the presence of good quality resources in human resources, management and other supporting factors, thus creating a quality learning process.

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