



iMProvement

Jurnal Ilmiah Untuk Peningkatan Mutu Pendidikan

e-ISSN: 2597-8543

Journal Homepage: <http://journal.unj.ac.id/unj/index.php/improvement>

Journal Email: improvement@unj.ac.id



**LEADERSHIP MANAGEMENT IN THE CONCEPT OF TOTAL QUALITY
MANAGEMENT IN INTERNATIONAL STANDARD SCHOOL**

Debora Pratiwi Sibarani
debora.sibarani@uph.edu

Fakultas Ilmu Pendidikan Guru Sekolah Dasar, Universitas Pelita Harapan

ABSTRAK

Kepemimpinan yang kuat merupakan landasan penting dalam menciptakan manajemen sekolah yang efektif. Para pemimpin di sekolah internasional khususnya menghadapi tantangan yang berbeda karena mereka harus mengetahui konteks sosial dan budaya di Indonesia. Selain itu, pimpinan juga harus memahami etos kerja guru dan staf yang berasal dari berbagai negara untuk mencapai manajemen mutu terpadu yang mendukung organisasi sekolah. Penelitian ini bertujuan untuk memberikan kerangka yang jelas tentang manajemen kepemimpinan dalam konteks sekolah internasional di Indonesia dengan menggunakan metode penelitian kualitatif. Pembahasan dalam penelitian ini menggunakan hasil observasi dengan mengacu pada review literatur yang sesuai mengenai strategi pencapaian manajemen mutu terpadu di sekolah. Hasil penelitian menunjukkan bahwa manajemen mutu terpadu dapat tercapai karena pimpinan sekolah menjalankan perannya, berkomitmen terhadap tugasnya, dan bertanggung jawab dalam melakukan perbaikan secara berkelanjutan untuk keuntungan semua pemangku kepentingan.

Kata-kata kunci: manajemen kepemimpinan, manajemen mutu terpadu, sekolah berstandar internasional.

ABSTRACT

Strong leadership is the crucial foundation in creating an effective school management. Leaders in international schools in particular face different challenges because they must be aware of social and cultural contexts in Indonesia. Moreover, the leader must also understand the work ethics of teachers and staff who come from different countries to achieve total quality management in which supports the school organization. This study aims to provide a clear framework for leadership management in the context of international schools in Indonesia using qualitative research methods. The discussion in this study uses the results of observations by referring to the appropriate literature reviews regarding the strategies for achieving total quality management in schools. The result of the study shows that total quality management can be achieved because school leaders perform their roles, committed to their tasks, and responsible in making continuous improvements for the benefit of all stakeholders.

Keywords: leadership management, total quality management, international standard school.

INTRODUCTION

Schools are seen as public organizations that need to be empowered according to their roles and functions. On the other hand, schools must have accountability to the public, but resources in schools have limitations. School leaders must be able to utilize existing resources to be more efficient and effective in the sense of maximizing student learning process. In meeting the demands of stakeholders to maximize resources in schools and student learning outcomes, schools are now emerging outside the government model with international labels with various types of curricula at various levels of education. It is understandable that in schooling there are National Standard Schools (Sekolah Standar Nasional), International Standard Schools (Sekolah Berstandar Internasional), and International Schools (Sekolah Internasional). The Directorate General of Primary and Secondary Education (2016) describes eight National Education Standards (Standar Nasional Pendidikan) that every school must be achieved in which schools often experience difficulties. However, the government has vision to increase the competitiveness of Indonesian students in the international scale by continuing to establish more international schools in each region (Suharsono, 2013).

A number of experts argue that the development of effective international schools is supported with these characteristics as stated by Harris and Bennett (2001; in Fattah, Hartati, & Mulyasari, 2009): professional leadership, shared vision and goals, learning environment, concentration on teaching and learning, high expectations, positive reinforcement/enrichment/establishment, monitoring of progress, rights and responsibilities of learners, meaningful teaching, learning organizations, and also family and school partnerships. While Scheerens (1992) and Suparman (2001) in Fattah, Hartati, and Mulyasari (2009) mentioned the characters of an effective school are to have strong leadership, an emphasis on achieving basic student abilities, a comfortable school environment, high expectations on student achievement, and regular assessment of programs made for students.

The sources above state that strong and professional leadership are the first thing that must be considered to create an effective school. Therefore, it is very important for schools to have leaders who can lead and manage schools to achieve the vision and mission that was aspired to at the start. According to Khoirunnisa (2014) & Kusnaendar (2018), the goal of an organization is high quality output and outcome. To get such results, schools must apply a quality management model known as Total Quality Management (TQM) as a process of continuous improvement carried out by schools to be achieved through strong and professional leadership as a vital aspect of the success of school organization (Wulogening, Supriyanto, & Timan, 2020).

According to Bush (2010; in Atkinson, 2013) high interest in educational leadership exists because of the belief that leadership quality makes a significant difference in schools and student learning outcomes. Schools need effective leaders to maintain school's quality and provide world-class education for their students. Total quality management includes principles that are in accordance with many literatures on school improvement (Leithwood et al., 2006; Hargreaves & Fink, 2003; in Atkinson, 2013). Other research proves that total quality management has been implemented to improve school quality holistically and sustainably (Bonsting, 2001; Blankstein, 2004; in Atkinson, 2013). Therefore, this study is written to deliver critical empirical evidence through analysis of leadership management in the concept of total quality management which proved to be the most effective in achieving the best results in many schools.

This study specifically aims to provide a clear framework of the role, commitment, and responsibility of leaders in leadership management that can be understood in the context of international schools. Therefore, it can be used to improve educational standards and outcomes in international standard schools in Indonesia.

RESEARCH METHODS

This study used a qualitative method to provide a discussion based on observations at an international school in Indonesia by referring to various sources of literature in leadership management strategies in the context of total quality management. The literature review method used in this study is to collect, define, and organize views from articles, books, and other documents related to the results of observations that have been grouped into categories according to the Countenance Stake program evaluation model (Creswell, 2015: 105). The important procedures and techniques involved in conducting a literature review in this study use four phases (Snyder, 2019) which are designing the review, conducting the review, analysing the information, and writing the review. First, the designing phase begins by identifying the topic to plot and selecting the topic, specifying the research question of the topic, classifying the types of information needed, and organizing the keywords for conducting the research. Second, there are three types of information from the text assembled there are data, statements, and theories. This study reviews related statements from proficient scholars, officials, or researchers, and theories and definitions about processes, conditions, or relations between the variables in this study. Third, this phase allows the researcher to do the observations needed and conduct the reading analysis to make the synthesis by asserting the topic that is being discussed in the paragraph, adding the sources, or using paraphrases to state the idea, and then interpreting the substantial supporting quotes to the topic of discussions. Finally, make sentences describing how the sources relate to each other and evaluate the discussion topics for the last phase.

RESULTS AND DISCUSSION

Daryanto (2013: 94; in Octovin, 2016) says a leader is someone who has certain skills that can inspire his/her followers to work together towards accomplishing the goals set. Leaders of international schools find a unique and challenging situation when they operate an education sector that is growing fast but is not being recognized clearly and quickly yet (Brummit, 2011; in Keller, 2015). Haywood (2002; in Keller, 2015) explains that leaders in international schools have important potential that is different from the roles of other school leaders. Leaders in international schools have pragmatic and idealistic dimensions which identify matters relating to human resources such as recruitment of teachers, absorption of resources, motivation to teach, effective team building, and involvement of the surrounding community to be very important to support the effectiveness of management and performance in international schools. Haywood also emphasizes that each pragmatic dimension that is unique to international schools is often related to the issue of foreign workers. It is easy to imagine the difficulties in recruiting foreign workers and arrange the documents needed to teach in schools. Therefore, Haywood describes that leaders in international schools must understand and be sensitive to these needs and provide support that can help overcome these problems.

Haywood also identifies an idealistic dimension of education in international schools which includes developing vision and mission documents, building consensus, and maintaining continuity of the ideals that have been set at the beginning which focus on international ideals, understanding cultural contexts, and other concepts related to these matters. Many issues related to the international curriculum in international schools, which play an important role and receive support from international school organizations, encounter an idealistic paradigm (Broyles and Krawic, 1990; Short, 2003; Wylie, 2008; in Keller, 2015). Haywood's review is that this is not explained clearly, massively, and dynamically because it relates to micropolitics within the scope of international schools.

Continuous quality improvement is a feature of quality control management in various sectors including education in international schools. The Deming model (in Budianto, 2018;

Sutarto, 2015) is one of the models that can be used in the quality improvement process which includes these several steps:

- a. Conduct customer research and use the results for educational product planning (plan).
- b. Producing educational products through the learning process (do).
- c. Check educational products through educational evaluation or learning evaluation, whether the results are according to plan or not (check).
- d. Marketing educational products and handing over graduates to parents or the community, further education, the government, and the business world (action).
- e. Analyze how the product is received in the market, both in further education and in the business world in terms of quality, cost, and other criteria (analyze).

Therefore, to cultivate a culture of quality in education in particular, leaders are required to make improvements to the quality of education on an ongoing or continuous basis so that the existence of international schools can really be able to compete in the international arena. Those improvements could be carried out through the framework of role, commitment, and responsibility in leadership management toward the achievement of total quality management in international schools.

1. Role of Leadership Management in Total Quality Management (TQM) in International Standard Schools

The leader in international schools must be able to perform a role in controlling total quality management by seeking important improvement in terms of cultural change, both nationally and internationally. According to Mohanty and Lakhe (2000; in Rusman, 2018: 522), the role of leadership in total quality management is 1) identifying and encouraging potential teachers or staff with their talents and interests, 2) being responsive to responses that arise in the surrounding environment, 3) responsible for the output quality of the work lies in the hands of the leadership because quality problems are problems related to the work of designing problems, database problems, and bookkeeping, 4) responsive to standards and quality of graduate, the activities of the institution itself and the behaviours and teachers and staff, and 5) move and even eliminate obstacles in professional performance in the educational environment. Meanwhile, according to Rusman (2018: 523), the guidelines for carrying out a leadership role are as follows 1) the leader depends on the accuracy of calculating time and accuracy of information, 2) leaders have authority over signs, orders, instructions in situations that support performance, and 3) quality management is an integration of all well-coordinated essential behaviours.

Total quality management supports distributed, collective, or joint leadership (Gronn, 2000; Mukhopadhyay, 2005; in Ah-Teck & Starr, 2012), including an prominence on leadership issues (Starr & Oakley, 2008; in Ah-Teck & Starr, 2012) which distinguishes the importance of collaboration, decision-making, and collective teamwork to allow stakeholders to contribute to the process of goal setting and implementation rather than simply following the leader's personal vision as a formal vision (Bush & Glover, 2003; in Ah-Teck & Starr, 2012). Leaders in international schools as formal leaders of an educational institution have an important role in creating partnerships with teachers, especially in helping them learn and grow professionally (Starr & Oakley, 2008; in Ah-Teck & Starr, 2012), empowering them to make decisions independently, and recognize their potential as leaders in their fields of expertise so they can make an impact (Gronn, 2000; in Ah-Teck & Starr, 2012). It is not difficult to see the basis for the idea of distribution of leadership as a form of democracy (Leithwood, et al., 2007; in Ah-Teck & Starr, 2012).

In addition, Deming (2000; in Ah-Teck & Starr, 2012) emphasizes the need to break down barriers between divisions and eliminate competition within groups at school. Because to build an effective total quality management culture, teamwork must be strengthened among all teachers in international schools (Sallis, 2002; in Raharjo, et al., 2019). Leaders can also

carry out academic supervision so that they can supervise regrouping policies in aspects of teacher performance evaluation (Chotimah & Nisa, 2019). This is because one of the most prominent features of total quality management is the process of completing the school's restructures into semi-autonomous and growing teamwork like living things that communicate personally but remain associated to internal and external stakeholders (Lycke, 2003; West-Burnham, 2004; in Ah-Teck & Starr, 2012).

2. Commitment of Leadership Management in Total Quality Management (TQM) in International Standard Schools

Leaders as top management play an important role in the successful implementation of Total Quality Management (TQM) in international schools. The concept of quality (superior) schools needs to be in the concept of every school principal. Leaders need to recognize the concept of total quality management as a philosophy, method, technique, and management strategy for improving school quality, because the performance of school organizations is always assessed by the community in an increasingly advanced situation like nowadays. Leaders and teachers need to comprehend the community's expectations for their schools with international labels. According to Rusman (2018: 522), the commitment of the school principal is to consider key factors in executing total quality management. This is the first and most important thing in starting total quality management. Reviews of total quality management applications reveal that without this commitment, implementation will fail. The principal must provide the necessary resources to initiate and maintain the development of a quality program.

In addition, according to Rusman (2018: 522), as educational supervisors, leaders must also have excellence knowledge in total quality management endeavour. They must provide a vision of the institution they are leading with their quality efforts. They must take the lead in making a cultural change within the institution or school. That way, educational supervisors must learn about total quality management together with their staff and have a good understanding to investigate how total quality management is implemented elsewhere. According to Wahyudin (2014: 205) & , there are several principles that leaders can apply to encourage educational staff to be willing and able to improve their professionalism, such as 1) teachers and staff will work harder if the activities they carry out are interesting and fun, 2) the objectives of the activity need to be prepared together by involving teachers and staff and informed thoroughly so that they know the purpose of their work, 3) teachers and staff must always be informed about the results of each work, 4) giving gifts is better than punishment, but sometimes punishment is also needed, 5) try to meet the needs of teachers and staff by paying attention to their physical condition, providing a sense of security, and showing empathy to them (Syaiyid, Utami, & Riza, 2013).

Total quality management emphasizes a commitment to continuous improvement in knowledge, processes, products, and services (Bonstingl, 2001; Oakland, 2003; Sallis, 2002; in Ah-Teck & Starr, 2012). The quality of international schools, that are continuously oriented towards innovation and better change, will meet the expectations of stakeholders and support learning between students and teachers (Gandolfi, 2006; in Ah-Teck & Starr, 2012). Achieving the best quality should be a progressive journey with improvements of human resources in the school (Bonstingl, 2001; Sallis, 2002; Mukhopadhyay, 2005; in Ah-Teck & Starr, 2012) through multi-functional division of employment, feedback from team works and stakeholders, empowering staff, and collecting data with appropriate methods and measurements to build quality in systems and processes (Deming, 2000; in Ah-Teck & Starr, 2012). In the end, the focus on continuous quality improvement will achieve optimization of the potentials that exists both individually and collectively within an organization.

Total quality management focuses on systems thinking by using an analysis of interrelationships and interdependencies between divisions and sub-divisions as well as interpretation of interactions that predict what will happen in other parts of the system if

changes occur (Mukhopadhyay, 2005; in Ah-Teck & Starr, 2012). In essence, systems thinking ensures that international schools become dynamic organizations that reason like living things that are more than just a combination of system parts (Groundwater-Smith, 2005: 2; in Ah-Teck & Starr, 2012). The key to total quality management is basically to focus on stakeholder satisfaction through meeting their needs according to the expected targets (Sallis, 2002; in Ah-Teck & Starr, 2012) and is based on the principle that stakeholders are the judges of the success of educational quality achieved in international schools (Deming, 2000; Oakland, 2003; in Ah-Teck & Starr, 2012). In total quality management, the organizational structure and decision making are reversed so that the principal leads from the bottom up (bottom-up leadership). Thus, educational programs designed by teachers and schools are based on the learning needs of students and are in accordance with the expected targets. This is one of the paradigms shifts in educational leadership cultures where leaders are expected to become less prescriptive and more supportive to colleagues and other stakeholders.

Total quality management also requires a focus on external networks, emphasizing cooperation rather than competition, working with parents, other national and international schools, universities, local companies, and communities to increase satisfaction and loyalty (Deming, 2000; Oakland, 2003; in Ah-Teck & Starr, 2012). In this way, an effective chain of stakeholders is constructed through joint participation and decisions on program design and completion of improvements. Total quality management represents a cultural change paradigm and a fundamental shift regarding leadership thinking in many schools that adhere to traditional hierarchical leadership concepts (Gronn, 2003; Spillane, 2006; in Ah-Teck & Starr, 2012). To take the benefit from this in education, leaders in international schools must work with stakeholders to clearly understand which elements of total quality management are most relevant to conditions of quality improvement and adapt them to the desired context.

3. Responsibility in Leadership Management in Total Quality Management (TQM) in International Standard Schools

Total quality management aims for proactive and responsive decision making based on data and evidence (Deming, 2000; Mukhopadhyay, 2005; in Ah-Teck & Starr, 2012). It is essential for international schools to develop a 'data culture' in schools that facilitates participatory decision-making to deliver transparent and reliable leadership, based on the local context and available evidence, and determine solutions to problems (Deming, 2000; in Ah-Teck & Starr, 2012). Implementers of total quality management in international schools must be high-level delegates who understand that all employees must receive learning opportunities relevant to their profession. Professional development must be continuing and respond to practical needs to explore new thinking in the field of education and improve group effectiveness (Wilms, 2003; in Ah-Teck & Starr, 2012). In Deming's philosophy, professional learning must also serve and promote a work environment where collaboration and involvement of teachers from various subject disciplines and divisions can be fulfilled (Berry, 1997; in Ah-Teck & Starr, 2012).

Mohanty (1993; in Rusman, 2018: 523) has outlined several propositions that can increase responsible behaviour towards quality management, such as 1) by explaining who can be responsible for whom in the organization in terms of quality improvement, 2) every individual however small its role in the organization in setting up standards for responsibilities without inducement or coercion, 3) the core responsibilities of the process are carried out very well especially for building relationships and results, and 4) a system to facilitate all leaders in the organization to become self-aware and more tolerant through development so that they can be responsible towards human freedom. According to Budianto (2018), educational leadership in total quality management must reflect these following aspects, such as focus on customers, focus on preventing problems, investing in resources, having a quality strategy, addressing complaints as opportunities for learning, defining quality in all areas of the organization, has a

quality policy and plan, senior management leads quality, quality improvement process involves everyone, has quality facilitators who drive quality progress, employees are seen as having opportunities to create quality, creativity is important, has clear rules and responsibilities, has clear evaluation strategy, sees quality as a way to increase customer satisfaction, plans long term, quality is seen as part of the culture, improving quality is within its own strategic imperative lines, has a specific mission, and indulges colleagues as customers.

To successfully realize total quality management programs in international schools, teachers need to be professionally trained (Hung and Ah-Teck, 2013: 1; in Shereen Pillay, 2016). Important basic elements must be found in the field of education such as awareness of commitment, clear mission, focus, team approach system, learning mastery, breaking fear, and improvement skills (Fitzgerald 2009; in Shereen Pillay, 2016). Total quality management is an overall quality approach that includes all activities of an organization. Teachers as part of the total quality management team also play an important role in applying quality principles. Teachers can only bring about the quality of principles if they acquire the necessary knowledge and skills. What teachers need to do continuously is to strive to increase the power of skills development programs supervised by the leaders.

CLOSING

Leadership is a crucial element in total quality management. Leaders must have a vision and be able to translate the school's vision into clear strategies and specific goals. Total quality management adheres the strict school success as the benchmarks, namely the level of internal and external customer satisfaction. An international school achieves success if the school can provide services that match or exceed customer expectations. Therefore, continuous improvement is one of the most fundamental elements of total quality management. Continuous improvement is both a commitment (Continuous Quality Improvement or CQI) and a process (Continuous Process Improvement or CPI). Within the scope of international school organizations, leaders need to have commitment in make incremental improvements, innovations, and creativity on an ongoing basis, which are called continuous improvements. Leaders of international schools must be responsible to give their time and energy to support the creation of school management that can meet national and international ideals in accordance with the cultural context that is upheld by stakeholders in the school. Leaders in international schools must also play their roles to bridge intercultural challenges by defining the characteristics of the international schools they build. In the end, international school leaders must respect cultural differences, educate the human spirit, have effective authority and responsibility, plan clear development strategies in the long term, and build quality relationships with non-academic administrators and with all stakeholders to create faith, beauty, and meaning in the school organization.

BIBLIOGRAPHY

- Ah-Teck, J. C. & Starr, K. (2012). Leaders' perceptions of the use of total quality management concepts for school improvement in Mauritius: Leading or misleading? *The International Journal of Learning*, 18 (4). Retrieved from DOI: 10.18848/1447-9494/CGP/v18i04/47586
- Atkinson, M. (2013). *Educational leadership and management in an international school context*. University of Derby: Faculty of Education. Retrieved from https://www.researchgate.net/publication/256303007_Educational_leadership_and_management_in_an_international_school_context
- Budianto, N. (2018). Kepemimpinan pendidikan perspektif manajemen mutu terpadu: Sebagai upaya regulasi mutu lembaga pendidikan. *Falasifa, Jurnal Studi Keislaman*, 9 (1), 145-160. Retrieved from

- <http://www.ejournal.staifas.ac.id/index.php/falasifa/article/view/108>
- Chotimah, C. & Nisa, K. (2019). Peran manajemen sumber daya manusia dalam meningkatkan mutu pendidikan di MA bertaraf internasional Amanatul Ummah Pacet. *Prosiding Seminar Nasional Multidisiplin*, 2 (1), 125–128. Retrieved from <https://ejournal.unwaha.ac.id/index.php/snami/article/view/679>
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (5th ed)*. Boston, MA: Pearson Education, Inc.
- Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah. Kemendiknas. (2016). *Petunjuk Pelaksanaan Penjaminan Mutu Pendidikan oleh Lembaga Penjaminan Mutu Pendidikan (LPMP)*. Jakarta: Kemendiknas.
- Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah. Kemendiknas. (2016). *Petunjuk Teknis Pengembangan Sekolah Model dan Pola Pengimbasan*. Jakarta: Kemendiknas.
- Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah. Kemendiknas. (2016). *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 28 Tahun 2016*. Jakarta: Kemendiknas.
- Direktorat Jenderal Pendidikan Dasar dan Menengah. (2016). *Pedoman Umum Sistem Penjaminan Mutu Pendidikan Dasar dan Menengah*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Fattah, N., Hartati, T., & Mulyasari, E. (2009). Manajemen sekolah bertaraf internasional. *EDUCATIONIST*, 3 (1), 19-31. Retrieved from <http://file.upi.edu/Direktori/JURNAL/EDUCATIONIST/Vol. III No. 1- Januari 2009/04 Nanang Fattah final.pdf>
- Keller, D. (2015). Leadership of international schools: Understanding and managing dualities. *Educational Management Administration & Leadership*, 43 (6), 900–917. Retrieved from DOI: 10.1177/1741143214543201
- Khoirunnisa. (2014). Implementasi manajemen mutu terpadu di sdit insan mandiri Jakarta. *Jurnal Manajemen Pendidikan*, 5 (2), 948-956. Retrieved from <http://journal.unj.ac.id/unj/index.php/jmp/article/view/1975/1566>
- Kusnaendar, D. (2018). Faktor-faktor pendorong capaian manajemen mutu terpadu pada SMP Negeri 2 Sindang rintisan sekolah bertaraf internasional (RSBI) kabupaten Indramayu. *Syntax Literate: Jurnal Ilmiah Indonesia*, 3 (2), 1-15. Retrieved from <https://jurnal.syntaxliterate.co.id/index.php/syntax-literate/article/view/312/436>
- Octovin, V. (2016). Manajemen kepemimpinan kepala sekolah: Studi di SMA Negeri 5 Ambon. *Tesis. Universitas Kristen Satya Wacana*. Retrieved from https://repository.uksw.edu/bitstream/123456789/13279/5/T1_942012097_Isi.pdf
- Raharjo, S. B., Handayani, M., Jauhari, M. R., & Juanita M. F. (2019). *Sistem Penjaminan Mutu Pendidikan*. Jakarta: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan.
- Rusman. (2018). *Manajemen kurikulum*. Jakarta: PT Raja Grafindo Persada.
- Shereen Pillay, A. B. (2016). An investigation into quality management principles at a ND primary school in Durban. *IOSR Journal of Research & Method in Education*, 6 (5), 89-108. Retrieved from DOI: 10.9790/7388-06050189108
- Suharsono, E. S. (2013). Evaluasi program rintisan sekolah bertaraf internasional SMP Negeri 3 Purworejo. *Jurnal Akutabilitas Manajemen Pendidikan*, 1 (1), 122-136. Retrieved from <http://journal.uny.ac.id/index.php/jamp/article/download/2335/1939>
- Sunandar, A., Sunarni, & Kusumaningrum, D. E. (2013). Pola penjaminan mutu pada rintisan sekolah bertaraf internasional berbasis nilai-nilai sekolah. *Jurnal Ilmu Pendidikan*, 19 (2), 230-235. Retrieved from <http://dx.doi.org/10.17977/jip.v19i2.4218>
- Sutarto, H. (2015). *Manajemen mutu terpadu (MMT-TQM): Teori dan penerapan di lembaga*

- pendidikan*. Yogyakarta: UNY Press.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. Retrieved from DOI: <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Syaiyid, E., Utami, H., & Riza, M. (2013). Pengaruh gaya kepemimpinan terhadap motivasi kerja (Studi pada karyawan Radar Malang PT. Malang Intermedia Pers). *Jurnal Administrasi Bisnis*, 1 (1), 104-113. Retrieved from <http://administrasibisnis.studentjournal.ub.ac.id/index.php/jab/article/view/16>
- Uchtiawati, S. & Zawawi, I. (2014). Penerapan penjaminan mutu pendidikan pada sekolah menengah atas berstandar internasional. *Jurnal Kebijakan dan Pengembangan Pendidikan*, 2 (1), 52-56. Retrieved from <https://ejournal.umm.ac.id/index.php/jkpp/article/view/1735/1829>
- Wahyudin, D. (2014). *Manajemen kurikulum*. Bandung: PT Remaja Rosdakarya.
- Wulogening, H. I., Supriyanto, A., & Timan, A. (2020). Implementasi Total Quality Management (TQM) dalam sistem manajemen perencanaan kepala sekolah. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8 (2), 137-146. Retrieved from DOI: <https://doi.org/10.21831/jamp.v8i1.31282>