



QUALITY MANAGEMENT: IMPACT OF LEADERSHIP MOBILIZATION ON INSTITUTIONAL QUALITY

Linda Septarina*¹ & Rambat Nur Sasongko²

*¹Department of Management, Institut Bisnis dan Informatika Darmajaya, Bandar Lampung, Indonesia

²Correspondence Author, Department of Educational Administration/Management, Faculty of Education, Universitas Bengkulu, Indonesia

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Abstract

The quality of institutions is very dependent on the performance of leaders in mobilizing subordinates. Allegedly, leaders who lack mobilize quality management have a negative impact on the quality of institutions. This study purposes to analyze the impact of leadership mobilization in implementing quality management on quality in educational institutions, in this case the school. The study uses descriptive methods. The research approach is descriptive correlational. The research was conducted at various levels of schools (elementary schools, junior high schools, senior high school and vocational high schools) in Bengkulu province, Indonesia. The results of the study show that leaders who carry out high mobility towards quality management will have a positive impact on improving the quality of institutions. The quality of educational institutions analyzed in terms of the application of national education standards, the value of school accreditation, and the average school / national examination scores, shows a positive impact. Mobilization of leaders who have low levels has a negative impact on the achievement of institutional quality. Recommendations to authority holders, policy makers, and leaders to improve skills in mobilizing quality management, through various activities such as training, mentoring, practice simulation on a small scale, and lesson study on human resource mobilization.

Introduction

The most important element in an institution is the leader. The existence of institutions, both institutions on a large and small scale, must have leadership. The leader has a strategic position in an institution. The leader is the number one person who gives command, direction, and determines the success of the institution. The leader is the person who makes the decision where the institution will be taken. In other words, leaders can determine the quality of the institution [1]. Leaders who have good quality can have a positive impact on improving the quality of institutions [2] [3]. Conversely, leaders who have poor quality can have a negative impact on the quality of institutions that are not good. A leader is ideally chosen from people who are of good quality. Leaders should have high personality integrity, have good leadership skills, have the right managerial skills, have good social relations, have an innovative entrepreneurial spirit. A leader is required to have five basic competencies, namely high personal competence, high managerial competence, high entrepreneurial competence, high supervision competence, and high social competence [4] [5].

Leaders interact with subordinates. Without subordinates, a leader cannot be a leader. The leader is the one who moves or mobilizes subordinates and all resources reach the goals of the institution. This ability to mobilize is the main function of a leader. If a leader does not have the ability to mobilize resources, it can adversely affect the achievement of institutional goals [6].

The leaders in formal education institutions are principals. The principal is required to have the ability to mobilize quality management so that the school he leads produces high quality. The ability to mobilize is the ability to influence, encourage, direct, guide, mobilize human resources in order to work towards the school's goals. The ability of the principal includes efforts to communicate with the vice principal, teachers, employees, and other human resources, so that they can be influenced, motivated, directed, guided, and moved with pleasure and volunteering to work in accordance with the main tasks assigned to the function [7] [2]. Leader mobility has



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a rating that is: high, medium, and low. High levels are leaders who mobilize subordinates too often, while those who mobilize subordinates are rare or never.

Quality management in schools is the process of moving activities starting from planning, organizing, implementing, monitoring and evaluating tasks and standards set by the government [1]. School quality is measured by the level of implementation of the National Education Standards (NES) [5]. Government Regulation No.19 of 2005 and No. 32 of 2013 explains that the national education standard is a minimum criterion regarding various relevant aspects in the implementation of the national education system and must be fulfilled by organizers and / or educational units in all legal areas [8] [9]. NES serves as the basis for planning, implementing and supervising education in order to realize quality national education. The purpose of the NES is to guarantee the quality of national education in the context of educating the life of the nation and forming a dignified national character and civilization. NES in schools consists of eight standard items, namely content standards, process standards, graduate competency standards, standards of teaching staff and education personnel, standards of facilities and infrastructure, management standards, financing standards and educational assessment standards. These eight standards constitute a unity that must be applied by the education unit so that the quality of education is guaranteed [10] [7] [5].

Educational institutions or schools are said to be of quality if they are in accordance with the NES [12]. In America, the states are almost entirely in accordance with the NES set by the government. This provides benefits for the community not being hesitant about the education of their children and the implementation of education in schools has been completely in accordance with government policy [13] [4]. NES must be applied by school. This is based on rational if the NES is not applied in schools, then the school becomes nonstandard [7] [8]. The impact is in the form of low accreditation values, low achievement or learning outcomes, low graduation rates, underprivileged schools with other schools, and image and trust (image and trust) of the community towards low schools. This condition can cause the school to close [1] [14] [15].

School leaders in this case the headmaster have the task of mobilizing teachers, employees and school residents to implement the NES. NES achievement is a school quality indicator. Schools that can reach the NES to full, allow high quality. Vice versa. NES achievements can also determine the quality of accreditation and learning outcomes / graduation rates. This condition is a bet for principals to mobilize quality management to boost school quality. Problems that arise in the field, there are some school principals rarely do quality management mobility. There are also principals who almost never provide direction on how to implement NES [7]. In general, leadership mobilization has three levels, namely: (1) high, the frequency of mobilization above six times in one semester, (2) moderate, the frequency between 3-5 times in one semester, and (3) low, which mobilizes below twice in one semester. This picture varies in the level of quality management mobility. Likewise, it will have a special impact on the quality of schools in the form of school quality. Quality can be seen from the level of application of NES, the value of accreditation, and the average score of the results of school exams / national examinations.

The research problem formulation is "What is the impact of leadership mobility in implementing quality management on the quality of educational institutions? These problems can then be divided into three sub-problems, namely: (1) Does the level of leadership mobility in implementing quality management have a positive impact on the achievement of national education standards ?, (2) Does the level of leadership mobility in implementing quality management have a positive impact on the value of accreditation school ?, and (3) Does the level of leadership mobility in implementing quality management have a positive impact on the score of school exam results / national examinations?

The research aims to analyze the impact of leadership mobilization in implementing quality management on the quality of educational institutions. The specific objective of the study is to analyze the impact of the level of leadership mobilization in implementing quality management on: (1) achievement of national education standards, (2) the value of school accreditation, and (3) the score of school / national examinations.



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This study has the benefit of being able to obtain empirical results as input to improve leadership performance in mobilizing quality management, increasing the role of stakeholders in assisting leadership mobility, and improving the quality of educational institutions, especially the achievement of national education standards, school accreditation scores, and school/ national examination scores.

Methodology

This study uses descriptive analytical methods [16]. The study aims to analyze the impact of leadership mobilization in quality management on the quality of educational institutions in schools. The research approach is carried out quantitatively through correlational analysis. The procedure of research is carried out by steps: compiling research designs, compiling and validating research instruments, collecting data in the field, analyzing and giving out the meaning of research, conclusions and suggestions.

The study was conducted at various levels schools in Bengkulu province. The study population was public elementary schools, junior high schools, senior high school, and vocational high schools in Bengkulu province. The sample selection was done by stratified random sampling [16] [7]. The total sample is 102 principals, consisting of 42 elementary school principals, 28 junior high school principals, 16 senior high school heads, and 16 vocational school principals.

Data collection techniques were carried out by open and closed questionnaires. An open questionnaire to collect data on leadership mobility in quality management in their schools. Closed questionnaires use explicit forms to collect data on the level of implementation of quality management (implementation of national education standards, school accreditation values, and average school exam / national examination scores). These data are then made categories / levels that are ordinal data.

Data analysis techniques were carried out with descriptive statistical techniques and inferential statistics. To analyze the impact of leadership mobility levels in the implementation of quality management on school quality achievement (NES), contingency coefficient correlation analysis was used, because the data were in the form of categories. The procedure is to calculate chi square (χ^2), calculate the contingency coefficient (CC), calculate Phi (ϕ), and consult with the "r" product moment (significance level $\alpha = 0.01$ and 0.05) [16] [17]. Likewise, to analyze the impact of the level of leadership mobility in the implementation of quality management on the value of school accreditation, a correlation contingency analysis is used. To analyze the impact of the level of leadership mobility in the implementation of quality management on the value of school exam results / national exams used also by the analysis of the contingency coefficient. The results of the statistical analysis are then given interpretations according to the applicable provisions, so as to be able to provide meaningful research output [16] [17].

Results and discussion

Research Results

Leadership mobility in this case the principal includes activities that influence, encourage, direct, guide, mobilize human resources so that they can work in implementing eight national education standards. The principal communicates with the vice principal, teachers, employees, and other human resources, so that they can be influenced, motivated, directed, guided, and moved happily and willingly to work, applying the national standard of education. The types of school head mobilization activities that are often used consist of: (1) school meetings (86%), (2) individual meetings (75%), (3) task field group meetings (73%), (4) social media with hand phone android (72%), (5) visits to the location (to class, to the assignment room) (64%), (6) individual assignments (62%), (7) group assignments (56%), (8) ceremonies school (52%), and (9) other activities (47%). Mobilization that is often used by leaders generally tends to use the types of school meetings and individual meetings. Leader mobility has a level that is: high (6 times above the semester), moderate (3-5 times per semester, and low (below 2 times per semester).

The level of leadership mobility in implementing quality management (National Education Standards) generally includes the medium category. The detailed results are as follows: (1) high, 36%, (2) moderate, 49%, (3) low,



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15%. Thus leadership mobility in implementing quality management is classified as moderate. The average semester only carries out mobility 3 to 5 times. The level of leadership mobility is analyzed from the school level, so the heads of high schools and vocational schools have high mobility. The heads of elementary and junior high schools in mobilizing quality management have an average category. The overall picture can be seen in the following table.

Table 1. Levels of Leadership Mobility Viewed from School Levels

| Level/ Schools | Elementary Schools | Junior High Schools | Senior High Schools | Vocational High Schools | Amount (Percentage) |
|-------------------|-----------------------|---------------------------|---------------------------|-------------------------------|------------------------|
| Height | 11 | 8 | 10 | 8 | 37 (36%) |
| Medium | 26 | 15 | 4 | 5 | 50 (49%) |
| Low | 5 | 5 | 2 | 3 | 15(15%) |
| Amount | 42 | 28 | 16 | 16 | 102 (100%) |

The impact of the level of leadership mobility in the implementation of quality management on school quality achievement (NES) can be explained by the following data. The quality of schools is analyzed from the application of national standards including the achievement of the application of national standards. This achievement is measured by percentage. National education standards include eight standards, namely graduation standards, content standards, process standards, educator standards and education personnel, standards of facilities and infrastructure, management standards, financing standards and assessment standards. Achievements to national standards are categorized into levels, namely high, medium and low. High level (standard), if the achievement of national standards exceeds 86%. Medium level (not standard), if the achievement is 71-85%. Low level (less standard), if the achievement is below 70. Distribution of results of leadership mobilization to the achievement of national standards is as follows.

Table 2. Impact of Leadership Mobilization on Achievement of NES

| Level | High level (Standard) | Moderate (Not Standard) | Low (Less Standard) | Amount |
|--------|--------------------------|-------------------------------|---------------------------|--------|
| Height | 35 | 2 | 0 | 37 |
| Medium | 15 | 31 | 4 | 50 |
| Low | 0 | 9 | 6 | 15 |
| Amount | 50 | 42 | 10 | 102 |

Table 3. Summary of Results of Data Analysis on the Impact of Leadership Mobilization on Achievement of NES

| χ^2 | CC | ϕ | $\alpha = 0,01$ | $\alpha = 0,05$ |
|----------|-------|--------|-----------------|-----------------|
| 59.7 | 0.607 | 0.765 | 0.256 | 0.195 |

Seeing the distribution of data as above, shows that the achievement of the implementation of national education standards tends to be towards high levels or standards. The tendency to reach high or standard levels is 49%, moderate level or not standard is 41.2%, and the remaining 10% is at a low or less standard level.

From the summary the results of data analysis also show that the Phi value = $0.765 > \alpha = 0.01$ (0.256). The results of the analysis can be interpreted that there is a significant relationship between the level of leadership mobility towards the achievement of national education standards. Another interpretation, the level of leadership mobilization has a positive impact on improving the achievement of national education standards. The successful implementation of the national standard of education in school institutions is highly dependent on the performance of the principal in mobilizing subordinates.

The impact of the level of leadership mobility in implementing quality management on the value of school accreditation can be explained as follows. The value of school accreditation has three categories, namely Superior, Good, and Enough. The category of superior accreditation is to get an A or a score of more than 86,



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Good or B score 71-85, and Enough or C score below 70. The frequency distribution of leadership mobility levels in quality management towards achievement of accreditation values can be seen in the following table.

Table 4. Impact of Leadership Mobilization on Achievement of School Accreditation Scores

| Level | Superior (A) | Good (B) | Enough (C) | Amount |
|--------|--------------|----------|------------|--------|
| Height | 35 | 2 | 0 | 37 |
| Medium | 21 | 29 | 0 | 50 |
| Low | 0 | 9 | 6 | 15 |
| Amount | 56 | 40 | 6 | 102 |

Table 5. Summary of Results of Data Analysis on the Impact of Leadership Mobilization on Achievement of School Accreditation Scores

| χ^2 | CC | ϕ | $\alpha = 0.01$ | $\alpha = 0.05$ |
|----------|-------|--------|-----------------|-----------------|
| 74.79 | 0.650 | 0.856 | 0.256 | 0.195 |

Data distribution as above shows that the distribution of school accreditation scores tends towards superior levels (A). The superior data distribution (A) is 54.9%, good (B) is 39.2%, and enough (C) is 5.9%.

Based on the data analysis summary as above, it shows that the Phi value = 0.856 > $\alpha = 0.01$ (0.256). The results of the analysis can be interpreted that there is a significant relationship between the level of leadership mobility in quality management towards the achievement of school accreditation scores. In other words, the level of leadership mobilization has a positive impact on increasing the achievement of school accreditation scores. The achievement of school accreditation is determined by the performance of school principals in mobilizing quality management.

The impact of the level of leadership mobility in the implementation of quality management on the average score of school / national examination results can be explained as follows. The average school / national exam result score has three categories, namely High (average score above 8.0), Moderate (average score between 6.0-7.9), and Low (average score below 5.9). The frequency distribution of the level of leadership mobility in management quality towards the average achievement of school / national examination results can be seen in the following table.

Table 6. Impact of Leadership Mobilization on Average Achievement of School / National Examination Scores

| Level | High | Medium | Low | Amount |
|--------|------|--------|-----|--------|
| Height | 32 | 5 | 0 | 37 |
| Medium | 20 | 30 | 0 | 50 |
| Low | 0 | 7 | 8 | 15 |
| Amount | 52 | 42 | 8 | 102 |

Table 7. Summary of Results of Data Analysis on the Impact of Leadership Mobilization on Average Achievement of School / National Examinations Scores

| χ^2 | CC | ϕ | $\alpha = 0.01$ | $\alpha = 0.05$ |
|----------|-------|--------|-----------------|-----------------|
| 76.74 | 0.655 | 0.867 | 0.256 | 0.195 |

The distribution of achievements of the average school / national exam scores at various school levels tends to reach a high level average. The average score for school / national exam results is at a high level of 50.9%, moderate levels re 41.1%, and low levels are 8.0%.

Based on the summary data analysis as above, it shows that the Phi value = 0.867 > $\alpha = 0.01$ (0.256). The results of the analysis mean that there is a significant relationship between the level of leadership mobility in quality management towards the achievement of the average school / national examination scores. In other words, the level of leadership mobilization has a positive impact on increasing the achievement of the average school /



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national examination scores. The average school / national examination score is determined by the performance of the principal in mobilizing quality management.

Discussion

The results of the study indicate that school head mobilization activities in quality management that are often used vary. The types of activities used include: (1) school meetings (86%), (2) individual meetings (75%), (3) task field group meetings (73%), (4) social media with android hand phones (72 %), (5) site visits (to class, to the assignment room) (64%), (6) individual assignments (62%), (7) group assignments (56%), (8) school ceremonies (52%), and (9) other activities (47%). Thus, mobilization that is often used by leaders generally tends to use the types of school meetings and individual meetings. This condition is also in line with the results of Kontighiorghes and Dembeck's research on priorities in quality management, where leaders use a variety of approach techniques to carry out quality mobilization in their organizations [18]. Techniques such as school meetings and individual meetings are often used approaches and their effective implementation [15] [14]. Even so, other types of activities can also be used to mobilize quality management [13] [7] [10] [2].

The level of leadership mobility in implementing quality management (National Education Standards) generally includes the medium category. The detailed results are as follows: (1) high, 36%, (2) moderate, 49%, (3) low, 15%. The average semester only carries out mobility 3 to 5 times. The mobilization of leaders who are at a moderate level is an indication that the leadership is not too diligent in providing guidance to subordinates [11] [18] [4]. They should carry out coaching every week [6]. This condition does not include exemplary leaders [1]. Even so, there are still diligent leaders, which is 36%, which mobilizes more than six times each semester.

Leadership mobility if analyzed from the school level, shows that the performance of the heads of high schools and vocational schools tends to be high. The heads of elementary and junior high schools in mobilizing the average quality management tend to be moderate. This condition may be caused by various factors, such as the ability of high school and vocational high school principals who tend to be highly educated (completing post-graduate education programs), excellent managerial skills, and adequate facilities support [11] [3].

Associated with the achievement of the application of national education standards, tends towards high levels or standards. The tendency to reach high or standard levels is 49%, moderate level or not standard is 41.2%, and the remaining 10% is low or less standard. This condition is an achievement at various levels of the school, towards a better direction. The results of Sasongko's research [7] [10] show that the application of national education standards has improved. This is highly dependent on leadership mobility in encouraging participating stakeholders to reach national standards [13] [20].

The results of the correlation analysis show that there is a significant relationship between the level of leadership mobility towards the achievement of the national education standard (Φ value = $0.765 > \alpha = 0.01$ (0.256). that the performance of leaders who mobilize well, will also have a good effect on the achievement of national education standards [13] [7]. Leaders with moderate and low levels of mobility also have a low effect on the achievement of national education standards.

Furthermore, the achievement of school quality can be seen from the value of accreditation. In general schools tend to have superior accreditation values (A). The superior data distribution (A) is 54.9%, good (B) is 39.2%, and enough (C) is 5.9%. More than half of the quality of schools in the province is very good. Indeed, the achievement of the value of school accreditation is strongly related to quality management, especially the leadership performance in mobilizing subordinates [6]. This condition is reinforced by the results of research that show that there is a significant relationship between the level of leadership mobility in quality management towards the achievement of school accreditation values (Φ value = $0.856 > \alpha = 0.01$ (0.256). school accreditation: High leadership mobilization has an impact on the value of high school accreditation, whereas leadership is low, giving a low accreditation value [19] [15] [4].

The average school / national exam scores at various school levels tend to reach high level averages. The average value of school / national exam results is at a high level of 50.9% (more than half), moderate levels are



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41.1%, and low levels are 8.0%. This condition provides an indicator, that the quality of education at various levels of school is very good [1] [7] [21]. The results of this exam are very much related to the leadership mobilization. This study concludes that there is a significant relationship between the level of leadership mobility in quality management towards the achievement of the average school / national exam scores (Φ value = $0.867 > \alpha = 0.01$ (0.256)). The level of leadership mobilization has a positive impact on improving achievement average school / national exam scores, high leadership mobility, has an effect on the acquisition of high school / national exam scores, and vice versa, this result is in line with the research of Sasongko, Manap and Wachidi [4] which shows that the average school / national exam scores are influenced by the guidance of teachers and principals (learning leaders).

Conclusion

The conclusions of the study show that leaders who make high mobilization of quality management will have a positive impact on improving the quality of institutions. Leaders who have high quality management mobilization performance have a positive impact on high quality institutions. The level of leadership mobility in implementing quality management has a positive impact on the achievement of the quality of the institution. Leaders who mobilize management are of high quality, can have a high effect on the achievement of institutional quality consisting of: (1) the achievement of high national education standards, (2) high school accreditation values, and (3) average school exam results / national high. Likewise, vice versa, low leadership mobilization has a negative impact on low quality institutions.

Recommendations to leaders of educational institutions (schools) so that skills in mobilizing quality management can be improved and improved, through activities such as: training, mentoring, practice simulation on a small scale, and lesson study on quality mobilization. The quality of educational institutions such as schools, is very important to improve the achievement of the application of national education standards, the value of school accreditation, and the average value of school / national examination results.

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