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WORD COUNT

16077 Words

CHARACTER COUNT

90736 Characters

PAGE COUNT

22 Pages

FILE SIZE

484.5KB

SUBMISSION DATE

Apr 18, 2022 9:57 AM GMT+7

REPORT DATE

Apr 18, 2022 10:00 AM GMT+7

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IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT TO SUPPORT IMPROVING THE QUALITY OF EDUCATION AT ALIYAH STATE MADRASAH IN MAKASSAR CITY

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Abstract

The study discusses the implementation of Total Quality Management in supporting quality improvement at State Madrasah Aliyah in Makassar City. It also describes the planning and implementation of the curriculum to support quality and explains educators and education personnel, infrastructure, and quality improvement taken by three State Madrasah Aliyah in Makassar City. The research method is qualitative by describing, comparing, and analyzing the implementation of total quality management in supporting quality improvement. Collecting data through observation, documentation, and interviews with stakeholders of Madrasah Aliyah Negeri (MAN) 1, 2, and 3 Makassar. While the data analysis through data display, data verification, and conclusions.

The results showed that State Madrasah Aliyah 2 Makassar had a higher quality of education compared to the other two Madrasah Aliyah. This can be seen in the curriculum structure with a score of 81, while the other two madrasas have a score of 75. Furthermore, in the learning process the average value of theory and practice exams at MAN 2 is 80.90 while MAN 1 and MAN 3 have an average value of 78.30. Likewise, educators and education staff of MAN 2 show that 90% of teachers have competence according to the field of study they are capable of, while MAN 1 and MAN 3 are only 70% and 60%. As for the management of facilities between MAN 1 and MAN 2 there are similarities, but the infrastructure of MAN 2 is more complete. Likewise, the public relations management of MAN 2 is better at fostering good and harmonious relations with the community compared to the public relations of MAN 1 and MAN 3. The research findings also show that quality education is the hope and demand of all madrasah stakeholders. The implication is that educational institutions must be able to provide good service and quality, so that they are able to compete with other educational institutions. In addition, quality education can be improved if madrasas have support from the government, effective leadership of madrasah principals, good teacher performance, relevant curricula, quality graduates, effective organizational culture and climate, and support from the community and parents of students. Thus, the implementation of management to support improving the quality of education is a real solution that is hoped to be able to manage quality indicators to synergize with each other in efforts to improve the quality of education.

Keywords: Quality Improvement, Education Quality Management

Background

The main obstacle to improving the quality of education lies in the process of managing madrasas and learning that are not professionally developed (Suyanto and M.S. Abbas; 2011:61). Thus, any program that will be carried out in an effort to improve the quality of education will be difficult to achieve if the managerial conditions of the madrasa are still not able to develop in a more professional direction. Efforts to improve and improve the quality of education seem to never stop, many reform agendas have been, are being, and will be implemented, various innovative programs have participated in enlivening education reform or it can be interpreted as educational restructuring, which is to thoroughly improve the relationship pattern of madrasas with the community, people, and society, parents, students and government. According to the new paradigm of education management in accordance with the needs of society and the development of the times, in line with the spirit of the 2003 Law on the national

education system. If referring to government regulation (PP) No. 19 of 2015 Chapter I Article 1 concerning national education standards. This standard serves as a basis for planning, implementing, and supervising education in the context of realizing quality national education (PP No. 19, 2005: article 3). It also aims to ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation. Meanwhile, the position of Madrasahs in the Law of the Republic of Indonesia Number: 20 of 2003 concerning the National Education System in Chapter VI Article 17 paragraph (2) and Article 18 paragraph (3) states that: (2) Basic education is in the form of Basic Madrasah (SD) and Madrasah Ibtidaiyah (MI) or other equivalent forms as well as Junior High School (SMP) and Madrasah Tsanawiyah (MTs), or other equivalent forms", "(3) Secondary education in the form of senior secondary madrasah (SMA), madrasah aliyah (MA), vocational

secondary madrasah (SMK) and vocational aliyah madrasahs (MAK), or other forms.

Referring to the law above, the management of improving the quality of education implemented by the Ministry of Education and Culture for public madrasahs also applies to madrasahs as institutions that provide Islamic education under the auspices of the Ministry of Religion. In addition to these efforts, improving the quality of education is also made a top priority in the development of education, as stipulated in Law no. 20 of 2003 concerning the national education system states that; education and education personnel are obliged to: Create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical; Have a professional commitment to improve the quality of education; Set an example and maintain the good name of the institution, profession and position in accordance with the trust given to him; (Ministry of Religion, 2008:8).

At state madrasah aliyah madrasahs in the city of Makassar, in addition to teaching resources that are still not in accordance with the qualifications of subject educators (especially general subjects), the lack of learning facilities, madrasah institutions also have management constraints, especially with regard to how to maximize and develop resources existing resources, as well as the ability to look for other innovative new sources (Azra researcher from Makassar Research and Development; 2016: 71-72). This proves that many madrasahs in South Sulawesi in general, and the city of Makassar in particular, the teaching resources are not in accordance with the qualifications and subjects that are effective, not only general lessons, but even in religious subjects now almost found educational resources that are not in accordance with the qualifications of educators and effective subjects, so various parties question what is wrong in the administration of education, there are various factors that cause the quality of our education to increase or decrease evenly. First, the policy and implementation of national education uses an educational function approach or input-output analysis which is not carried out consistently. Second, the implementation of national education is carried out in a bureaucratic-centralistic manner, so that Madrasahs increase as education providers that depend on bureaucratic decisions. Third, the minimal role of the community, especially parents of students in the implementation of education, parental participation has been limited to supporting funds, but is not involved in the educational process such as making decisions, monitoring, evaluation and

accountability, so that Madrasahs do not have the burden and responsibility for the results of the implementation of education. to the community/parents as stakeholders with an interest in education. Fourth, the leadership crisis, where the madrasah head tends to be non-democratic, the top-down policy system is from the madrasah principal to teachers or the bureaucracy above the madrasah head to Madrasahs.

Madrasahs as one type of Islamic educational institution as institutions in general are agents of civilization and social change, their existence is expected to be able to contribute and make positive changes that improve and advance Muslim civilization, both at the theoretical and practical intellectual level. Islamic education is not just a process of transforming moral values to fortify itself from negative access to globalization and modernization, but the most urgent thing is how the moral values that have been instilled through Islamic education are able to play an active role as a generator that has the power to liberate from pressure, the crush of socio-cultural backwardness, ignorance, economy, and poverty in the midst of rapid social mobility. The benchmark that can be studied is that of state Madrasah aliyah in Makassar, quality is the most important agenda to be realized. This is because the three state madrasah aliyah in the city of Makassar have many enthusiasts and some have less. One that has a lot of enthusiasts is MAN 2 Makassar, because the input process for new students is quite strict, while MAN 1 has many enthusiasts but has not achieved what MAN 2. Efforts to improve quality are the most important task for the madrasah principal, educators and education. Meanwhile, MAN 3 enthusiasts are still less than the two other state madrasah aliyah. The characteristics that place the madrasah have its own character, where the teaching and learning process takes place, the place where the civilizing of human life is held, because of its complex nature and the unit, madrasahs as organizations require a high level of coordination from madrasah leaders.

Zamroni (2014:119) views that quality improvement with the TQM model, where madrasahs emphasize the role of madrasah culture within the framework of The Total Quality Management (TQM) model. This theory explains that the quality of madrasahs includes three abilities, namely: academic, social, and moral abilities. According to this theory, the quality of the madrasah is determined by three variables, namely the culture of the madrasah, the teaching and learning process, and the reality of the madrasah. Madrasah culture is the values, habits, ceremonies, slogans, and

various behaviors that have long been formed in the madrasa and are passed on from one generation to the next, whether consciously or not. This culture is believed to influence the behavior of all components of the madrasa, namely: teachers, principals, administrative staff, students, and also parents of students. Some basic assumptions behind educators and education personnel as human resources become strategic and rational factors that determine the level of success in the education system, namely: 1) humans are the most important asset in educational organizations, 2) personnel determine the success of educational goals, 3) the human element is the largest controlled variable in the organization, 4) most organizational problems are related to human appearance, 5) the main concern of the Madrasah system is to identify and manage process behavior in order to achieve the goals set (Mudassir, 2016: 12 Journals). Madrasah aliyah is a middle-level madrasa which is equivalent to high school (SMA) which is characterized by the Islamic religion under the auspices of the Ministry of Religion. In Makassar City, there are 3 (three) state madrasah aliyah, namely: state madrasah aliyah (MAN) 1 Makassar, state madrasah aliyah (MAN) 2 Makassar and state madrasah aliyah (MAN) 3 Makassar. The three state madrasah aliyah above have educational staff who have various experiences or tenures, ranging from 2 years, some reaching 29 years of service. Most of the education staff who have worked long hours at the madrasa have a bachelor's degree (S1), some of them do not have the appropriate competence in their field, so that it can be difficult to work.

Based on these assumptions, the existence of educators and education personnel is very important so that the management and development of human resources must be carried out properly. Its management is not just the procurement of human resources, but must use management functions, starting from careful planning, conducting recruitment and selection, appointment and placement in accordance with their educational background, providing fair compensation, as well as conducting supervision and assessment so that assignments and the responsibilities of educators and education personnel are in line with the educational goals that have been set. However, in Makassar city state madrasah aliyah based on previous observations that public madrasah aliyah in Makassar city have used management functions but have not been maximized, especially in the process of procuring educators and education personnel, such as recruitment that can be done suddenly without careful planning or recruiting

not in accordance with competence and appointing educators in fields that are not in accordance with their educational background. Therefore, this research was conducted with the aim of revealing the activities of implementing the management of educators and education personnel and discovering the efforts made in improving the quality of education.

The initial survey at MAN 2 Makassar shows that the output of Madrasah Aliyah Negeri 2 Makassar has madrasa achievements produced by the learning process and management in madrasas, which can be classified into two, namely output in the form of academic achievement and output in the form of non-academic achievement.). Regarding output and achievements at Madrasah Aliyah Negeri 2, it has students who excel at both the South Sulawesi provincial level and the national level and become the madrasa that is of great interest to students in Makassar City. Furthermore, the quality improvement efforts carried out at Madrasah Aliyah Negeri 1 Makassar in the 2020/2021 school year consisted of 1,292 students, 107 educators and education, 32 classrooms, with 3 majors. According to Lukman, MM (Kamad MAN 1) there are at least three main requirements that have been carried out so far, even must be considered in the development of education so that it can contribute to improving the quality of human resources (HR) in MAN 1 Makassar, namely: First, building facilities. Second, quality books. Third, professional educators and education personnel, as it is known, that one of the priorities of national education development in relation to the development of the quality of human resources is related to improving the quality of each type and level of education. Meanwhile, improving the quality of education in madrasas, especially at Madrasah Aliyah Negeri 3 Makassar for the 2020/2021 academic year, which consists of 908 students, 105 educators and education, 32 classrooms, is the main target of the entire process carried out by the institution on an ongoing basis. The efforts of Madrasah Aliyah Negeri 3 in improving the quality of education are similar to those made by Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Makassar.

Educational institutions are required to produce quality outputs, one of which is by improving the quality of service management processes. For this reason, for the sake of improving management, the world of education is currently starting to adopt a theory of industrial world management that has developed in America and Japan, namely Total Quality Management (TQM). When the government gives madrasah

authorities the opportunity to optimize their full potential so that many quality improvements can be achieved, many madrasas then seek to implement the integrated quality management (MMT). State madrasah aliyah in Makassar City with all its totality continue to improve and provide opportunities to motivate and fulfill the expectations of madrasa customers (educators, students, education, parents, communities and further education institutions). This can be seen from the conducive madrasa culture, effective teaching and learning processes, almost adequate infrastructure facilities, clear and directed curriculum, educators and education staff who are almost competent in their fields. Along with the growth of the global world, public madrasah aliyah in Makassar City continue to carry out self-development and continuous improvement which is conceptualized in the application of Total Quality Management (TQM).

Based on the description above, the implementation of Total Quality Management to support improving the quality of education at Madrasah Aliyah Negeri in Makassar City is important to study, so that the role of state madrasah aliyah in Makassar City as an educational institution with Islamic characteristics can contribute to creating quality human beings, both regional and national level.

Total Quality Management

The grand theory used for this research is the implementation of total quality management, the middle theory is improving the quality of education at state madrasah aliyah in the city of Makassar, the theory used by researchers is W.Edward Daming and Josep Moses Juran is the quality of education. According to Joseph Juran quality is fitness for use, this means that a product or service should be in accordance with what is needed or expected by users. The concept of quality in educational institutions (Madrasah) is more visible from customer satisfaction, the more satisfied customers are with the madrasa, the madrasa is said to be of high quality. Customer satisfaction with madrasas is usually seen from the fulfillment of customer expectations and changes in the affective, cognitive and skills of students or alumni of a madrasa. (Interview, kamad MAN 2 Kaharuddin, 20 August 2020). Meanwhile, being a grand theory from researchers, the indicators are curriculum factors, student learning processes, educators and education staff, madrasa facilities and infrastructure, and community relations. Researchers assume that the factors that affect the quality of education are curriculum factors, because each

curriculum contains at least two types of standards, namely, academic content standards and performance standards. Academic standards reflect the essential knowledge and skills of each discipline that must be studied. by all students. While the competency standard is the result of activities demonstrated by students as the application of the knowledge and skills they have learned.

From the theoretical review stated above, the grand theory developed by W. Edward Daming and Josep Moses Juran is the quality of education. So that Josep Moses Juran introduced three quality processes, namely: 1) Quality planning, 2) Quality control, 3) Quality improvement and W.Edward Daming, 14 principles that describe what madrasas need to develop a quality culture. From the Grand theory put forward by W.Edward Daming and Josep Moses Juran known as The Juran Trilogy, which is quoted by Ismail (2016:121) namely quality planning, quality control and quality improvement, or Juran called it the Juran Trilogy, it can be explained as follows:

1. Quality Planning (QP). QP is a management process to identify customers, requirements/needs, products and services according to customer characteristics. This process will also deliver products and services with the right equipment, then transfer this knowledge to members of the company so that all customers are satisfied.
2. Quality Control (QC). QC is a process of inspection and evaluation that is carried out in earnest on a product and compared with the main requirements desired by customers. Problems detected will be corrected for better quality improvement.
3. Quality Improvement (QI). QI is a process to maintain a good mechanism, so that quality can be achieved continuously. This can be done by paying attention to the allocation of resources, assigning personnel to carry out quality projects, providing training for employees and establishing a permanent strategy to maintain the quality that has been achieved previously and pursue rudimentary quality. (Ismail, 2016).

Makassar City MAN Education Quality Standards

The quality of education according to national education standards are; Education that produces graduates in accordance with the expectations of society, both in personal quality, morals, knowledge and work competence is an absolute requirement in the life of a global community that continues to develop today and in the future. The quality of madrasah education in

the city of Makassar can be measured based on the reality of the results of research on public madrasah aliyah in the city of Makassar with criteria based on the following national standards;

1. Content standards, seen from the content standards at the Makassar city state madrasah aliyah, have met the criteria for national education standards which include the basic framework and curriculum structure, learning load, education unit level curriculum, and educational/academic calendar, but in terms of learning load it becomes a problem separate aspects of the learning process and evaluation of learning outcomes that require students to have more mastery of the material and more learning time is used.
2. The standard process, according to the administrative data available at the Makassar city state madrasah, has met the standard of the learning process, as well as seen from the readiness of the teaching staff in preparing the learning process in accordance with the format of the national education quality standard. However, if we look closely at the occurrence of learning interactions between educators and students, there are some educators who need to increase their ability to stimulate the occurrence of stimulus responses from students in encouraging motivation, interest and serious attention in developing and mastering learning materials.
3. Graduate competency standards, elements based on graduate competency standards have been met only in the field of achievement at the provincial level can compete with general public madrasas, while the national level has not competed with MAN madrasas on the island of Java, as well as the graduates produced are still rarely able to pass the favorite higher education at the provincial or national level (interview: Nurlaela, S.Sos TU MAN 1). In connection with this, it is still very necessary for the effort and hard work of educators and education staff to provide guidance, deepening and training to understand the advantages of madrasas that have achieved.
4. The standard of educators and education personnel, when viewed from the four competencies that must be possessed by educators, namely pedagogic competence, professional competence, social competence and personality competence, the existing weakness is the lack of educators attending training or seminars to increase professionalism as educators and education staff.

Even if there are only regular participants, not as researchers or resource persons in the seminars that are held.

5. Standards for facilities and infrastructure, aspects of educational facilities and infrastructure have met quality standards, but still need attention both in terms of procurement of facilities as well as rehabilitation and repairs that require procurement and improvement from the madrasa, government and community in preparing facilities and infrastructure according to educational standards.
6. Management standards, observing from the data in the field administratively, this has been implemented in a good and effective manner, but the discipline of education staff still needs to be improved in carrying out their duties, as well as control and supervision have not been carried out properly. As a result, the effort to fill in the required data and information is rather slow, if the data and information are needed reports at the higher level. For example, reports at the Regional Office level of the Ministry of Religion or at the Central Ministry of Religion.
7. Financing Standards, that the funds managed by the Makassar City State Madrasah Aliyah are very good and are allocated according to the needs used. This condition greatly affects the quality of education as a whole.
8. Educational Assessment Standards, educational assessments at the Makassar City State Madrasah Aliyah have been running in accordance with the criteria for the assessment standards, so that the assessments carried out have met the provisions of national education standards as national education quality standards. Thus, the Madrasah Aliyah Negeri (MAN) of Makassar City has the quality of its education that meets the national education standards.

Indicators or criteria that can be used as a benchmark for the quality of education in state madrasah aliyah in Makassar city are the final results of education. Indicators in improving the quality of education can be influenced by educational inputs, education management processes. Educational input is everything that must be available because it is needed for the process to take place, educational input consists of all existing madrasa resources, madrasa components and resources consist of people (man), funds (money), facilities and infrastructure (materials) and regulations. The minimum regulatory standards that become indicators that affect the improvement of the quality of

education in the Makassar city state madrasah include: The curriculum applied to the state madrasah aliyah in the city of Makassar is the 2013 curriculum, because the standards used as reference in the implementation of the 2013 curriculum and KMA No. 149 of 2019 concerning guidelines for curriculum implementation in madrasah, the 2013 curriculum is academic content standards and performance standards. Academic standards reflect the essential knowledge and skills of every science that must be learned by all students, competency standards are the result of activities demonstrated by students as the application of the knowledge and skills they have learned. Learning has a different meaning from learning, learning as a learning process built by educators to develop creative thinking that can improve students' thinking skills, and can increase the ability to construct new knowledge, or the process of interaction between students or students with educators or educators and learning resources in a learning environment that includes educators and students who exchange information.

According to Gagne and Briggs (12015: 74) learning is a system that aims to assist the learning process of students, which contains a series of events that are designed, arranged in such a way as to influence and support the internal learning process of students. Meanwhile, according to Sugandi, et al (2014: 52). Learning is a translation of the word instruction which means self-instruction (from internal) and external instructions (from external). External learning, among others, comes from educators called teaching. In external learning, learning principles will automatically become learning principles. The characteristics and characteristics of learning include: (a) it is carried out consciously and planned systematically. (b) it can foster students' attention and motivation in learning. (c) can provide interesting and challenging learning materials for students. (d) can use appropriate and interesting learning aids. (e) can create a safe and fun learning atmosphere for students. (f) can make students ready to receive lessons both physically and psychologically.

To achieve the educational goals of the Makassar city state madrasah aliyah, improving the quality of the field of education is based on the following standards: (1) acceptance of new students, which includes criteria for having a good personality, having faith and being able to read and write the Qur'an, physically and mentally healthy, and pass the religious and general tests with a minimum score of 8.00-9.00, (2) the procedure for accepting new students, including the stages of the preparation period, online registration,

written selection, graduation announcements, medical tests, and preparation for entering madrasahs for those who have graduation, (3) student orientation period, and (4) student development consists of three pathways, namely: OSIS, discipline enforcement, and student activity unit (UKP). Determination of standards for improving the quality of students, the model of student development is formally organized and institutionally designed so that all forms of policies both in the planning, implementation, supervision, and evaluation stages are always formulated institutionally and officially under the responsibility of the head of the madrasa.

Educators as quoted by Abudin Nata from WJS, Poerwadarminta (2012:102), educators are people who educate. This understanding gives the impression that educators are people who carry out activities in the field of educating. Educators in English are called teachers, in Arabic they are called ustadz, mudarris, mu'alim and mu'adib. In other literature we know educators, lecturers, teachers, tutors, lecturers, educators, trainers and so on. In the word educator functionally refers to someone who carries out activities in providing knowledge, skills, education, experience, and so on, can be anyone and anywhere. While the definition of educational staff is a member of the community who devotes themselves and is appointed to support the implementation of education, educational staff are: head of education unit (head of Madrasah, Chancellor, Director), and other education personnel. One of the targets expected by the Makassar City State Madrasah Aliyah is that 90% of alumni can be accepted by quality PTN and PTS both domestically and abroad, even educators at the Makassar City MAN must be in accordance with the disciplines they have.

According to Dedy Mulyasana, (2011: 122), quality education is born from quality educators, qualified educators at least master teaching materials, methodologies, evaluation systems, and learning psychology: (1) good educators are not just smart educators, but educators who are able to teach students, (2) good educators are not just educators with character, but educators who are able to form good characters for their students. (3) good educators are not only educators who have role models and integrity, but educators who are imitated by others. (4) educators who play themselves as good learning servants whose main task is not just teaching in the sense of conveying a number of scientific concepts and theories, but the main task of educators is to help students' learning difficulties. In order to process students with quality graduation, the

Makassar City MAN sets standards relating to human resources (HR), especially educators. The standards for improving the quality of the workforce (educators) of the Makassar City MAN are: (1) establishing a system of admissions for educators with minimum standards, namely passing academic, psychological, and microteaching tests, (2) professional and career development to improve the professionalism of educators through advanced study programs (S2 and S3), spiritual improvement, learning workshops, apprenticeship of educators in related institutions, (3) setting performance standards including learning standards, discipline, responsibility, commitment to achievement, and democracy, (4) setting behavioral standards that reflect Islamic exemplary, and (5) set high welfare standards.

Facilities and infrastructure. According to Hadiyanto (2014,: 100) states that the learning process is not only a component of educators, participants and curriculum, the presence of educational facilities and infrastructure has become a must in achieving learning success. On the other hand, facilities and infrastructure are also learning media or aids which essentially will make communication and interaction between educators and students more effective in the educational process. The existing facilities and infrastructure in the Makassar city state madrasah aliyah consist of .(1) classrooms, (2). library room, (3) physics and chemistry laboratory room, (4). computer laboratory room, and Language (5). Head of Madrasah and Deputy Head of Madrasah (6). educator room,(7). administrative room, (8) place of worship, (Musallah) (9) counseling room, (10) UKS room, (11) student organization room, (12) male and female toilets. Women (13) Playground and sports.

Understanding public relations (public relations) which is commonly referred to as public relations is a performance in building and maintaining an image reputation and good and useful communication between organizations and the community. Rosady Ruslan (2005:17) Public Relations or the Practice of Public Relations is an art and social science that can be used to analyze trends, predict their consequences, advise organizational leaders and carry out planned programs of activities that serve, both for the benefit of the organization. as well as public interest. Zulkarnain Nasution (2006:14) the general understanding of public relations in educational institutions can be interpreted "as a typical management function between organizations and their publics, or in other words between educational institutions and the

internal public (lecturers/educators, employees and students/students) and external public (parents of students/parents of students, community and outside institutions)".

Total Quality Management (TQM)

TQM is a management system that promotes quality as a business strategy and is oriented towards customer satisfaction by involving all members of the organization. Total Quality Management is an approach in running a business that tries to maximize the competitiveness of the organization through continuous improvement of products, services, people, processes and all members of the organization (Gaspersz, 2011: 9). In Total Quality Management, the first priority is total. Total in TQM is a comprehensive organizational strategy that involves all levels and levels of management and employees, not only end users and external buyers, but also internal customers, suppliers, and even support personnel. Second, quality. Quality in TQM emphasizes service quality, not just defect-free products. Quality is defined by customers, customer expectations are individual, depending on socioeconomic background and demographic characteristics. Third, management in TQM is a management approach, not a narrow technical approach to quality control. Based on some of the definitions of TQM above, there are at least four TQM concepts, including: quality, customer satisfaction, continuous improvement, and overall components. Moving on from this, the implementation of total quality management in educational institutions has several things that must be considered, first, there is continuous improvement. Second, there are quality standards. Third, there is a change of culture and culture (change of culture). Fourth, there is organizational change. Fifth, there is an effort to maintain good relations with customers. The procedure for implementing TQM basically takes three stages as follows:

The preparatory stage is the first and main activity that must be carried out before TQM is developed and implemented. Some of the steps that must be taken are to form a team and carry out TQM training for the team. Formulate a model or system that will be developed as the name of TQM implementation, make policies related to the commitment of organizational members to support TQM. Based on the preparation stage, system development can be carried out with the following steps: reviewing and developing the existing model or system through the preparation of quality system documents, conducting training, and

socializing work procedures and instructions to the determined teams thoroughly, and making preparations. Finally, both human and non-human resources carefully and accurately enter the stages of implementing the quality system. The stages of system implementation refer to the following steps: conducting trials of the quality assurance system within a certain scope based on the PDCA cycle (plan, do, check, act), team members inform the leaders and the steering committee regarding the quality assurance system trials that have been implemented. Carried out in detail, the team collects data and information from customers, takes corrective and preventive actions in accordance with customer expectations, and discusses/conducts meetings of leaders and implementers of the quality assurance system related to all existing feedback to produce or make modifications to the expected process on an ongoing basis and sustainable.

Research Methods

This study uses a qualitative approach, because the problems relate to humans which fundamentally depend on observation. According to Moleong (2011:6) that; Qualitative research is research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perception, action motivation and others holistically and by way of description in the form of words and language, in a special natural context and by utilizing various natural method. While the definition of a qualitative approach according to Sugiyono (2011: 9) that: Qualitative research methods are methods based on the philosophy of postpositivism, currently researching natural objects, where the researcher is the key instrument, the data collection technique is done by triangulation (combined). Data analysis is inductive or qualitative, and research results emphasize meaning rather than generalization. In a qualitative approach, according to Danial and Nanan (2010:60) argues that: A qualitative approach is based on phenomenology according to a holistic approach, meaning comprehensive, placing a study in a dual construction. Seeing an object in a "natural" context is natural, not partial. Meanwhile, Nasution (2010: 18) explains that: Qualitative research is also called naturalistic research, called qualitative because the nature of the data collected is qualitative, not quantitative, because it does not use measuring tools, is called naturalistic, because the researcher's field situation is "natural" or natural, as it is, without being manipulated, regulated by experiment or test. This research was conducted at a public madrasah aliyah in

Makassar City. The Madrasahs are Madrasah Aliyah Negeri 1 Talaslapang Makassar, Madrasah Aliyah Negeri 2 Makassar and Madrasah Aliyah Negeri 3 Biringkanaya Makassar. The three madrasahs are madrasahs that have implemented total quality management in supporting quality improvement and are quality madrasahs.

According to Sugiono (2015:117) that the subject population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are applied by researchers to be studied and then drawn conclusions, in this study the population is all educators in Madrasahs. state aliyah in Makassar City. Ari Kunto (2017:108) states that the subject or population is the entire subject of the study. Meanwhile, Nursalam's population is the whole of the variables concerning the problem being studied. Or it can be said that the population is all values, both the results of calculations and measurements, both quantitative and qualitative, of certain characteristics regarding a complete and clear group of objects. The research subjects are parties who are willing to provide information containing important information and data needed in this study including: Head of Madrasah Aliyah Negeri 1 Talaslapang Makassar, Madrasah Aliyah Negeri 2 Makassar, Madrasah Aliyah Negeri 3 Biringkanaya Makassar. Wakamad for curriculum, student affairs, fields, facilities and infrastructure, public relations for Madrasah Aliyah Negeri 1 Talaslapang Makassar, Madrasah Aliyah Negeri 2 Makassar, Madrasah Aliyah Negeri 3 Biringkanaya Makassar. Administration, Educators, Committee Chair at Madrasah Aliyah Negeri 1 Talaslapang Makassar, Madrasah Aliyah Negeri 2 Makassar, Madrasah Aliyah Negeri 3 Biringkanaya Makassar, 8 educators each. State madrasah aliyah students 1 talaslapang Makassar, madrasah aliyah 2 Makassar, state madrasah aliyah 3 Biringkanaya Makassar. Each of 10 people each Madrasah Guardian students, Madrasah aliyah 1 talaslapang Makassar, Madrasah aliyah Negeri 2 Makassar, Madrasah aliyah 3 Biringkanaya Makassar, 2 people each each madrasah.

Emory and Cooper (1991:24) find that the object of sample is part of the subject/population that is carefully selected to represent the subject/population. It can also be said that the object of sample is a part to be taken from the whole subject/object under study and is considered to represent the entire subject. To obtain data holistically and integratively, the data collection in this study can use the three techniques offered by Bogdan and Sari Knopp Biklen (2000:119-143), namely: 1) in-

depth interviews; 2) participant observation (participant observation); and 3) study document (study document). According to Suharsimi Arikunto, that documentation technique is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on (Arikunto, 2010: 274). While Koentjaraningrat, what is meant by documentation technique is a method or method of collecting data through written sources, especially in the form of archives and also includes books, theories, arguments or laws and others related to the problem to be studied. Koentjaraningrat, 1997: 188).

Analysis is all reports that are seen and heard are descriptive reports, data analysis begins when data collection takes place through the above method, where any data obtained will be first selected so that the data processed is more accurate and objective. Furthermore, the data obtained were analyzed by data filtering, processing and inference. The data is then organized into interconnected categories from various sources. It is through this process that inferences are made with the aim of strengthening and expanding the evidence on which it is based. Miles & Huberman, (2009:128) argues that activities in qualitative data analysis are carried out interactively and take place continuously until complete. There are four components that interact with each other, namely: data collection, data reduction, data presentation, and drawing conclusions and verification.

Implementation of Educator and Education Management in supporting the improvement of the quality of Education at MAN 3 Makassar

In the world of education, quality issues are not only about input, process, and output, but also outcomes. Quality education inputs are educators, employees, students, curriculum, facilities and infrastructure as well as other aspects of education. The process of quality education is the process of learning and providing education. Quality output is graduates who have the required competencies. and Quality outcomes are graduates who are able to continue to a higher level of education. The results of interviews with the Head of Madrasah aliyah Negeri 3 Makassar, educators and education in supporting quality improvement at MAN 3 Makassar, Mr. Mansur Patiroi, as the head of MAN 3 Makassar City as the stages of the performance of the head of the madrasa.

The Head of Madrasah Aliyah Negeri 3 Makassar City, in improving the quality at MAN 3 Makassar has carried out three main targets, namely:

Educators (educators), education (employees) and students. As an educator, the head of madrasah at MAN 3 Makassar City has a strategy that is adapted to three educational goals. The efforts made are: religious, pedagogic, and artistic development. Religious guidance during the COVID-19 pandemic was abolished, but students were given religious guidance books through mosques or family environments. In relation to pedagogic development, the head of MAN 3 Makassar always encourages educators in managing students, so an educator cannot design a learning service strategy based on competency standards and basic competencies. In this pedagogic competence, educators first understand students, which is done by looking at student biodata and taking an individual approach at the beginning of the new school year. (Interview, 05 August 2020).

In the management of teaching and educational staff, one thing that must be done by the head of the madrasa is to carry out maintenance activities, skill development, and awarding, in order to achieve the system's goal of helping members achieve positions and standards of behavior, as well as aligning individual and organizational goals, then at MAN 3 Makassar there is a madrasah organization development, namely; PMR, Sisपाल, Scouts, language learning stadium, Science Olympiad. (Interview, 05 August 2020). The Head of Madrasah aliyah Negeri 3 Makassar, in managing educators and education staff refers to several stages, namely, planning, staffing; Employee coaching and development, as well as employee compensation. In accordance with his role as a manager, the head of Madrasah aliyah Negeri 3 Makassar can carry out his duties according to procedures and can transparently actualize all work programs. (Interview, 05 August 2020).

The head of the madrasa as administrator has a close relationship with various administrative management activities that are recording the preparation and documentation of all madrasa programs. Based on specific research results, the head of Madrasah aliyah Negeri 3 Makassar has the ability to manage curriculum administration, so the curriculum used at MAN3 Makassar is K-13 Revision, KMA Number 184 of 2019 regarding guidelines for implementing curriculum in Dadrrasah and emergency curriculum during a pandemic. Covid-19, at MAN 3 Makassar, a new madrasa building is being built through the State Sharia Securities Fund (SBSN) and manages financial administration. In open financial management, transparency. These activities are carried out effectively

and efficiently in order to support the productivity of madrasahs. (Interview; 05 August 2020). The head of the madrasa as a monitor must be able to carry out supervision to monitor the performance of educators and education staff in order to achieve maximum performance results. Both of these things have been carried out by the Head of Madrasah Aliyah Negeri 3 Makassar, because starting from January-October 2020 this is the Covid-19 pandemic period so that monitoring is not so maximal, as well as the Head of Madrasah has not developed an instrument to carry out supervision at MAN 3 Makassar. Supervision and monitoring activities at MAN 3 Makassar are only carried out once every six months and have been scheduled, so before it is the turn of the supervised educators, educators at MAN 3 Makassar have prepared some administrative completeness in the supervision of the madrasah principal, while on normal days they only teach with an online system where lesson hours are reduced. (Interview; 05 August 2020)

The head of the madrasa as a leader has the responsibility to mobilize the resources in the madrasa so that it gives birth to a work ethic and high productivity in achieving goals. Apart from being a leader, the head of the madrasa must also have a mature personality, knowledge of educators and education staff, the vision and mission of the madrasa, the ability to make decisions and the ability to communicate. Regarding personality, the head of Madrasah aliyah Negeri 3 Makassar has a good personality. This is done by being willing to accept input and criticism from educators and education staff. However, the head of the madrasa is also an ordinary person who also has shortcomings. As stated by .H.Nur Adil wakamad of education and Mrs. Haerani, wakamad of curriculum/religion in interviews with researchers (August 05, 2020). Based on some of these statements, it can be seen that the head of the madrasa does have some shortcomings in leading the madrasa organization, even though the head of the madrasa is fully aware because psychologically he always tries to set a good example for his subordinates. In line with the description above, it can actually be seen that the head of Madrasah aliyah Negeri 3 Makassar can carry out his role as a leader using several principles, namely being trustworthy, honest, responsible, understanding the condition of all madrasah residents, good communication, having a vision and mission and acting in an ethical manner. democratic. (Interview; 05 August 2020)

The head of Madrasah Aliyah Negeri 3 Makassar tries to motivate all Madrasah residents to carry out their duties as well as possible. Invites to work with sincerity, creates a conducive work atmosphere, cooperates with each other, provides rewards, and tries to distance themselves from punishment, because it is necessary to realize that educators, employees and students also pay attention to what is done by the head of the madrasa. Based on the results of research and interviews, it can be concluded that sometimes as a madrasah principal, he is not completely able to control his subordinates, because of the busyness that exists to educate some madrasa agendas to the exclusion of educators or other members. Nor is it an element of inequality, but it is human nature to be forgetful who accidentally forgets others. From here, researchers can assess the function of the madrasa principal as a motivator, although sometimes it raises pros and cons around the madrasa organization. (Interview: 05 August 2020)

Implementation of Educator and Education Management in supporting the improvement of the quality of Education at MAN 3 Makassar

Educators and education personnel in the educational process play an important role, especially in efforts to shape the character of the nation through the development of the desired personality and values. The main task of educators is to be able and successful in improving the progress of madrasahs with the main task of educating, teaching, guiding and evaluating students at the elementary and secondary levels. Therefore, in educational institutions, especially madrasahs, professional educators and education personnel are needed to improve the quality of madrasahs. According to the National Education System Law No. 20 of 2003 Article 1 paragraph (6): "Educators are qualified education personnel as educators, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations according to their specificity, and participate in provide education". While planning for the recruitment of honorary education personnel at MAN 3 Makassar through needs analysis, job analysis, workload analysis, human resource planning oriented to the results of job analysis, so that the required workers can be met, both in terms of quantitative (quantity) and qualitative (quality). (Interview with MAN 3 chief; 06 August 2020)

The results of the interview with Mr. Mansur Patiroi, as the head of MAN 3 Makassar said that: Data from research related to the recruitment of educators

and education personnel shows that; the minimum qualifications of educators at the S1 level have a certificate of competence, educators are able to use information and communication technology (ICT) in the teaching and learning process. As for the education staff at MAN 3 Makassar, it can be concluded that the educational staff qualifications include: a minimum education level qualification of high school, preferably having a field of education (administrative, accounting, librarian, computer), having a minimum of 3 years of work experience. (Interview; 06 August 2020). From the interview, it can be said that the minimum requirement for recruiting educators is a bachelor's degree with an educator certificate, while for education the requirements may be DIII or high school who have skills in the required field. Meanwhile, in other state Madrasah Aliyah, both educators and education must have an S1 (strata one) certificate.

Data from research related to the placement of educators shows that MAN 3 Makassar, it can be concluded that the suitability of the background and placement of educators has met the requirements, the results of the interview with Mr. Mansur Patiroi, as the head of MAN 3 Makassar: 65% of educators in the placement of educators are in accordance with educational background with eyes the lessons taught while 35% are not appropriate, educators are civil servants around 65%, while honorary 35%, educators are certified according to the SIM (Teaching Permit) but there is still a mismatch with background with placement, there are still additional hours for educators on condition that must be cognate, and based on the principle of the right man in the right place (the right person in the right place), (Interview 06 August 2020). From the results of research in the field, there are still teacher mismatches (educators who are not in accordance with educational backgrounds) that still occur in madrasas. The educator placement system at MAN 3 Makassar has used the principle of the right man on the right place (the right person in the right place), where madrasas withdraw or recruit educators according to a predetermined position or position analysis.

Data from research related to the development of educators and education staff shows that MAN 3 Makassar, from the field results it can be concluded that development activities at MAN 3 Makassar have carried out maximum development in improving the quality of educators and education personnel in achieving the madrasa vision and mission, broadly in accordance with Mr. H. Nur Adil confessed that: Meeting of educators in

subject clusters (MGMP), CAR training and improving the quality of social studies, science, language and religion educators, scientific research workshops and improvement of educator learning, implementation of self-development in MGMP Ministry of Religion and Dikbud, multimedia education and training, CAR assistance from LPMP and PT, spiritual quantum learning (SQL) training, e-learning strategy training, further studies, K3MA activities (Socialization, technical guidance, madrasa competition activities, seminars/workshops), development madras information system valid (Sisma). Interview, with Nur Adil, Deputy Head of Bid. Students August 06, 2020). Meanwhile, educational staff development activities at MAN 3 Makassar have not made significant progress for the general maple influencer, while the development of religious maple educators, madrasah collaborates with MAN 3 PK Makassar, in terms of developing education staff also has not made good progress, only development in the form of, training, seminars. The results of the study at MAN 3 Makassar showed that the supervision and assessment by the head of the madrasa as an internal supervisor was carried out every time there was an unstructured or unscheduled opportunity. The success of the monitoring process is determined by a detailed assessment that can provide feedback in the form of a clear picture of the level of success in achieving the goals and objectives that have been set. According to H. Nur Adil wakamad in the field of education, he stated that: Performance appraisal is a formal method to measure how well individual workers do their jobs in relation to the given goals (Interview 06 August 2020)

The results of the interview above, one form of supervision carried out in work units in the form of Madrasah Technical Implementing Units (UPT) is supervision which is better known as education supervision or learning supervision. Educational supervision is a service to assist, encourage, guide and foster educators to be able to improve their abilities and skills in carrying out learning tasks. The head of the madrasa as a leader becomes the emphasis of the implementation of educational supervision which is referred to as a supervisor for educators and education staff in madrasas.

Implementation of Infrastructure Management and Public Relations in Supporting Education Quality Improvement in Man 3 Makassar

Based on research conducted related to the management of educational facilities and infrastructure

in supporting the improvement of the quality of education, it can be seen that the implementation of facilities and infrastructure management at MAN 3 Makassar is quite good in accordance with the functions of facilities and infrastructure management, namely the function of planning educational facilities and infrastructure, the function of procurement of facilities and infrastructure, the function of regulating educational facilities and infrastructure, the function of using educational facilities and infrastructure, as well as the function of eliminating educational facilities and infrastructure, in its implementation, Mr. Muhammad Idris, said that: (interview 11 August 2020). Planning for educational facilities and infrastructure at MAN 3 Makassar is a step to determine the need for educational facilities and infrastructure based on the condition of the facilities and infrastructure owned by taking into account several factors related to priority scale, allocation of funds, and time allocation. First, by compiling a list of needs, then proceed with the estimation of the required costs or the estimation of the required costs, the next is to set a priority scale. The purpose of planning educational facilities and infrastructure is none other than to avoid mistakes in the procurement of educational facilities and infrastructure, usually carried out at the beginning of the school year by holding a madrasah revenue and expenditure budget meeting (RAPBM).

The procurement of educational facilities and infrastructure is the second operational function in the management of educational facilities and infrastructure, the procurement of educational facilities and infrastructure is the autonomy of madrasas with separate budgets from the government or committees. There are several ways that madrasas can do, in this case MAN 3 Makassar, for the procurement of educational facilities and infrastructure, namely by buying, renting, and reconditioning. Sources of funds for the procurement of educational facilities and infrastructure at MAN 3 Makassar come from the government and the madrasa committee. The procurement of educational facilities and infrastructure is differentiated according to its type. The land ownership status of MAN 3 Makassar is the property of the Ministry of Religion. For the procurement of the MAN3 building, assistance was obtained through SBSN funds from the Ministry of Religion of the Republic of Indonesia. Furthermore, if the goods or facilities and infrastructure have been procured by the madrasa or by the madrasa committee, the arrangement of educational facilities and infrastructure includes inventory, storage, and

maintenance. Inventory of educational facilities and infrastructure is the activity of recording or registering madrasa property into an inventory list in an orderly and orderly manner in accordance with applicable provisions and procedures. The objectives of the inventory carried out at MAN 3 Makassar include:

1. To maintain and create an orderly administration of educational facilities and infrastructure owned by madrasas.
2. To save madrasa finances.
3. As a guide for calculating the wealth of madrasas.
4. To facilitate supervision and educational facilities owned by madrasas. (Interview, Muh. Idris, Wakamad Sarpras, 11 August 2020)

After the inventory has been carried out and the goods have been distributed to the needy families, the next stage is related to the arrangement of educational facilities and infrastructure including storage and maintenance. Storage is the activity of storing educational facilities and infrastructure in a place so that the quality and quantity are guaranteed. Storage and maintenance activities of goods are the responsibility of the group or section that uses the goods. Next up is maintenance. Educational facilities and infrastructure of course experience a decrease in quality from time to time, therefore maintenance is needed in an effort to maintain the quality of educational facilities and infrastructure in madrasas. Maintenance of educational facilities and infrastructure is an activity to carry out education and arrangements so that all facilities and infrastructure are always in good condition. There are two principles that must be considered in the use of educational facilities and infrastructure, namely the principle of effectiveness and the principle of efficiency. The principle of effectiveness means that all use of educational facilities and infrastructure in madrasas must be aimed at facilitating the achievement of educational goals. Meanwhile, the principle of efficiency means that all educational equipment is used sparingly and carefully so that it is not easily exhausted, damaged, or lost. The use of educational facilities and infrastructure that are jointly owned, such as laboratories, halls, and so on, is regulated by a schedule prepared by the person in charge, this is intended to prevent clashes in the use of educational facilities and infrastructure among madrasa residents.

Implementation of Public Relations Management in Supporting Education Quality Improvement at MAN 3 Makassar

Mansur Patiroi, said that the madrasah and community relations program at MAN 3 Makassar had been designed in a better direction so that the community for the most part had helped and supported to improve the quality of education. From the description of the madrasa head above, it can be concluded that the madrasah and community relationship management program (PR) has recently begun to be designed in a better direction in order to improve the quality of education. The results of the observations also illustrate that the madrasah relationship program with the community has been designed in such a way, as can be seen from the work program of the deputy head of the madrasa in the field of public relations, and the madrasa committee annual work program, madrasa priority scale work program, all of which were prepared by involving all resources. madrasas, including madrasa committees and the community. (Interview with Muh. Ansaruddin. YSAG wakamad in the field of Public Relations, 12 October 2020). Further, Mr. Muh. Ansaruddin. Y. explain the role of public relations in educational institutions in the future, among others:

1. Fostering harmonious relations with the internal public (inside) of educational institutions such as educators, administrative staff, employees and students, and relations with external publics (outside) of educational institutions, such as parents of students, the community and outside educational institutions; Fostering two-way communication to the internal public and external public by disseminating messages, information and publication of research results and various policies that have been determined by the leadership; Identify and analyze an opinion or various issues, both those in educational institutions and those in the community; Ability to hear the wishes or aspirations contained in the community; Be skilled in translating leadership policies well. (interview, August 12, 2020).
2. Barriers to the relationship between madrasas and the community as a result of an interview with Mr. Muh. Ansharuddin.Y, deputy head of public relations at MAN 3 Makassar that; Although the implementation of madrasah and community relations management has been going well, there are still a number of obstacles that are often experienced by madrasah principals and waka in the field of public relations and religion and the community in developing relationships with the community. the last obstacle is about the

construction of the student class building / (i) which at the time of supplying material equipment, both embankment soil, sand, gravel and mountain stones, is very hampering, because MAN 3 is in an environment that is quite crowded with vehicles between cities and districts, between cities to other provinces, ironically the building materials used for demolition are stolen. This situation made MAN 3 Makassar slightly hampered the implementation of development, the solution to overcome the obstacles above, then the head of the madrasa added security guards to take turns guarding shifts as a way out. On the other hand MAN 3 Makassar uses the MAN 3 PK building to hold meetings with students every two months times to evaluate online learning.

Based on the results of research regarding the implementation of curriculum management in supporting the quality of education in Makassar City State Madrasah Aliyah, the researchers found several things as follows:

1. Curriculum management of MAN 3 Makassar has a concept as the main determinant of madrasa activities in an effort to support the quality of education. All student activities refer to the existing curriculum.
2. Implementation of curriculum management for MAN 3 Makassar is carried out by: Designing the education curriculum for MAN 3 Makassar before entering the new school year. The design process is to hold an educator coordination meeting when students are on vacation; The development of the curriculum process, MAN 3 Makassar which is based on the idea that it is a reference that the task of an educational institution is not only teaching, but also educating students from those who do not have morals to become moral, students who do not understand become understanding; The arrangement of the curriculum program structure at MAN 3 is the 2013 curriculum and the Revised K.13, KMA No. 184 regarding guidelines for curriculum implementation in madrasas.
3. Curriculum management of MAN 3 Makassar has not been successful in improving the quality of education at MAN 3 Makassar.

Implementation of Management to Support the Quality of Education in the Learning Process at MAN 3 Makassar.

Based on documents in MAN 3 Makassar City for the 2019/2020 and 2020/2021 learning process

activities based on the results of research in the field, it was found that learning activities at Madrasah aliyah Negeri 3 Makassar City were carried out through participatory learning models using various learning media. The results that the researchers found were that during the covid-19 pandemic the learning process through an online network in the form of Zoom so that participatory learning was not applied, as a result communication from various directions did not occur. Learner-centered learning is in accordance with the principle of optimizing the competence of students, besides that the process of teaching and learning activities centered on students treats students as subjects and not as objects, because it is not the educator who is the center of learning activities. However, during the COVID-19 pandemic, the above has not been properly optimized, resulting in a lack of non-academic achievements achieved by students of MAN 3 Makassar. Educators have a very important role in improving the quality of learning, both the quality of the process and the quality of graduates. This is in accordance with the quality of educators in Madrasah aliyah Negeri 3 Makassar, totaling 106 people who work as educators, 57 civil servants and 27 non-civil servants with the indicator, Qualifications of Stata Satu (S1) educators 73 people, Starta 2 (S2) 25 people and Strata 3 (S3) 2 people D.III one person, and high school 5 people. From the number of educators above, 57 PNS educators and 27 Non-PNS educators have obtained certification, while 22 have not obtained certification.

Based on the improvement of the quality of education at MAN 3 Makassar, the results of the research of educators at Madrasah Aliyah Negeri 3 Makassar who have educational qualifications of S1, S2 and S3 totaling 84 people, 60% of whom have educational competence based on effective subjects. So the researchers concluded that the quality of education at MAN 3 Makassar is still low and does not have a high quality of education, this is what the researchers found from the competencies possessed by educators.

Based on the results of the study, there is still a lack of infrastructure owned by MAN 3 Makassar so that improving the quality of education through facilities has not experienced a significant increase or a high increase. Problems faced "Educators are hampered by using media or other learning resources either online or manually, teaching and learning interactions are inadequate because learning online, in terms of assessing student achievement for the benefit of students, principles and interpreting educational

research results in order to the need for teaching as the development of teaching materials is also limited.

Management Implementation Supports Improving the Quality of Education in Public Relations.

The Madrasah and community relations program at MAN 3 Makassar has been designed in a better direction so that most of the community has helped and supported the improvement of the quality of education. has begun to be designed in a better direction in order to improve the quality of education. The results of the observations also illustrate that the madrasah relationship program with the community is in such a way, as can be seen from the work program of the wakamad in the field of public relations, and the madrasa committee annual work program, madrasa priority scale work programs, all of which were prepared by involving all madrasa resources, including madrasa and community committees (parents of students). The implementation of madrasah and community relations based on the results of observations and interviews with the head of the madrasa, madrasa committee, and parents of students, it turns out that the implementation of madrasah and community relations management in order to improve the quality of education at MAN 3 Makassar is not running according to the program design. It is proven that MAN 3 Makassar is one of the madrasas where the acceptance of new students has not been significant to the capacity provided by the Ministry of Religion of the city of Makassar at this time. However, it has increased in the last 1 year. The implementation of the public relations program includes; Establishment and empowerment of madrasah committees, involvement of parents/guardians of students in learning at madrasas, and provision of madrasa information to the wider community. The results of the study indicate that although the implementation of madrasah and community relationship management has been going well, there are still a number of obstacles that are often experienced by the head of madrasah and wakamad in the field of public relations. The obstacle is that the madrasa is located in an industrial area and a vehicle terminal between provinces, so the noise, hustle and bustle of people going in and out of the madrasa complex has not been overcome. This situation makes MAN 3 Makassar slightly hampered the implementation of improving the quality of education because until now MAN 3 Makassar has not been able to find an idea to overcome the noise.

Implementation of Total Quality Curriculum Management to Support Education Quality Improvement

The management of the learning curriculum at MAN 1 Makassar, MAN 2 Makassar and MAN 3 Makassar basically still refers to the 2013 curriculum standards and the revised K.13 and the Decree of the Minister of Religion (KMA) No. 184 of 2019 concerning guidelines for curriculum implementation in madrasas. Curriculum management of MAN 1 and MAN 3 Makassar has not succeeded in improving the quality of education in MAN 1 and MAN 3 Makassar. This is proven by:

1. MAN 1 Makassar and MAN 3 Makassar at the time of student admission (Imput) the mansatu determines the criteria (report score 75.00 and NEM score: 7.00). While for MAN 3 (average report card score: 7.75 Nem: average: 7.05), the two madrasas above have never been appointed as pilot national standard madrasas (RSBN). While MAN 2 Makassar determines the criteria (average report card score :9.00-9.05 nem average: 9.00), it has succeeded in improving the quality of education at MAN 2 Makassar, as evidenced by having been appointed as a pilot madrasa with national/international standard (RSBNI);
2. The educational situation of MAN 1 Makassar and MAN 3 Makassar through online learning cannot be said to be active, creative and fun. This is shown in the researcher's observations about the online learning process of MAN 1, MAN 3 Makassar which has not made student activity one of the main values in the results of student report cards. While the educational situation of MAN 2 Makassar Model through online learning can be said to be active, creative and fun, making student activity one of the main values in student report cards.
3. The educational output of MAN1 Makassar and MAN 3 Makassar is still being tested. This is evidenced by the achievement of the graduation target for MAN 1 Makassar 100% success in taking the computer-based national standard Madrasah exam (USBN-BK) for the last 2 years. 10% continue into the world of work, 60% continue their education to PTN, PTS while 30% are not known to exist. In the 2020/2021 SNMPTN selection, MAN 1 is in 3rd place with 29 people graduating. While MAN 3 Makassar has 100% graduation, 35% continue to work through recruitment by several companies and supermarkets, while the other 45% continue to study levels and 20% are unknown and in the SNMPTN

selection for the 2020/2021 academic year MAN 3 ranks 9th with SMA 11 Makassar with a total of 22 people passed. Meanwhile, MAN 2 Makassar achieved a 100% graduation target, namely 5% continued into the world of work, 85% continued to PTN, vaforit PTS both domestically and abroad and 10% was unknown. In the 2020/2021 subject, the National Selection for entering state higher education, MAN 2 Makassar, ranks 2nd for the most madrasas that have passed the 2021 SNMPTN with 33 people accepted. After high school 17 with 35 people graduated. on acceptance This is evidenced by the registration of alumni books at MAN 3 Makassar.

4. Minimum Completeness Criteria (KKM), MAN 1 and MAN 3 Makassar are indicators of the average value of the three criteria, namely moderate complexity (70), high carrying capacity (90), and moderate intake (65), then the KKM indicator value = $(70 + 90 + 65) : 3 = 75$. While at Madrasal Aliyah Negeri 2 Makassar the indicator is the average of the values of the three criteria determined, such as: Medium complexity (75), high carrying capacity (95), and moderate intake (70), then the value KKM indicator = $(75 + 95 + 70) : 3 = 80$ while the value of 81 is for the specialization column or superior class

From the description above, MAN 1 and MAN 3 implementation of curriculum management to support the quality of education has not yet achieved a good quality of education. While MAN 2 Makassar model can be said to have supported the quality of education with the considerations described above.

23 Implementation of Total Quality Management of Learning Processes to Support Improving the Quality of Education and Education

Based on documents obtained at public madrasah aliyah in Makassar City for the academic year 2019/2020 and 2020/2021, the learning process activities based on the results of research in the field found that learning activities at public Madrasah aliyah in Makassar City were carried out through participatory learning models using various media. learning. In addition to the participatory model, learning is carried out in an atmosphere of mutual acceptance, respect, familiarity with full kinship, openness, and warmth between students and educators. Educators are only limited to facilitators encouraging students to be able to learn actively, both physically and mentally. The results that the researchers found: The results of interviews with students from their three state madrasah aliyah said

that, the learning model carried out by educators at public madrasah aliyah in Makassar City with a participatory learning model, initially this model was not well understood, but so far with a learning model this is more fun and never feels bored because in the learning process communication occurs from various directions so that democratization in learning occurs openly, because all students are given the opportunity to dare to ask questions, express opinions, and argue. However, during the COVID-19 pandemic, the learning process through online networks in the form of Zoom, WhatsApp, Google Chhoom, so that participatory learning can still be applied even though it is not maximized, as a result, communication from various directions has not been established such as face-to-face learning.

Learner-centered learning is in accordance with the principle of optimizing the competence of students. Besides that, the process of teaching and learning activities that are centered on students treats students as subjects and not as objects, because it is not the educator who is the center of learning activities. However, during the COVID-19 pandemic, the above can be well optimized, on the other hand, it can be seen in general that the form of planning that has been carried out by public Madrasah aliyah educators in Makassar City has complied with the provisions of the guidelines for learning activities that apply in Indonesia. However, from the information from interviews with respondents about the planning aspect, it was answered that the planning that had not been fulfilled was in the aspect of the assessment tool for morals and character. "The character of students is decreasing, but educators find it difficult to give an assessment when it is related to the lessons given. For this reason, it is better for these morals and manners to be given as subjects" (interview with Muh, Ilyas, December 28, 2020). In the aspect of improving the ability of educators in lesson planning, all respondents answered that the head of the Madrasah supports and pays great attention to this aspect. This is evidenced by the fact that every month an examination of the teaching files of educators is carried out, including the lesson plans and matters relating to learning planning at MAN1 Makassar, MAN 2 Makassar and MAN 3 Makassar. In addition, the Head of Madrasah often provides input and guidance on how to develop a good lesson plan, especially regarding the lesson plan design (RPP), the preparation of the semester program, and the preparation of the learning program unit (SAP). (interview with H. Fajar, H. Nur

Adil, Haerani, Dedi Rimambo, Erniwati Khoiri, and Abrar alwi, 28 December 2020).

One of the characteristics of quality learning is the learning process that is fascinating, interesting, exciting, fun, not boring, varied, creative, and beautiful, because in general teenagers have different attentions, are bored with learning and practicing, choose their activities according to their needs. with a mood and enjoy things that are beautiful, uplifting, and challenging. In general, a description of the process of organizing learning carried out by educators in the state madrasah aliyah of Makassar City is found with the following details:

1. Opening greetings are given to round the attention of students on the subjects to be delivered. Then the lesson continued with praise to Allah and blessings to the Prophet Muhammad.
2. Pre-test, conducted to measure the ability of students in the subject matter to be delivered.
3. Organizing learning is done with several strategies. First, at the beginning of teaching and learning, an educator first explains the learning objectives to be achieved to students. Second, educators give prizes – in the form of praise and words that can inspire enthusiasm and motivation – for students who excel. This is considered to spur their enthusiasm to be able to study harder. In addition, students who have not achieved will be motivated to be able to pursue the position of other students who excel.

In terms of leadership in learning, information was obtained that the leadership of Makassar City State Madrasah Aliyah educators in organizing learning varied. But what most educators show is the type of democratic leadership. (interview with Agussalim, 29 December 2020). During the Covid-19 pandemic, the Ministry of Religion's policies related to decisions issued due to the impact of the covid-19 virus, all students and educators were required to work from home (study at home), therefore all public madrasah aliyah educators in Makassar City carried out learning through the e-learning method. Madrasa e-learning is a free application for madrasa products that is intended to support the learning process in madrasas, to make it more structured, interesting and interactive.

The results of the study at MAN 1 of 86 educators only 20% were actively using E-Learning, 40% used the learning process via Zoom, Youtube and Google Chrome, 40% used WatssApp. While MAN 3 out of 83 educators, 10% are actively using E-Learning, 55% use the learning process via Zoom, YouTube and Google Chrome, 35% use WatssApp. MAN 2 Makassar

50% are actively using E-Learning, 40% are using the learning process via Zoom, Youtube and Google Chrome, 10% are using WatssApp. It means that in the learning process during the Covet-19 period or learning from home, it can be said that MAN 2 Makassar is superior in using online media in the learning process. Madrasah aliyah Negeri 2 Makassar has started to use various alternative teaching and learning activities to facilitate student learning in the midst of the COVID-19 pandemic by using E-Learning media that has been provided by the Directorate of KSKK Madrasah of the Ministry of Religion of the Republic of Indonesia.

Teaching and learning activities online (online) at MAN 3 Makassar is indeed not an easy thing, because there is an adjustment and readiness that is quite different compared to face-to-face teaching and learning. Mrs. Khairana wakamad of the curriculum section said that during the Covid-19 pandemic the KBM process at MAN 3 Makassar was carried out by referring to the emergency curriculum guide issued by the Indonesian Ministry of Religion and the Ministry of Education. Educators are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students on the formal education path. The main task will be effective if educators have certain professional degrees which are reflected in a commitment to competence, skills, abilities or skills that meet certain quality standards or ethical norms. Educational facilities and infrastructure in the state madrasah aliyah of Makassar city, totaling 3 (three) madrasas. According to the researcher's observations, the facilities and facilities that are quite complete are Madrasah aliyah Negeri 2 Makassar with an adequate amount of allocation of funds from committee funds and parents of students or the community who have high interest in assisting the development of infrastructure facilities at Madrasah aliyah Negeri 2 Makassar. Madrasah aliyah state 1 infrastructure is also complete, but needs to complete what is still lacking, even though it receives SBSN funds in obtaining student dormitory buildings. Madrasah aliyah Negeri 3 Makassar, has complete infrastructure facilities but there are still many shortcomings that need to be addressed. For this reason, with the assistance from SBSN funds in the form of a new building completed in 2021, it needs to be utilized as well as possible.

The important thing that needs to be considered in terms of procurement of educational facilities and infrastructure at the Makassar city state madrasah is a systematic effort made by the head of the madrasa as the

highest leader in the educational institution in order to take a systematic and persuasive approach to all elements of society so that the community, especially parents of participants students can participate in the procurement and maintenance of madrasah infrastructure assets. Madrasah aliyah Makassar City State is a formal institution established by the government and the community to educate, nurture and guide the younger generation to become a quality generation, madrasas are not allowed to isolate themselves from the community, they must not implement their own ideas and ignore the aspirations of the user community, if this is the case. this done meant he was headed to the brink of collapse. It was also found during interviews that the relationship between the Makassar city state madrasah aliyah and the community was based on the dimensions of the madrasa interest, namely; maintain the survival of madrasas, improve and support the quality of education in madrasas, facilitate learning activities, obtain assistance and support from the community in the context of developing and implementing madrasa programs.

Conclusion

1. Implementation of total quality management to support improving the quality of education in the field of curriculum at the state madrasah aliyah of Makassar city, mostly implementing curriculum management K.2013 and Decree of the Minister of Religion (KMA) number: 184 of 2019. The standard process of input at MAN 1 and 3 the average value of report cards: 7.75 and Nem: 7.05, while MAN 2 Makassar scored report cards :9.00-9.05 Nem: 9.00. Minimum completeness criteria for MAN 1 and MAN 3 moderate complexity (70) high carrying capacity (90), and moderate intake (65), then the KKM indicator value = $(70 + 90 + 65) : 3 = 75$, while MAN 2 moderate complexity (75) high carrying capacity (95), moderate intake (70), KKM indicator value = $(75 + 95 + 70) : 3 = 80$ while the superior class is 81.
2. Implementation of total quality management to support quality improvement in the learning process. In the online learning process of MAN 1 of 86 educators, 20% actively use E-Learning, 40% use the learning process via Zoom, 40% use WatssApp. MAN 3 has 83 educators, 10% are actively using E-Learning, 55% use the learning process via Zoom, 35% use WatssApp. MAN 2 Makassar 50% actively

- uses E-Learning, 40% uses the learning process via Zoom, 10% uses WhatsApp. Output between the three MANs, namely MAN 1 100% Passed 10% entered the world of work 60% continued college 30% is unknown. MAN 2 Passed 100%, 5% entered the world of work 85% continued to study at home and abroad 10% were unknown. MAN 3 passed 100%, 35 entered the world of work, 45% continued their studies and 20% did not know their whereabouts.
3. Implementation of total quality management of education and education to support improving the quality of education. MAN 1 has educational qualifications for S1, S2 and S3 totaling 86 people, 65% who have educational competence based on effective subjects. MAN 2 has educational qualifications for S1, S2 and S3 totaling 84 people, 95% of whom have educational competence based on effective subjects. MAN 3 has educational qualifications for S1, S2 and S3 which amounted to 83 people, 60% of whom have educational competence based on effective subjects. So the researcher concludes that the quality of education in MAN1 is still the standard of MAN 3 is still low and does not have a high quality improvement of education. MAN 2 Very good quality.
 4. Implementation of total quality education management and Sarpras to support improving the quality of public madrasah aliyah education in Makassar City. Most of them implement infrastructure management to support the improvement of the quality of education at public madrasah aliyah in Makassar City, but specifically in MAN 1 and 2 they still lack infrastructure, especially infrastructure in the laboratory, while MAN 2 has more complete infrastructure.
 5. State madrasah aliyah in Makassar City mostly implement public relations management as a form of implementing total quality management to support improving the quality of education. Able to foster harmonious relations with the internal public (within) the environment of educational institutions such as educators, administrative staff, employees, school committees and students, can establish external relations (outside) the environment of educational institutions, parents of students, communities and educational institutions.
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