

## IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT AT TONGGALAN MUHAMMADIYAH ELEMENTARY SCHOOL

Rahma Widyastuti and Enung Hasanah\*

Education Management Study Program, Ahmad Dahlan University Yogyakarta, Indonesia

<https://doi.org/10.54922/IJEHSS.2022.0417>

### ABSTRACT

This study aims to identify and describe the implementation of total quality management in Muhammadiyah Elementary School, Tonggalan Klaten. Muhammadiyah Elementary School, Tonggalan, has successfully implemented TQM in its efforts to improve school quality. This is evidenced by the continuous increase in the input of Muhammadiyah Elementary School, Tonggalan Klaten, which always meets the specified quota target; the output generated by the number of achievements achieved by teachers and students; and increasing competitiveness among other schools. This research is a qualitative descriptive study with the findings that the implementation of TQM in Tonggalan Muhammadiyah Elementary School, Klaten, Indonesia, is carried out in five aspects: process aspects, school service aspects, environmental aspects, human resources aspects, and graduate aspects. The successful implementation of TQM is supported by a leadership style that can embrace all parties, good communication between stakeholders in educational institutions, clarity of job descriptions, rewards and punishments, and continuous improvement in every school program implementation.

**Key Words:** Total Quality Management, quality of education, Muhammadiyah Elementary School.

### 1. INTRODUCTION

The tight global competition demands that human resources have adequate competence and high quality [1]. In the global era, competition between nations is increasingly wide open. Competitiveness is traditionally measured by various indices, including the worldwide competitiveness index (GCI), which is seen from the human development index (HDI), a gross domestic product with purchasing power parity (GDP), PPP per capita [2]. According to UNDP [3], Indonesia is currently ranked 107th out of 189 countries. This data shows that Indonesia still needs to continuously improve the quality of its human resources to develop and compete with other countries in the world. The critical role of education is to prepare students (the next generation) with the necessary abilities and skills to have the competence and readiness to enter the community (environment). Educational institutions must make changes by trying to make educational steps and innovations professionally with reliable management, so that educational institutions can produce loyal cadres intellectually, skilled, and spiritually ready for society. The same thing needs to be done in facing a competitive and innovative global life, and the education process must be able to develop the ability to compete in cooperation and develop attitudes. In improving the quality of human resources, education plays an important role. Innovative and curious always improve quality [4]. The quality of education is the primary key to providing quality human resources. [5] reveals that superior and consistent quality of education can foster customer satisfaction, which will provide various benefits. One way to improve the quality of

education is to implement TQM (Total Quality Management). The implementation of TQM in schools is inseparable from how the principal's efforts can control the quality of integrated school management [6].

Total Quality Management can be interpreted as an approach in running a business that tries to maximize the competitiveness of the organization through continuous improvement of products, services, people, processes, and the environment. In short, TQM is a management system that elevate quality as a business strategy and be oriented to customer satisfaction by involving all members of the organization [7]. The goal is to ensure that customers are satisfied with the goods and services provided, ensuring that no party is harmed. Goetsch and Davis quoted by Nasution [8] convey the elements of TQM as follows: 1) focus on the customer, 2) have an obsession with quality, 3) use a scientific approach, 4) have a long-term commitment, 5) require teamwork, 6) improve processes on an ongoing basis, 7) provide education and training, 8) provide controlled freedom, 9) unity of purpose and 10) involvement and empowerment of employees. In an effort to carry out the process continuously, the performance of school residents can use the Deming cycle pattern, namely Plan, Do, Check, Act (PDCA) [9].

The phenomenon that occurs in Klaten Regency is that many public elementary schools are regrouped with the nearest public elementary school. Based on data from the local Education Office, in the 2019/2020 school year as many as 24 public elementary schools were regrouped or merged with other public elementary schools [(<http://ppid.rri.co.id>). This happens because the surrounding community has a tendency to choose private schools for their children's education compared to public schools. Long distance and high costs are not a problem for parents to get a quality education. This can be seen in the number of student admissions in public elementary schools and private elementary schools which are very far apart. It seems that the quality of a school has begun to be considered in today's competitive era. So that people's views began to shift from ordinary standard schools to quality schools. One of the schools that the community has begun to target is SD Muhammadiyah Tonggalan Klaten. Tonggalan Muhammadiyah Elementary School [SD Muhammadiyah Tonggalan, Klaten Regency] is a privat school that the auspices of the Educational Education Council for the Muhammadiyah Branch of Central Klaten [10]. Tonggalan Muhammadiyah Elementary School is one of the Islamic educational institutions which, according of observations result, has attempted to implement some of the elements of TQM, which include focusing on customers, having an obsession with quality, and teamwork, and applying TQM principles, namely: customer satisfaction, respect for everyone, management based on facts and continuous improvement. This is evidenced by the achievements in both academic and non-academic fields achieved by SD Muhammadiyah Tonggalan which is always increasing, namely always winning various competitions at the district level. Many of the outputs or graduates are accepted in favorite secondary schools, both public schools and Islamic boarding schools. The flagship program of this school is the tahfidz program, where Muhammadiyah Tonggalan Elementary School graduates memorize a minimum of chapters 30, 29, and several selected verses. This is something that does not exist in other schools in the surrounding schools. This school is also trying to implement the Adiwiyata school program, this is evidenced by a clean, green, and beautiful school environment. In addition, the school implements environmentally friendly management of supporting facilities, as evidenced by getting an award as a School with Safe Level 1 Snack Food for School Children (PJAS) from the POM Agency.

## 2. REVIEW OF LITERATURE

One of the studies on TQM implementation studies [11] entitled Implementation of Total Quality Management (TQM) at SD Al-Hikmah Surabaya wrote that the success of improving the quality of SD Al-Hikmah through the application of TQM cannot be separated from the principle of customer focus, continuous improvement continuous, and total involvement of all stakeholders. Al-Hikmah Elementary School provides the best service based on reliability, responsiveness, empathy, and certainty. SD Al-Hikmah places excellent service as a priority, so that it can bring customers (especially teachers and employees) to a high level of satisfaction and loyalty. Teachers provide good service to students, so students and parents are satisfied. That the implementation of TQM at SD Tunas Bangsa Kubu Raya does not always run smoothly. However, despite the obstacles in implementing TQM, the number of ah students increased in the last 5 years. The results of this study are that the quality of leadership carried out by the principal, vice principal and curriculum coordinator is based on teamwork, namely the leadership team and the teacher team. The collaboration at SD Tunas Bangsa Kubu Raya was considered good because the team developed good and collaborative team behavior both from planning and implementation. Efforts to build a quality culture are pursued by leaders and all teachers. Supporting the implementation of TQM at SD Tunas Bangsa Kubu Raya is a strong commitment from senior leaders and teachers [12]. While the inhibiting factor is the new teacher who needs time to understand and perform according to IB and school standards. This study will discuss efforts to improve quality in terms of the learning process, service quality, environmental improvement, and human resources quality, as well as graduates in terms of management in the form of planning, implementation, and evaluation. The results of this research are expected to be an insight for other educational institutions in efforts to improve school quality. This research is a qualitative descriptive research. This research was conducted at SD Muhammadiyah Tonggalan which is located at JL. Tapak Doro No. 1 Klaten. The informants of this research were principals, teachers.

## 3. RESEARCH AND METHODS

This research is a qualitative descriptive research. This research was conducted at Tonggalan Muhammadiyah Elementary School which is located at JL. Tread Doro No. 1 Klaten, Indonesia [13], [14]. We chose the informant by purposive sampling method [15], [16]. The informants of this research were principals, teachers, students, and guardians of Tonggalan Muhammadiyah Elementary School students. To obtain this research data, it was carried out in various ways, namely interviews, observations, and documentation [17]. The validity of the data was obtained by triangulation techniques of data sources and methods [18]. Technical analysis of data is carried out by data reduction, data presentation, and conclusion drawing/data verification by miles huberman model [19].

## 4. FINDING

As the results of interviews, observations, and documentation, the findings of the implementation of TQM in improving the quality of schools at Tonggalan Muhammadiyah Elementary School, Klaten, are divided into the following themes:

### 4.1. Planning

The planning stage begins with a reflection on the implementation of last year's learning program. From the results of these reflections, there will be recommendations for the next year's program,

which programs should be continued, programs that are postponed, or programs that are not continued. Programming is based on the vision and mission and goals of the school. The next stage is to form a team according to the development department, for example, the curriculum team, the sarpras team, the administration team, the student team, and public relations chaired by the deputy head of each field. This team then makes a program plan, which is discussed in the Annual Work Meeting held before the start of the new school year. This annual meeting will produce a school program for one year. The meeting was attended by all teachers and employees of schools, foundations, and school committees.

This was expressed by the school principal and SD Muhammadiyah Tonggalan teacher as follows:

"Starting with an analysis and evaluation of last year's learning process. After our analysis and evaluation, we know the weak points of last year's program implementation. So after we know, we discuss together to determine the formula for the following year. In compiling the work program, the vision and mission becomes the basis, oh..what kind of dream do we have for children? Yes, the determination of the school program is based on the school's vision and mission." (P1)

"For implementation, we have a team... so each deputy headmaster has his own team.. We have a decree in which there is a deputy head decree, there is a team decree. We already have our curriculum team, sarpras team, public relations team, student team. Later this team will plan and discuss school programs according to their respective fields." (P1)

"The plan is held at the beginning of every year, uh, it's done simultaneously between teachers, committees, and foundations. So in development for learning, we involve others, the committee is a partner, and the foundation is also a partner, so we collaborate with each other to make plans, RKS (School Work Plan), administration, that's right." (P5)

## **4.2 Implementation**

The results of interviews at the stage of implementing TQM at SD Muhammadiyah Tonggalan on several aspects are as follows:

### **4.2.1 Implementation of TQM at SD Muhammadiyah Tonggalan in terms of improving the quality of the learning process**

The implementation phase begins with preparing teacher readiness in the form of teacher training, then completes facilities and infrastructure, and teachers make teaching preparations by compiling a syllabus, mapping KD, RPP, determining methods and forms of evaluation in learning. The curriculum used by SD Muhammadiyah uses the official curriculum (K-13) and the foundation curriculum (Islamic).

"The first is with regard to teachers, we automatically upgrade the ability of teachers to hold a kind of IHT, that every turn of the school year there must be, it must exist. If the material is we adapt the existing developments, yes. Second, apart from dealing with teacher human resources, the addition of facilities is certain, yes. It will depend on the program, right... When the program leads to the need for facilities and infrastructure needed next year, we will provide them, for example during the pandemic. We provide internet quota assistance." (P1)

"In preparing the first lesson, the teacher prepares the educational administration first like the lesson plans, then also the syllabus, the use of the methods that will be used must be prepared like that, and it is hoped that before learning the teachers will also conduct mapping, mapping of their students so that later when learning is right on target" (P5)

"From the preparation, the documents are prepared, making syllabus, mapping KD and RPP. Then, if the implementation is really bad... that's normal, isn't it?" (P3)

#### **4.2.2 Implementation of TQM at SD Muhammadiyah Tonggalan in terms of improving the quality of school services**

At the implementation stage, the first thing to do is determine job descriptions for each service unit and prepare regulations or Implementation Operational Standards (SOP). This is discussed at the annual work meeting which is attended by all school members, committees, and organizing foundations. Furthermore, school services are provided by means of equal distribution of satisfaction to all customers. Both external customers and internal customers. For internal customers, the school provides services in the form of learning services to students, both intracurricular and extracurricular activities. While services to parents are in the form of administrative services and the formation of a student guardian association as a forum for communication between the school and parents. The school also acts responsively when there are complaints or questions. For internal services, schools determine job descriptions and clear regulations, teachers and employees receive appropriate allowances, are given the freedom to develop their potential, and are rewarded for each achievement. From the description above, teachers at SD Muhammadiyah feel comfortable and happy to work in the school environment.

"Then we...determine jobdiscs for special service personnel in schools to serve parents, that is, yes...Every person in this school must have their own jobdisc. Including libraries that serve children, right? So there must be an SOP in the library. So after the job there is a SOP. So all the officers serve with school operational standards. And it is determined together usually. So the SOP is determined together. So later there will be a draft, it will continue to be discussed, everyone is involved. So what SOPs are they all listed. So we have an employee manual, right... That's an external one... What internal yen... Internal service basically has reward and punishment, right."(P1)

"Yes, if this school's service to teachers is very, very good. We are proud and make you feel at home here. Because of what? Because we are given the freedom to develop, whether it's developing our competence, being developed, our careers are given the freedom. So there are no limitations. Then it's also a welfare issue, although we are not very oriented to that direction, Alhamdulillah from the school or foundation, we really think about our welfare. So, uh.. there is reciprocity, a balance between the teacher and the school or foundation. So, God willing, everyone will be given the freedom, for example, if you want to go back to school, please, for example, a career that...for example, the important thing is that both of them can go well." (P5)

#### **4.2.3 Implementation of TQM at SD Muhammadiyah Tonggalan in terms of improving environmental quality**

In the implementation process, the school divides two environments, namely the physical environment and the non-physical environment. Starting with the motto of the Adiwiyata team, which is to never stop building, as well as a master plan for the development of SD Muhammadiyah Tonggalan Klaten, the physical form of the environment is divided into two buildings, namely in the corner of Klaten city, precisely located on Jl. Tapakdoro No. 19 (Building I) and Jl. Tapakdoro No. 4 (Building II), Candirejo, Tonggalan Central Klaten. The atmosphere of this building is very cool, the air is fresh, and it looks beautiful, because there are gardens and ornamental fish ponds that add to the beauty of this complex. This reforestation is done to create a comfortable environment for studying at Adiwiyata School. Based on the observations of researchers regarding the non-physical / social environment at SD Muhammadiyah Tonggalan, it is very well established. This is shown by the friendliness of all teachers and employees when serving parents when dropping off and picking up students at school. With polite laughter, the teachers served parents while waiting for their children to return. The relationship between teachers and employees is also good, this is shown by the mutual cooperation in preparing classrooms for face-to-face preparation. The principal's relationship with teachers and employees is very harmonious. This can be seen when in the implementation of the meeting, is running with a family atmosphere, all pay attention to the direction of the principal. During the evaluation report and future plans, everyone involved confidently expressed their opinion.

"First, our motto is to never stop building. Build many things, in terms of soul, and body. It concerns the initial concept of development from campus 1 to campus 2 by embracing collaboration with education and education, parents, committees, and the extended family of SD Muhammadiyah Tonggalan, from planning from campus 2 school development to other developments, the facilities in it, which in turn today with the Adiwiyata school jargon I want to make our school comfortable. Both it is comfortable for our students who are studying, and parents are comfortable when they see their sons and daughters feel comfortable too." (P7)

#### **4.2.4 Implementation of TQM at SD Muhammadiyah Tonggalan in terms of improving the quality of human resources**

At the implementation stage of improving the quality of human resources, SD Muhammadiyah Tonggalan did several things, including participating in the foundation's program in selecting new teachers/employees. Then held training, training, and motivation for teachers and employees, by bringing in a team of experts, such as motivators and psychologists in order to upgrade the work spirit of teachers and employees. Furthermore, conducting comparative studies to schools that are superior, or schools that are in accordance with the need to improve school quality. In a comparative study, principals and teachers will observe and discuss the advantages of the targeted school to be further implemented in SD Muhammadiyah. In addition, schools also hold IHT (In House Training) to improve teacher competence. SD Muhammadiyah also opens the widest opportunity for teachers to continue their studies to a higher level such as master's school. In addition to training programs and comparative studies, school human resources are also given guidance from the foundation, in this case from the Muhammadiyah Elementary and Secondary Education Council as school administrators.

"In addition to learning, we organize employee teacher motivation, we present a team of experts, yes, we who have presented it are motivators, and also psychologists... That's in order for us to upgrade them, improve human resources, among others. The two comparative studies .. that's part of improving human resources, IHT. From the principal's side, he allows his teacher to attend lectures" (P1)

"The first is coaching from the foundation, that's the first, because we as a school are under the Muhammadiyah foundation. Then the second time, coaching from the school, whose model is usually seniority. So, the seniors here, provide direct guidance to their fellow teachers in carrying out activities. Both learning and behavior in this school. Then the third, encouraging teachers to improve academically, improving the quality of their lives by participating in trainings, as well as study, continuing studies, both from S1 to S2, and currently some teachers are lacking linearity in the lessons they teach. (P5)

#### **4.2.5 Implementation of TQM at SD Muhammadiyah Tonggalan in terms of improving the quality of graduates.**

At the implementation stage of improving the quality of output/graduates, there are two things that need to be considered, namely from an academic and non-academic perspective. From In terms of academics, the school provides additional lessons/tutorials for grade 6 since the beginning of the new school year. Another strategy is to increase drills or practice questions so that children are accustomed to dealing with exam questions. Next is holding a Try Out to prepare mentally and skills in facing the exam. Try Out can be organized by the school itself or the education office. In terms of non-academics, SD Muhammadiyah has implemented the school's mission by developing awareness of worship to all school members, creating an Islamic environment, developing creativity, fostering a fighting spirit and good character, and growing a sense of care for the environment. In this case the role of parents is involved, so that this graduation program becomes a common property, not only for children and schools but also for parents. Parents are also invited to attend a successful exam seminar with their children. The existence of a tahajjud call for children and parents also fosters faith in God.

"When we relate it to the quality strategy of our graduates so that later our graduates from the academic and non-academic side will be better. Well, one of them is holding an addition for 6th grade. Starting from the new school year. Since the beginning, we have made activities related to adding tutorials for 6th grade students, especially for the subjects being tested, yes, those tested in school exams. We have been doing that since the beginning (P1)

"The strategy is still to increase the drill on the academic side. Drills or exercises for children, so that children get used to it face exam questions. It is a strategy that we always do. Drill the children with practice questions and try out exercises interspersed with them. "(P5)

#### **4.3 Evaluation**

The school conducts evaluations every week, month, and year at the evaluation stage. Evaluation is done by filling out the evaluation sheet that has been provided in accordance with their respective fields. This is to measure the percentage of school success in running the program. In addition, in the learning process, it is necessary to carry out school supervision, then evaluate it at school meetings on a weekly, monthly, or annual basis. This is done to determine which programs can

still be continued, postponed, or eliminated. This is following the results of the interview as follows:

"So the orderly administration of planning is part of evaluating teacher performance. In terms of implementation, this is to evaluate the results of the school principal's supervision." (P1)

"Evaluating, yes, there was a weekly evaluation, evaluation, every week that is routine, then there will be every semester as well. The evaluation is weekly, yes, when there is input from anyone, including from the teacher, we will respond at that time." (P1)

"Evaluated the same as the others.. is it the same as the plan, what percentage of the achievement is evaluated, then there must be an analysis and evaluation sheet earlier. The percentage of program achievements with activities. The teams will submit an evaluation of what has been done following our program." (P1)

## 5. Discussion

SD Muhammadiyah Tonggalan Klaten is one of Muhammadiyah's charities and is growing rapidly in Klaten Regency. SD Muhammadiyah Tonggalan was founded on August 1, 1963 in a former army headquarters building located on Jl. Tapakdoro No. 19, Candirejo, Tonggalan, Central Klaten, Klaten. Teaching and learning activities at SD Muhammadiyah Tonggalan apply Student-Based Learning to optimize each student's potential. SD Muhammadiyah Tonggalan uses the national education curriculum and the Muhammadiyah foundation curriculum. In the last accreditation, this school obtained Accreditation A with 97 points out of a total of 100 points.

### 5.1 Planning

Planning is one of the initial functions of management activities in achieving goals effectively and efficiently. According to [12], the definition of planning is an activity predetermined to be carried out for a certain period to achieve the stated goals. Its activities are in the form of efforts to support the goals and causes of further action. Planning is a work guideline for related implementers, both managers and staff in carrying out their respective functions and duties. Planning can be defined as determining the goals to be achieved in the future and what must be done in order to achieve those goals. In accordance with the understanding of planning presented above, Tonggalan Muhammadiyah Elementary School has carried out the planning process, which begins with reflection, namely evaluating and analyzing the program's implementation in the past year to be used as an illustration of the program in the future.

Furthermore, the principal forms a work team according to their respective fields, such as the curriculum team, student team, sarpras team, public relations team, etc. This team is in charge of making program plans for the coming year. Programming is based on the school's vision, mission and goals. Furthermore, the program design is discussed in the annual work meeting involving all components of the school, namely teachers, employees, committees, and foundations which then become school programs. This Annual Work Meeting which involves various parties shows that the school has implemented TQM, namely the existence of teamwork/team work involving all school components. In organizations that implement TQM, teamwork, partnerships, and relationships are established and fostered among company employees, suppliers, government agencies, and the surrounding community.



## 5.2 Implementation

Implementation is an activity to move group members to carry out work following their duties and plans that have been made. Concerning this implementation, the activities are focused on what was planned at the initial stage. Then execute it in the form of field actions to produce real actions. This implementation proves whether the school's services will satisfy customers or not. . This is following the theory of Montgomery [20](Supranto, 2006), namely "*quality is the extent to which products meet the requirements of people who use them*". Products in the world of education are services in the form of services and administration.

In accordance with the implementation understanding above, the principal of SD Muhammadiyah Klaten can move all components in the school with a clear division of job descriptions, regulations, and SOPs (Operational Standards and Procedures). In addition, there is a self-development effort for all teachers and employees with various trainings, awards for services, fulfillment of welfare, so that every customer at the school feels well served internally and externally. This shows that the school has implemented TQM in the form of a focus on customers, employee involvement and empowerment, education and training, and an obsession with quality.

## 5.3 Evaluation

George R Terry & W. Rue [21] stated that evaluation is an activity to adjust the implementation with predetermined plans. According to the statement above, Tonggalan Muhammadiyah Elementay School, Klaten Indonesia, has carried out a good evaluation, namely by reporting from each team by filling out an evaluation sheet, so that the percentage between the plan and program achievement can be known. Furthermore, program evaluation is carried out weekly, monthly, and annual. The evaluation is followed up by coaching and analyzing the success and failure of the program which then becomes a reference in preparing school programs for the following year. Thus, SD Muhammadiyah Tonggalan has implemented TQM as a continuous process and improvement. This is in accordance with the Deming cycle, namely Plan, Do, Check, Act (PDCA) [9](Widodo, 2020).

## 6. CONCLUSION

The implementation of TQM in SD Muhammadiyah went well from planning, implementation, and evaluation. The TQM principles applied include teamwork, involvement of various parties, focus on customers, education and training, continuous processes, and an obsession with quality. From the implementation of TQM it is proven that it can improve the quality of schools as evidenced by the various achievements achieved and the increasing number of enthusiasts. From improving the quality of schools and good services, it creates public trust in this school. The success of SD Muhammadiyah Tonggalan in implementing TQM in improving school quality cannot be separated from the role of the principal. Principals who are reliable in carrying out their functions as leaders (leaders) and managers (managers). The existence of the principal is able to move, motivate all teachers and employees to carry out school programs in realizing the school's vision and mission.

## REFERENCES

- [1] E. Hasanah, A. Desstya, I. Kusumawati, A. Limba, and K. Kusdianto, "The mediating role of student independence on graduate quality in distributed learning," *Int. J. Instr.*, vol. 15,

- no. 1, pp. 61–82, 2022, doi: 10.4135/9781483318332.n114.
- [2] S. Bucher, “The Global Competitiveness Index as An Indicator of Sustainable Development,” *Her. Russ. Acad. Sci.*, vol. 88, no. 1, pp. 44–57, doi: 10.1134/S1019331618010082.
- [3] UNDP, “Human Development Report,” 2020.
- [4] T. H.A.R, *Beberapa Agenda Reformasi Pendidikan Nasional dalam Perspektif Abad 21*. Magelang: Tera Indonesia, 2004.
- [5] F. Tjiptono, “Analisa Kepuasan Pelanggan sebagai Dasar Penyusunan Strategi Pemasaran Defensif pada Novel Komputer,” FE UGM, Yogyakarta, 1994.
- [6] M. Hasibuan, *Manajemen Sumber Daya Manusia*. Jakarta: PT. Bumi Aksara, 2000.
- [7] F. Tjiptono, *Total Quality Service*. Yogyakarta: Andi Offset. Yogyakarta: Andi Offset, 2003.
- [8] S. dan H. I. Nasution, *Manajemen Pembelajaran*. Jakarta: Quantum Teaching, 2005.
- [9] E. Widodo, H. Nurhayati, *Manajemen Pendidikan Sekolah, Madrasah, dan Pesantren*. Bandung: PT Remaja Rosdakarya, 2020.
- [10] D. Suherdiana and E. Muhaemin, “The Da’wah of Nahdlatul Ulama and Muhammadiyah in Social Media of Facebook,” *Ilmu Dakwah Acad. J. Homilet. Stud.*, vol. 12, no. 2, 2018.
- [11] U. Rahmah, “Implementasi Total Quality Management (TQM) di SD Al-Hikmah Surabaya,” *J. Manaj. Pendidik. Islam*, vol. 3, no. 1, 2018.
- [12] R. Wibowo, S. Syukri, and S. Sukmawati, “Implementation of Total Quality Management (TQM) at Tunas Bangsa Primary School (SD Tunas Bangsa) in Kubu Raya Regency,” *JETL (Journal Educ. Teach. Learn.*, vol. 4, no. 1, p. 185, 2019, doi: 10.26737/jetl.v4i1.994.
- [13] E. Hasanah, Z. Zamroni, A. Dardiri, and S. Supardi, “Indonesian adolescents experience of parenting processes that positively impacted youth identity,” *Qual. Rep.*, vol. 24, no. 3, 2019, doi: 10.46743/2160-3715/2019.3825.
- [14] Z. A. Hasibuan, *Metodologi Penelitian Pada Bidang Ilmu Komputer Dan Teknologi Informasi*, no. Universitas Indonesia. 2007.
- [15] V. Jupp, “Purposive Sampling,” in *The SAGE Dictionary of Social Research Methods*, 2015.
- [16] I. Etikan, “Comparison of Convenience Sampling and Purposive Sampling,” *Am. J. Theor. Appl. Stat.*, vol. 5, no. 1, 2016, doi: 10.11648/j.ajtas.20160501.11.
- [17] S. Smith, “Finding the voice of students engaging in online alternative provision via digital data collection methods,” *Br. J. Educ. Technol.*, vol. 52, no. 2, 2021, doi: 10.1111/bjet.13061.
- [18] B. Bungin, *Analisis Data Penelitian Kualitatif Pemahaman Filosofis dan Metodologis ke Arah Penguasaan Model Aplikasi*. 2007.
- [19] M. B. Miles, A. M. Huberman, and J. Saldana, *Qualitative Data Analysis*. United States of America, 2014.
- [20] J. Supranto, *Pengukuran Tingkat Kepuasan Pelanggan*. Jakarta: Rineka Cipta, 2006.
- [21] L. R.Terry, George &W. Rue, *Dasar-dasar Manajemen*. Jakarta: Bumi Aksara, 2012.