

**INTERNAL QUALITY ASSURANCE SYSTEM MANAGEMENT (SPMI)
IN AN EFFORT TO IMPROVE THE QUALITY OF
VOCATIONAL EDUCATION GRADUATES
(Case Study at LKP Yani 45 Kab. Bandung and Tallium Kab. Bandung Barat)**

Iwa Budiana, Iim Wasliman , Hanafiah Hanafiah, Deti Rostini⁴
Universitas Islam Nusantara, Bandung, Indonesia

ABSTRACT

This research is motivated by the low quality of vocational education management in special and training institutions, accreditation of many institutions that have not met SNP, lack of internal quality assurance training, and lack of cooperation with other parties in optimizing institutional management. The purpose of this study was to determine the planning, organization, implementation, evaluation, obstacles, solutions and impact of the internal quality assurance system (SPMI) in an effort to improve the quality of vocational education at LKP. The theoretical basis used: 1) Management theory from George R. Terry; 2) Quality theory from Juran. This research is a qualitative research with case study method. The data collection techniques used were observation, interviews, and documentation. Data were analyzed using data reduction, data presentation, and conclusion drawing. Data validity checking techniques using triangulation of sources and techniques. The results of this study indicate that 1) SPMI planning refers to KKNI, SKKNI, Dudi and LKP's vision and mission in an effort to improve the quality of vocational education graduates, 2) Organizing in accordance with responsibilities based on the organizational structure of LKP with existing human resources, 3) Implementation of SPMI based on accreditation assessment rubrics, with the existence of an educational / academic calendar, syllabus preparation, lesson plan preparation, and the scope of the learning program at LKP, 4) Evaluation is carried out through curriculum improvement and innovation, learning outcomes assessment, institutional performance, and educator performance, in an effort to improve as well as improve the implementation of vocational education, 5) Obstacles to SPMI activities encountered related to planning, organizing, implementing, and evaluating the incomplete understanding of managers on internal quality assurance, as well as limited budget, 6) Solutions to overcome obstacles related to planning, organizing, implementing, and evaluating by providing training and understanding as well as sufficient budget on vocational quality assurance activities as a whole, 7) SPMI has a significant impact on graduate competence and improving the quality of vocational education in facing global challenges to produce quality human resources. It is concluded that SPMI management to improve the quality of vocational education graduates in LKP through the stages of planning, organizing, implementing and evaluating has been implemented but not optimal, because there is still a less complete understanding of internal quality assurance and the lack of budget at the institution hinders efforts to improve the quality of vocational education.

Keywords: Management, Quality, SPMI, and Vocational

I. INTRODUCTION

The development of the industrial world 4.0 presents new types of jobs that demand the readiness of Indonesia's human resources (HR) to be able to respond to changes in digital technology, where they must have skills and knowledge that are in line with the demands of the industrial 4.0 era. Kominfo informs that "Indonesia is expected to face a demographic bonus era in the coming years, precisely in the year 2030 to 2040" (www.kominfo.go.id). The increasing number of the productive age population in the coming years is a great opportunity for the development and growth of the country's economy. This opportunity can only be optimally utilized if Indonesian HR has adequate quality and is able to compete in the increasingly competitive global labor market.

Improving the quality of HR in Indonesia can be done by increasing access and quality of education. Learning skills throughout life according to Sanusi (2014:141) "allows for the refreshment of knowledge and the improvement of skills (re-skilling) to become very important in order to survive." Vocational education is an important part of the education and learning system that aims to improve the skills and knowledge of students in certain fields, so that they can more easily find jobs and contribute to the economy.

Vocation is "a special skill that someone has as an accumulation of their experience" (Sudira, 2016:4), the more applied and trained approach to vocational education, makes vocational education have an important role in preparing students to enter the workforce with adequate skills and knowledge.

Training and education institutions (LKP) have a strategic role and function in improving HR through life skills education. Indrawan and Wijoyo (2020:19) affirm that "education is essentially the training of skills after humans have acquired adequate knowledge from the results of their thinking." The culmination of the training and education program is the improvement of someone's competence, which includes aspects of attitude, knowledge, and skills. The development of LKP in Indonesia means that courses and training are increasingly needed by the Indonesian people. LKP needs to be managed well in order to provide more benefits to society.

Government Regulation of the Republic of Indonesia Number 19 of 2005 mandates that "every education unit in the formal and non-formal pathways must carry out education quality." Quality reference according to Mulyasa (2012:135) "three levels of quality reference for education units, namely the Minimum Service Standard (SPM), the National Education Standard (SNP) and the Education Quality Standard above the SNP", with the existence of these three levels of quality references, it is hoped that education units can meet the standards that have been set and continuously improve the quality of education.

The purpose of this education quality assurance is to meet or exceed the National Education Standard (SNP). "SNP is the minimum criteria for the education system throughout the legal territory of the Unitary State of the Republic of Indonesia". In line with Sani et al (2018:48) SNP that "the minimum standard set by the government in the field of education that must be met by education units", and all stakeholders in managing and providing education, which consists of:

graduate competency standards; content standards; process standards; assessment standards; teacher and education personnel standards; management standards; facilities and infrastructure standards; and financing standards.

LKP is a non-formal education institution that must still comply with government regulations under the supervision of the Directorate of Training and Education of the Ministry of Education must always maintain the quality of its management. The basic education and secondary education quality assurance system consists of two components, namely the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). According to Sani et al., (2018:13) that "SPMI is a quality assurance system that is carried out by all components in the Education Unit". The implementation of SPMI so that the fulfillment of quality can be planned, implemented, and evaluated internally by the education unit. "SPME is a quality assurance system implemented by the central government, local governments, accreditation institutions and education standardization institutions" in (Sani et al., 2018:13).

The principles of SPMI are "independent, standardized, accurate, systematic, sustainable, holistic, and documented in a quality report" in (Barnawi & M.Arifin, 2017:22). The quality report of education is a portrait of the condition of the school based on the achievement of school performance for one year.

The first root of the problem in this study is that the Internal Quality Assurance System (SPMI) has not been able to improve the quality of vocational education, specifically in the management standard. The low quality of vocational education can be seen based on the results of the accreditation of training and education institutions. The implementation and assurance of education quality are still facing various problems. The results of the accreditation of LKP units consist of 9 units (0.16%) accredited A, 85 units (1.55%) accredited B, 113 units (2.06%) accredited C, and 1 unit (0.02%) not accredited. Based on the report of the analysis of LKP performance evaluation in 2019, it is known that the average performance achievement of LKPs, seen from the fulfillment of 8 (eight) national education standards, is still low.

The second root of the problem is that there are still many vocational programs in training and education institutions that are not accredited. This raises doubts about the quality of the education and graduates of these institutions. Based on the data from the results of the accreditation of LKP units in the regencies and cities of West Java Province, the high number of LKPs with C performance, the third root of the problem is the low performance achievement based on 8 SNP. LKPs, as one of the non-formal education units, must be managed seriously in order to be able to produce quality output.

The reasons for choosing the locus at LKP Yani 45, Bandung Regency, and LKP Tallium, Bandung Barat Regency, are that both institutions have implemented quality assurance system management based on the observations of the researchers. The operation of both institutions has existed for more than 20 years, which is a long time and not easy for a non-formal education institution that is managed independently and self-reliant to survive and operate until now in the midst of very complex global challenges. Both LKPs have vocational programs that meet the needs

of the surrounding community by continuously innovating in maintaining the quality and quality of the educational programs offered in sewing courses and electronics courses.

II. METHODS

The research method used is descriptive qualitative, with a case study approach. The subjects in this study are the leaders, instructors, technical and administrative staff, and students. The research location is at LKP Yani 45, Bandung Regency, and LKP Tallium, Bandung Barat Regency. Data collection was carried out by observation, interviews, and documentation studies with triangulation data collection techniques.

III. RESULTS AND DISCUSSION

Planning is an important initial stage in setting the direction, goals, and strategies to improve the quality of vocational education at training and education institutions. Vocational education plays a central role in preparing individuals to enter the workforce with relevant skills and knowledge. To ensure that graduates can achieve high quality standards, a planned and organized effort is required.

A well-directed SPMI planning can identify specific goals, implementation strategies, and measure and evaluate the achievement of the program on an ongoing basis. In line with Sujana (2018:61), planning is "a systematic process in decision-making about actions to be taken in the future". Planning of SPMI in an effort to improve the quality of vocational education graduates includes various aspects, including the development of curriculum that is relevant to the needs of industry, the selection of innovative learning methods, and the implementation of holistic evaluation methods on student performance. Robbins (1984) explains that: "planning is the process of determining goals and setting the best way to achieve goals". (in Syafaruddin, 2019: 72). Koontz and O'Donnell (in Hasibuan, (2017:92)) say: "Planning is the function of a manager which involves the selection from alternatives objective, policies, procedures, and programs". Planning is the function of a manager to choose objectives, policies, procedures, programs from various alternatives.

Planning of SPMI that refers to KKNI, SKKNI, Dudi, and the LKP's vision and mission is one of the important efforts to improve the quality of vocational education graduates. By referring to these standards, it can ensure that graduates have the competencies that meet the needs of the workforce and meet the satisfaction of users. Good planning will ensure that efforts to improve the quality of vocational education are effective and sustainable. In the context of improving the quality of graduates based on the establishment of learning quality indicators, plans to meet SKL, plans to meet learning quality, learning plans, institutional work plans, and financing plans in LKP Yani 45 Kab. Bandung and LKP Tallium Kab. Bandung Barat.

The establishment of educational quality standards or a standard-based approach "is intended to measure and assess the fulfillment of standards as they have been established in quality policies" (Fatah, 2017). Referring to the SPMI planning process that has been carried out in these two institutions, the stages in carrying out the establishment of learning quality indicators are

through the LKP EDS used to measure the level of fulfillment of the SNP in both institutions, as well as relevant to the needs of DUDI. Juran (1998:25) "quality, it is well to begin by establishing the "vision" for the organization, along with policies and goals". The importance of building a "vision" for the organization, along with policies and goals, in terms of quality. Vision and mission become a reference in determining the goals, objectives, and quality indicators that the educational institution wants to achieve, and are used in determining the quality standards in the institution.

In relation to vocational education in training and education institutions, there are several things that need to be seriously considered and understood, as follows: "(1) curriculum, (2) market share, and (3) cooperation with the business world and the industrial world" in (Indrawan et al., 2020:61). LKP Yani 45 and LKP Tallium have established an integrated and sustainable SKL fulfillment plan. The plan is based on a deep understanding of industry needs and the importance of curriculum relevance to industry needs.

Coordination in the implementation of SPMI is needed to connect one part with another so that a unified activity is created that leads to the goal of quality assurance of education in the institution. Coordination and communication within the organization ensure that all units of activity work in harmony and support each other. Syaodi (2018:56-57) adds that "quality control in educational institutions will be successful if it meets two elements, namely a clear plan and a clear organizational structure". Reinforced by Mulyasa, (2017:134) through "coordination of each part that performs a function with a certain specialization can be unified and connected to each other so that they can perform their roles". Good coordination of all parties involved such as: managers, teachers, students, and parents, can help improve the quality of education provided by an educational institution. By working together, they can identify problems and find solutions to improve the quality of education.

Organization that is in accordance with responsibilities based on the LKP organizational structure by organizing existing resources effectively and efficiently can ensure that all vocational education activities can be carried out effectively and efficiently, so that they can produce graduates who are competent and meet the needs of the workforce. LKP Yani 45 and LKP Tallium have a simple but clear and structured organizational structure, with a division of tasks and responsibilities. This organizational structure ensures that the responsibilities and authority related to the quality assurance of vocational education are carried out properly. Each organizational unit has tasks and responsibilities that are in line with its competencies. Conducting regular evaluations of the organizational structure to ensure that the organizational structure is still in line with the needs of the institution.

The implementation of SPMI in LKP becomes an effective operational foundation, with an emphasis on good coordination and management, it is hoped that the institution can achieve optimal results in improving the quality of graduates, creating an innovative learning environment, and consistently updating teaching methods in accordance with the latest developments in the world of industry. Kamil (2007:135) says "the development of non-formal education that refers to the independence of the target students is a special emphasis that is often used as a benchmark and

basic principle". LKP managers appear to be more flexible. The implementation of SPMI based on the accreditation assessment rubric can improve quality in terms of SKL achievement, learning quality, and student satisfaction, then LKP will be increasingly in demand by the community and can play a greater role in national development.

Evaluation is a complex process that requires special skills and expertise to ensure that the evaluation of SPMI activities is objective, accurate, and relevant. According to Sagala (2007:59), evaluation is "All system functions that make adjustments to the plan, trying to ensure that system deviations are only within tolerable limits". SPMI is evaluated and developed on an ongoing basis by each elementary and secondary education unit, in Sujana (2014:22) program evaluation is "A regular and ongoing activity using scientific procedures to obtain data that is useful for decision-makers".

Evaluation of SPMI is an important activity to be carried out in order to improve the quality of vocational education, through various approaches, one of which is through the improvement and innovation of the curriculum, assessment of learning outcomes, institutional performance, and educator performance. SPMI is considered as the foundation for achieving goals, the reality of its implementation is often colored by various obstacles that can slow down or even hinder progress. These obstacles arise from various factors, ranging from internal aspects of the institution to external factors involving stakeholders and industrial dynamics.

According to Indrawan and Wijoyo (2020:82), one of the challenges in Non-Formal Education is that "Quality control and sustainability of PNF program implementation have not been able to be carried out effectively and efficiently", even though seen from the benefits of program quality control is very much. That program quality control is useful to prevent errors in production by trying to ensure that every step taken, every resource used, and every aspect involved in the production process is continuously evaluated to prevent errors or mistakes. SPMI obstacles can cause the quality of vocational education in LKP to be less optimal, efforts are needed to improve the understanding of LKP managers about internal quality assurance, as well as increase the available budget for program implementation.

Complexity of the ever-evolving world of work, course and training institutions embracing the challenge of improving the quality of vocational education graduates, directing and controlling educational institutions by establishing policies, objectives, plans, and quality processes/procedures and their achievement on an ongoing basis.

The expected objectives of the application of quality management in education are to improve the quality of the education process so that it can produce services, improve productivity and efficiency through performance improvement, and improve the quality of the education process so that it can produce graduates who are satisfactory or meet the needs of stakeholders (Sani et al, 2015: 9).

SPMI becomes a critical foundation that guides institutions in ensuring that the vocational education provided is not only relevant but also empowers students with skills that are valued in the competitive job market. Even though SPMI is often faced with a number of obstacles, finding

smart and focused solutions is the key to success. In this study, we will explore a variety of solutions that can be applied in the context of SPMI, opening the way for improving the quality of vocational education graduates at training and education institutions.

The rapidly changing job dynamics in this era of globalization, LKP managers must continue to improve the quality of vocational education graduates to meet the ever-evolving demands of industry. The implementation of SPMI is the key to ensuring that graduates not only have a strong theoretical understanding, but also have practical competencies that are relevant to the needs of the labor market.

The role of SPMI is very significant, challenges related to graduate competencies are still the main focus. In this exploration, we will explore various solutions that can be implemented through SPMI to improve the quality of graduates and ensure that they are ready to face the challenges of the dynamic world of work.

Solutions to overcome obstacles related to planning, organizing, implementing, and evaluating SPMI by providing training and understanding as well as sufficient budget for comprehensive vocational quality assurance activities can provide positive value to the quality of LKP in Indonesia.

The SPMI process helps to ensure that the course education program at both LKPs is in accordance with the applicable education standards. SPMI helps in the preparation of a more effective curriculum with regular evaluation and monitoring, the curriculum can be adapted to the latest technological developments and industrial trends.

The implementation of the quality assurance system in elementary and secondary education units (Kemendikbud, 2016) "aims to ensure that all elements, including organizations, policies, and related processes in the education unit, can run in accordance with the standards set to ensure the realization of a quality culture in the education unit."

The ultimate goal of the education quality assurance system is the realization of a quality culture (quality culture) in the world of education. SPMI has a positive impact on the improvement of the quality of the learning process, from planning, implementation, to evaluation. Quality improvement according to Nasution (2015:30) is customer satisfaction "determining the quality of customer desires so that in all aspects customers are satisfied". The impact of SPMI is very significant on the competence of graduates and the improvement of the quality of vocational education at LKPs in facing global challenges to print quality human resources, be able to produce competent graduates, ready to work, and able to compete in the 4.0 era.

SPMI also has an impact on quality improvement, based on observations of the learning activity activities at both LKPs, there are never any empty activities, many students are learning, government-funded training programs are always available even though not every year. LKP Yani 45 and LKP Tallium always strive to develop a curriculum that meets the needs of students, improve the competence of instructors, DUDI, and continue to improve the provision of adequate facilities and infrastructure. SPMI can improve program accreditation and enhance the institution's image.

IV. CONCLUSIONS

The planning of the SPMI refers to the National Competency Framework (KKNI), the National Competency Standards (SKKNI), industry and the LKP's vision and mission in an effort to improve the quality of vocational education graduates. The organization is in accordance with the responsibilities based on the LKP's organizational structure and the available human resources. The implementation of the SPMI is based on the accreditation assessment rubric, with the existence of an academic calendar, the preparation of syllabi, the preparation of lesson plans, and the scope of the learning program at the LKP. The SPMI evaluation is carried out through curriculum improvement and innovation, learning outcomes assessment, institutional performance, and educator performance, in an effort to improve and perfect the implementation of vocational education. Constraints at the LKP in SPMI activities found related to planning, organization, implementation, and evaluation are the incomplete understanding of managers on internal quality assurance, as well as limited budgets. Solutions to overcome constraints related to planning, organization, implementation, and evaluation are to provide training and understanding as well as sufficient budget for comprehensive vocational quality assurance activities. SPMI has a significant impact on the competence of graduates and the improvement of the quality of vocational education in facing global challenges to print quality human resources.

Based on the research findings, interpretation, and discussion, it is concluded that the SPMI management to improve the quality of vocational education graduates at the LKP through the stages of planning, organizing, implementing, and evaluating has been implemented but is not optimal, due to the lack of a comprehensive understanding of SPMI at the LKP Yani 45 and LKP Tallium. The research results also showed that the lack of budget at both LKPs hinders efforts to improve the quality of vocational education. The vision and mission of the leadership are the main capital in the aspect of managing non-formal educational institutions.

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