RESEARCH ARTICLE

MANAGEMENT AND LEARNING STRATEGIES TO IMPROVE THE QUALITY OF GRADUATES READY TO CONTINUE STATE HIGHER EDUCATION (PTN)

Erlis Warti, S. Trisnamansyah, HS. Muchtar and I. Tejawiani
Universitas Islam Nusantara, Bandung Indonesia.

………………………………………………………………………………………………....

Manuscript Info	*Abstract*

………………………….

………………………………………………………………………………

The management of learning strategies to improve the quality of high school graduates has not run optimally, so the learning process has not been realized as it should. This study aims to determine the planning, implementation, assessment of barriers and learning solutions. The philosophical basis of this research is the philosophy of reconstructivism, the theoretical basis used is management theory, learning strategy theory and graduate quality theory. The research approach used is a qualitative approach. Data was collected through: Documentation studies, observations and interviews. The results showed that: (a) Management planning and learning strategies were made together with the school's vision and mission. (b) Implementation of management and learning strategies as well as policies that have been formulated in an effort to achieve the goals of the vision and mission (c). Assessment of management and learning strategies to realize the vision and mission through the objectives that are implemented (d). Barriers to management problems and school management learning strategies that are less proportional and professional, especially the management function is very dysfunctional (e) The solution to management problems and learning strategies to improve the quality of graduates is by steps taken by the principal in collaboration with supervisors and high school committees it is appropriate, namely through coaching, training, supervision, guidance and counseling, providing learning infrastructure, and schools preparing students to have superior, creative, innovative competencies, understand the digital world (science and technology). There are similarities in management objectives and learning strategies to improve the quality of graduates, namely; quality improvement in accordance with the needs of state universities, synchronizing curriculum and synergizing school programs, increasing absorption and placement of school graduates to state universities. Management and learning strategies to improve the quality of graduates, have an impact on improving the quality of high school graduates, both in terms of input, process, output and outcome. Recommendations: (1) For high school can be used as a basis, to collaborate with universities; (2) For school principals, teachers can be used as a basis for making changes, innovations for school progress; (3) For students, it can be used as a basis for improving their competence so that they can accepted in

Corresponding Author:- Erlis Warti
Address:- Universitas Islam Nusantara Bandung Indonesia.

universities; (4) For researchers, it can be used as a basis for further research on management and learning strategies to improve the quality of graduates who enter state universities at SMAN 67 and SMAN 48 in East Jakarta.

…………………………………………………………………………………………………....

Introduction:-

Education is very important because with education the nation can develop into a developed country. Through the noble ideals of the Nation, Indonesia is a State, namely the intellectual life of the Nation as stated in the preamble to the Constitution of the Republic of Indonesia. the fourth paragraph is:

The intellectual life of the Nation is proof of the seriousness of the founders of this country in improving Indonesian human resources who have high dignity and worth. Then the commitment is stated in the Body of the 1945 Constitution in Article 32 paragraph 1 which states that every citizen has the right to education. The focus of the 1945 Constitution is to increase Indonesia's human resources so that they become human beings who have noble dignity, free from the shackles of ignorance.

Based on the explanation above, it can be concluded that, Education is a milestone for the progress of a nation and, education is also a very influential factor in forming quality human resources, because quality human resources are the main capital of a nation.

The educational problem faced by the Indonesian people today is the low quality of education at every level and unit of education, especially primary and secondary education. Various efforts have been made to improve the quality of national education, for example the development of national and local curricula, improvement of teacher competence through training, procurement of textbooks and learning tools, procurement and improvement of educational facilities and infrastructure, and improving the quality of school management. In this situation there are problems regarding the factors that influence decision making when a high school graduate student wants to choose the desired major and college. The decision-making process for further studies is influenced by several things, including academic potential, financial support from parents, mental readiness and knowledge and understanding of career orientation, so that the opportunity to be accepted is wide open and competition is very tight, but students must also take into account that if they encounter failure in the first choice they aspire to, try to find a second option.

To determine further studies for high school graduates is not an easy matter, this is in line with Gunawan's opinion (2001: 31) that: "The choice to enter college or in other words continue studies or education to college is one of the most important issues. faced by parents and high school students." Therefore, before making a choice of further study, students need to make careful planning on some of the information that has been obtained. So that in the end students are able to make the right decision on the choice of further study in accordance with their own circumstances and environment, and the decisions made do not cause regrets in the future.

The following are the kinds of problems that are often experienced by students at SMAN 48 and SMAN 67 in East Jakarta; psychological family, social motivation and determining the choice of majors to be taken by considering the costs, opportunities and abilities of the students both academically and economically, most students choose the wrong major with the motto that it is important to study at a State University (PTN), when viewed from the data almost 87% of students are in the wrong major, and only see many opportunities because some schools with A accreditation have a quota of 50%, B accreditation is 30%, C accreditation is 10%, and schools that have not been accredited are 5%. Therefore, management and learning strategies are urgently needed to improve the quality of graduates who are ready to go on to State Universities (PTN) for students who are still in grades 10 and 11, to prepare grades from an early age to be able to follow the SNMPTN path if they fail at SNMPTN. there are still SBMPTN and Mandiri paths, need management, coaching and strategies to be able to seize opportunities or quotas that need struggle. The number of quotas for 6 state campuses, the average PTN acceptance when viewed from 2021 consists of the SNPTN (30%), SBMPTN (30, 41%) and independent pathways (IT 10 November 50% ITB, UB, UNY 30% and IPB 25% (Source: istockphoto.com).

The findings in the field in this study indicate that the ownership and understanding of pedagogic, personality, social and professional competencies is still weak so that teachers do not show an exemplary attitude for their students and

the weak approach taken by teachers to their students both in teaching and learning activities in the classroom and outside the classroom. The next procedure is the method used in the process of teaching and learning activities is less varied. With the fulfillment of approximately 24 hours of each teacher teaching and the transfer of teachers to several schools. This causes the methods and styles of teaching or learning that affect the quality of learning.

The results of the learning assessment are strongly influenced by educators (teachers), this can be seen from some of the teachers who are transferred and the teacher is old or has a long working period of approximately wanting to retire and the origin of the teacher teaching in low classes, namely elementary schools and schools Intermediate. This causes problems because the class or school that will be taught is a high class or superior class, the students' thinking speed is very high and the teacher must have management and strategies on how to improve thinking power, intelligence power and so far students are familiar with the method.

The findings show that teachers still dominate the teaching and learning process so that the interaction and communication that is built seems more one-way by being teacher-centered. Class Action Research (CAR) is very well done to solve problems in learning but at SMAN 67 in East Jakarta, the teachers are very minimal to conduct classroom action research, it is proven that the majority of the teachers are stuck in class IV/A.

The findings in the next field after the authors made observations and interviews with a number of sources were that the empowerment of school committees was less than optimal. In SMAN67 in East Jakarta, all school education costs are borne by the central government through BOS and local governments through BOP (Education Operational Costs), so the existence of school committees is less effective. It was found that the number of students in one study group or class did not match the standards recommended by the Ministry of Education and Culture, namely 32 people per group, while the real condition in SMAN 67 study groups was filled by 36 people. This condition is not ideal so it will affect the quality of learning.

The identification results have several problems, such as: 1) High school graduates are more job seekers than college because of the cost factor in life, 2) Implementation of management and learning strategies, requires the support of human resources in accordance with the needs, in the form of educators and staff. education that is professional, competent, creative, innovative. Until now, schools are still very short of personnel who meet these competencies. 3) In learning related to future career choices, students are more likely to follow the wishes of their parents and friends. 4) Some students have not actively participated in management and learning strategies, so students are still objects and have not become subjects of learning. 5) Lack of support for infrastructure, materials, media, tools and learning resources as well as socialization about universities. 6) Lack of access to capital, technology, market information, and networks that provide scholarships for university students. 7) The high cost of tuition and long periods of time in college make students less interested. 8) Low capacity and high competitiveness to pass in State Universities (PTN).

Based on the problems at SMAN 67 and SMAN 48 in East Jakarta that; Learning related to improving the quality of graduates has been going well but not yet optimal, this was revealed by the principal, the authors consider this case to be explored through a dissertation research entitled Management of Learning Strategies to Improve the Quality of Graduates who can be accepted at State Universities (PTN).

Research Method:-
The research method used in this study is a descriptive method with a qualitative approach, this method is used to solve the problem under study where this research is intended to explore data and information related to the management of SMAN Human Resources in improving the quality of education. To obtain objective data in this study the authors used certain data collection methods and techniques. This method is used in accordance with the main objective of the study, namely to describe Management and Learning Strategies to improve the quality of graduates to enter State Universities.

Discussion:-
1.Learning Strategy Management to improve the quality of graduates of SMAN 67 and SMAN 48 East Jakarta.
a. Learning Planning Strategy Management.

The formulation of learning planning strategy management to improve the quality of high school graduates at SMAN 67 and SMAN 48 East Jakarta begins with an analysis of the school environment and the environment outside the school, and is continued by examining various strengths and weaknesses and obstacles or opportunities that are owned and experienced by the school.

Learning planning is seen from various perspectives, namely: 1) Learning planning as a technology is a plan that encourages the use of techniques that can develop cognitive behavior and constructive theories for teaching solutions and problems. 2) Learning planning as a system composed of sources and procedures to drive learning. The development of the teaching system through a systematic process is then implemented with reference to the planning system. 3) Learning planning as a branch of knowledge discipline that always stops research results and theories about teaching strategies and their implementation of these strategies. 4) Learning planning as a science creates detailed specifications of the development, implementation, evaluation, and maintenance of situations and learning facilities for both broad and narrower units of subject matter with all levels of complexity. 5) Learning planning as a process that develops teaching systematically which is used specifically on the basis of learning and teaching theories to ensure the quality of learning. In this planning, a needs analysis of the learning process is carried out with a systematic flow to achieve learning objectives. This includes evaluating the subject matter and systematic activities. 6) Learning planning as the reality of teaching ideas is developed by providing teaching relationships from time to time in a process carried out by planners by checking carefully that all activities are in accordance with the demands of science and carried out systematically.

Learning strategy management to improve the quality of high school graduates to be accepted into State Universities (PTN) makes a learning approach that is easily accepted at State Universities (PTN) or accepted at the Service Association School to structure experiences gained in school to contribute to social, academic, and career development of learners or prospective teachers and become a supplement in learning activities.

The stages of learning planning strategy management to improve the quality of graduates include; proposals, terms of reference, budget, and the implementation team. Proposed learning strategies from internal usually contain a desire to build a new learning strategy management. In addition, proposals can also take the form of improvements to the management of existing learning strategies, to increase efficiency and control. Proposed changes in learning strategy management from the external are usually a consultant who offers new learning strategy management or the existence of regulations that require the development or improvement of learning strategy management.

From the conclusion of the concept above, that Learning Planning to improve the quality of high school graduates is a process of compiling a syllabus, Learning Implementation Plan (RPP) which consists of selecting and setting Competency Standards (SK), selecting and determining Basic Competencies (KD), developing indicators, selecting and developing teaching materials, selecting and developing learning strategies, selecting and developing learning media or resources, and developing assessment instruments.

Based on PP 19 of 2005 Article 20, that learning planning includes a syllabus and manual learning implementation plans at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes. Syllabus is a plan that regulates learning activities and classroom management, as well as assessment of learning outcomes of a subject. The syllabus is a part of the curriculum as an elaboration of competency standards and basic competencies into subject matter, learning activities, and indicators of competency achievement for assessment of learning outcomes. The development of this syllabus must at least be able to answer questions as to what competencies should be possessed by students, how to shape their competencies and how to know that students already have those competencies. This syllabus will be very useful as a guide for teachers, because it contains overall instructions regarding the objectives and scope of the material that must be studied by the teacher.

b. Learning Implementation Strategy Management.
The time for implementing learning to improve the quality of high school graduates to be applied in SMAN 67 and SMAN 48 based on research results is 1 year. For 1 year, if students only carry out learning at the institution, while the results of the study indicate that many institutions do not vary in their learning because they are only in accordance with consumer demand and do not think about the competencies faced by students, it is felt that this implementation pattern is not effective. Therefore, the school should also coordinate with school institutions regarding the management pattern of learning implementation strategies to improve the quality of high school

graduates. Advisors in the management of learning planning strategies to improve the quality of high school graduates in SMAN 67 and SMAN 48 have been made. From the results of the study, it is known that the school has planned teachers to guide students in the implementation of learning to improve the quality of graduating high school students. For tasks in supervising and monitoring the teacher to see the presence of students in the institution, student activity, monitoring student order, reminding and explaining reports, if there are problems between students and the teacher's institution they can resolve, and at the same time ask for the institution's stamp and signature for the certificate made by the school and then brought back to school to be handed over to students. Then according to WahyuNurharjadmo (2008) the supervisor is in charge of guiding students from the time of dropping, monitoring, withdrawing to testing the guidance results. From the results and opinions, it can be seen that the supervisor's planning is good.

Learning tools make things that must be prepared by the teacher before carrying out learning. In the KBBI (2007), the device is a tool or equipment, while learning is a process or way of making people learn. According to Zuhdan, et al (2011) learning device is a tool or equipment to carry out a process that allows educators and students to carry out learning activities. Learning tools become a guide for teachers in carrying out learning both in the classroom, laboratory or outside the classroom. In Permendikbud No. 65 of 2013 concerning Standards for Primary and Secondary Education, it is stated that the preparation of learning tools is part of learning planning. Learning planning is designed in the form of a syllabus and lesson plans that refer to content standards. In addition, the learning planning also includes the preparation of learning media and resources, assessment tools, and learning scenarios. According to Zuhdan, et al (2011) learning devices are tools or equipment to carry out processes that allow educators and students to carry out learning activities.

Learning tools become the teacher's guide in carrying out learning in the classroom, laboratory or outside the classroom. Management of learning strategies is seen as a learning process that focuses on specific work thinking, used to facilitate students in finding important knowledge, skills, and abilities. Strategic management begins with the influence of the needs of State Universities (PTN), which then acts as a key in driving program development.

c. Learning Organizing Strategy Management.
The formulation of learning management and organizational strategies to improve the quality of graduates at SMAN 67 and SMAN 48 East Jakarta begins with a group of people who want to achieve the same goal and create a group or what is commonly called an organization. Organization in general can be interpreted as providing a structure or arrangement, namely in the preparation or placement of people in a cooperative group, with the intention of placing the relationship between people in the obligations of their respective rights and responsibilities. The determination of the structure, relationship of duties and responsibilities is intended to arrange a pattern of activities to lead to the achievement of common goals.

In organizing schools in the management of learning strategies to improve the quality of high school graduates at SMAN 67 and SMAN 48 in general, they already have several existing organizations, but further improvements need to be made in the main tasks of the organization so that they can be more lively and efficient for students and teachers. or the environment. One of the organizations that exist in high school (SMA) is the School Organization.

From the explanation above, it can be concluded that school organizations make: 1) Associations composed of various types of school activities, 2) Associations composed of school resources, 3) Associations composed of school personnel, 4) Associations of ideas and principles which include building relationships , create a conducive climate in the school environment etc.

According to Law Number 14 of 2005 concerning Teachers and Lecturers, a professional organization of teacher associations with legal entities established and managed by teachers to develop teacher professionalism. The law also regulates the principle of professionalism of an educator. One of the principles that must be carried out by teachers is to have a professional organization to develop professionalism on an ongoing basis by lifelong learning.

The formation of the organization refers to the mandate of the law. If described more specifically, the goals of this organization are as follows. 1) Develop and improve the professional ability and competence of teachers. 2) Create lifelong learning teachers. 3) Improve the dignity of teachers through continuous professional guidance. 4) Improve teacher welfare. The functions of the teacher professional organization are as follows. 1) As a forum to hone the professional competence of teachers in the midst of increasingly rapid developments in technology and information.

2) As a unifying tool for teachers with the same vision and mission. 3) Media to share experiences, knowledge, and insights for teachers.

d. Learning Assessment Strategy Management.
The formulation of management and learning assessment strategies to improve the quality of high school graduates at SMAN 67 and SMAN 48 East Jakarta begins with an understanding of the concept of evaluation. what, and in which part the educational goals have been achieved. Arifin formulates evaluation, which is a systematic and continuous process to determine the quality of the value of something, based on certain considerations and criteria in order to make decisions.

Evaluation of learning at SMAN 67 and SMAN 48 Jakarta is a process to determine the services, value or benefits of learning activities through assessment and or measurement activities. The purpose of the learning evaluation is to determine the effectiveness of the learning process that has been implemented. Evaluation of an activity or process that is systematic, continuous, and comprehensive in the context of controlling, guaranteeing, and determining the quality of various learning components based on certain considerations and criteria. (5) Evaluation includes a number of techniques that cannot be ignored by a teacher or lecturer. Evaluation is not a collection of techniques alone, but the evaluation of a continuous process that underlies all good learning activities.

Evaluation of learning at SMAN 67 and SMAN 48 Jakarta aims to determine the extent to which the efficiency of the learning process is carried out and the effectiveness of achieving the learning objectives that have been set. Learning evaluation is a process to determine the services, value or benefits of learning activities through assessment and or measurement activities. The purpose of the learning evaluation is to determine the effectiveness of the learning process that has been implemented. This is done by everyone concerned, not only the teacher but also the students themselves. So, from the results of the evaluation, the teacher can find out to what extent the students' ability to master the lesson, and know where the difficulties of students in the learning process so that it can be used as material for improvement and development of learning programs.

The objectives of the learning evaluation at SMAN 67 and SMAN 48 Jakarta consist of general objectives and specific objectives; The general objective is to collect informational materials that will be used as evidence regarding the level of development or progress experienced by students, after they have participated in the learning process within a certain period of time and to measure and assess the extent to which teaching effectiveness and teaching methods have been applied. or carried out by educators, as well as learning activities carried out by students while the specific purpose is to stimulate the activities of students in taking educational programs.

2. Barriers faced by Management and Learning Strategies to improve the quality of graduates accepted in State Universities (PTN).
a. Shifting Social and Cultural Values in Society.
External driving factors include cultural acculturation, diffusion, penetration, innovation and invasion and cultural assimilation. Internal factors include an advanced education system, openness, high tolerance, heterogeneous society. The inhibiting factors include a closed society, low education, traditional, ideological, fear. The shift in social and cultural values cannot be separated from the universal elements of culture, namely the religious system, livelihood system, knowledge, language, technology, kinship, social organization and the arts system. Cultural shifts give rise to trends in performance-related livelihood systems. This tendency can give birth to a materialistic, individualistic, capitalist, pragmatic, hedonist, and consumptive lifestyle.

b. Development of Science and Technology.
The development of science and technology cannot be avoided in real life, because the demands of diverse needs make people always look for new knowledge equipped with the application of sophisticated technology systems to meet the needs of life quickly and easily. The development of science and technology has brought changes from traditional to modern society, with livelihoods from agriculture to industry. The development of science and technology needs to be addressed positively. This encourages the tendency of professional teacher performance patterns to be able to meet the demands of society's needs. The use of information and communication technology in learning can make it easier for students to absorb the material taught by the teacher more broadly and deeply. Facing the trend, teachers need to prepare themselves with various competencies in using IT for learning outcomes.

c. Changes in Education Policy.
Changes in education policy today are a form of the various weaknesses of the old education system that is felt to be unable to meet the needs of society and the demands of the times. One of the policy changes in education is the centralized system of education to decentralization, where the community is more involved in managing educational institutions through the empowerment of high school committees. The birth of government policy in Law number 20 of 2003, concerning the National Education System. Government regulations number 19 of 2005 concerning National Education standards, Law number 14 of 2005 concerning Teachers and Lecturers, which is complemented by various Minister of Education and Culture Regulation no 20 of 2016 concerning Certificate of Graduation, Minister of Education and Culture Regulation no 21 of 2016 concerning Content Standards, Minister of Education and Culture Regulation no 22 of 2016 concerning Process Standards, Minister of Education and Culture Regulation No. 23 of 2016 concerning Assessment Standards, Minister of Education and Culture Regulation No. 24 of 2016 concerning Core Competencies and Basic competencies are evidence of the government's concern for commitment to improving the quality of education.

d. Political Change
Political changes are usually closely related to changes in power that have an impact on the world of education. In Indonesia, education policy is the product of political interests. Education officials are more likely to be placed by political bureaucrats for the sake of the integrity of power in the future. This leads to a tendency towards a pattern of professional teacher performance that sometimes directs students and the public to certain political spheres.

e. Economic Change
Economic changes are closely related to changes in the welfare of people's lives. Education can develop the quality of human resources so that it can be the background for finding new innovations to improve people's lives. The more open employment opportunities provide the opportunity to live better than before. On the other hand, the prolonged economic crisis has an impact on increasing dropout rates at the high school level even though SMAN in East Jakarta is free, and increasing poverty rates. The teacher certification program has brought forward the trend of professional teacher performance seen from the economic aspect on the negative side, more towards a consumptive, wasteful, and extravagant work pattern. From the positive side, welfare increases, work patterns will be more active, creative, and innovative in educating students.

3. Solutions to Overcome Management Problems and Learning Strategies to improve the quality of graduates accepted at State Universities (PTN).
To overcome the problem of weaknesses and various tendencies in applying learning strategies to competency standards by school leaders, it is necessary to take a managerial approach and appropriate learning strategies so that all obstacles can be overcome properly. In the institutional context, education implies that all school resources include: (1) Principal leadership. (2) Educators and education staff. (3) Financing. (4) Educational infrastructure facilities. (5) Students. (6) School management information system. (7) Parents and the community. (8). School external environment. (9) Network work. Everything supports each other, complements and complements like links in a chain. All of the school components mentioned above are implemented and described in learning activities that are routinely carried out by subject teachers in turns.

The implementation strategy stage is the implementation of the selection of strategies aimed at the medium and medium term in using teacher performance standards to improve the quality of learning. The strategy evaluation stages include the empowerment of management functions, measuring and assessing teacher performance in improving the quality of learning at SMAN 67 and SMAN 48 in East Jakarta.

a) Aggressive Strategy (SO)
Aggressive strategy is a strategy that is carried out by making various programs and arranging steps or actions to break down all barriers, obstacles or threats to achieve excellence or targeted achievements. Nawawi (2000:176). Barriers in using teacher performance standards come from the personal competence of educators and education staff, schools and the school's external environment.

b). Preventive Strategy (ST)
Preventive strategy is a strategy by making programs, projects and arranging steps or actions to make corrections and correct mistakes made by the organization itself or those ordered by superiors. (Nawawi, 2000:177). The strategic steps in improving teacher performance and applying teacher performance standards to improve the quality of learning outcomes

4. Learning Strategy Management to Increase Teacher Rewards and Motivation.
Rewards are awards given to teachers for their good performance so that teachers are satisfied with these awards which have an impact on the growth of new motivation to continue to improve their performance. There are many forms of appreciation, which can be material or non-material. This will provide positive motivation both intrinsic and extrinsic so that teacher performance can be further improved. This is in line with McClelland, with his satisfaction theory. Factors from within the individual that cause a person to act in a certain way." (Stoner trans. Maulana, 1986:84). begins with the possession of high morality that can foster motivation and public trust. (Kohn in Harjana, 2000:72-74). In addition, it is also necessary for teachers to have high spiritual motivation that every job is part of devotion to Allah SWT who will get a reward in this world and the hereafter. According to Mulyasa (2006, 149-150)), several principles that can be applied to motivate teachers and education in improving their performance, namely; The activities are interesting, the objectives are clearly defined, the results of each work are informed, the prizes pay attention to the individual differences of the education staff, and meet the needs of the educational staff.

5. Management of learning strategies for the Empowerment and Utilization of existing Learning Facilities and Infrastructure.
In the context of TQM, the form of supervision that can be used to monitor the performance of professional teachers is total quality control (TQC) supervision by empowering and involving various elements in an integrated manner starting from input, process and output as a continuous improvement effort.

Conclusion:-
In principle, learning management to improve the quality of graduates who go on to State Universities (PTN) in its implementation can be implemented in structured independent activities oriented to fostering attitudes, knowledge and skills when entering the world of State Universities (PTN). In the existing conditions, management and learning strategies to improve the quality of graduates entering State Universities (PTN) have not become the main program in schools at SMAN Jakarta, both in terms of input, process, output, and outcome.

Acknowledgement:-

References:-
1. Ansor SA &Muttahidah. (2016). Introduction to Management. Yogyakarta: Fajar Media Pres.
2. Arshad, Azhar. (2000). Learning Media, edition 1. Jakarta: PT. King GrafindoPersada.
3. Arifin. (2013). Learning Evaluation. Bandung: PT. Rosdakarya Youth.
4. Arcaro, Jerome (1995) Quality-Based Education, Student Library Publisher, Yogyakarta.
5. Brummelen, Harro Van, Walking with God in the class "The Christian Approach to Learning", Third Edition. East Java: ACSI
6. Edward Sally. (2008). Total Quality Management In Education (translated by Ahmad Ali Riyadi). Jogjakarta :IRCiSoD.
7. Edward Sallis (1993) Total Quality Management, London. Kogan Page https://media.neliti.com/media/publications/72335-IDpentrolan-mutu- Pendidikan-concept-dan.pdf
8. G.R Terry (2010:16) The Management Of Human Resource Development Based On The Action, Planning, Organizing, And Controlling. Journal of Management, 10(2), pp. 129-142.
9. Gulo, W. (2002). Teaching and Learning Strategy. Jakarta: PT Grasindo.
10. Hasibuan S.P Malay. (2014) Human Resource Management. Jakarta: Earth Literacy.
11. Isikawa (1998) Integrated Quality Control.
12. Indrawan, Rully and Yaniawati, Poppy (2014). Research methodology. Bandung: PT ReflikaAditama.
13. Mulyasa.E. (2003), Competent Based Curriculum; Concept, Characteristics and Implementation, (Bandung: PT RemajaRosdaKarya).
14. Moleong, Lexy, J. (200). Qualitative Research Methods. Bandung: PT. Rosdakarya Teens
15. Nazarudin, (2007), Learning Management: Implementation of Concepts, Characteristics and Methodology of Islamic Religious Education in Public Schools, Yogyakarta: Teras.
16. Nasution. (2010). Various Approaches in the Learning and Teaching Process. Jakarta: Earth Literacy.
17. Sugiyono. (2005) Understanding Qualitative Research. Bandung: CV. Alphabet.

18. Syaiful, Sagala. (2012). Learning Supervision. Bandung : Alphabeta
19. Tjiptono, Fandy. 2005. Brand Management and Strategy. First Edition. Yogyakarta: Andi.
20. AnggiaDewi, Tiara. (2015). The Influence of Teacher Professionalism and Work Motivation on the Performance of High School Economics Teachers in Malang City. Promotional Journal: Economic Education Study Program, University of Muhammadiyah Metro. ISSN: 2442-9449 Vol.3.No.1; p. 24-35
21. Arifah and Jubaedah Y. (2007). Development of Entrepreneurial Learning Model Based on Diversity of Student Learning Styles in the Fashion Design Study Program. http://ippm.upi.edu/research/iindex.php.
22. Asnaldi, A. (2010). Learning Theories of Behavioral Change & Learning Processes. http://asnal dimultiply.com/journal/item/5.
23. Exan. (2009). Creating a Synergistic and Harmonious School Climate. http://eksan.web.id/2009/05.
24. Tarbawi Vol. 12. No. 2. (2021). https://docplayer. info/ 53987430-Jurnal-tarbawi-vol-12-no-2-julidember-2015-issn.html accessed on 18 november 2021.