

**Evaluation of *Total Quality Management* in the Achievement of Quality of Ma'had Al-Jami'ah IAIN Curup In The Middle Of the Covid-19 Pandemic**

**Suhirman<sup>1\*</sup>, Sirajudin<sup>2</sup>, Azwar Rahmat<sup>3</sup>, Muhammad Abdu<sup>4</sup>**

<sup>1,2,3</sup>Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu

<sup>4</sup>Institut Agama Islam Negeri (IAIN) Curup

\*Corresponding Author E-mail: [suhirman@gmail.com](mailto:suhirman@gmail.com)

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**Abstract:** This study aims to evaluate *Total Quality Management* in Achieving Quality of Education in Ma' Had Aljamiah IAIN Curup in the Midst of the Covid-19 Pandemic. Research data obtained through interviews, observation, and documentation. Informants were selected purposively, and the adequacy of the data used purposive sampling technique. Research informants include the director and secretary of ma'had, and ustadz and mahasantri. Analysis of research data using a qualitative descriptive approach. The results of this study indicate that Ma'had Aljamiah IAIN Curup is in the good category. This is shown from the results of the well-implemented planning, implementation, evaluation and follow-up processes, as well as internal communication that run synergistically. The achievement of the quality of education, especially learning outcomes is less than optimal with the application of semi-online learning. This is due to the condition of students in terms of psychology, geography, availability of facilities and unstable network conditions. Strategic steps taken to achieve quality education as stated in the principles of *Total Quality Management* by implementing continuous improvement processes, fostering a quality culture, focusing on customers, internal marketing, professionalism and focusing on customers. As well as formulating strategic steps in the form of quality organization, quality assurance, continuous quality improvement and public accountability, user satisfaction and related parties in achieving the quality of education.

**Keywords:** *Evaluation, Total Quality Management, Education Quality*

## **1. Introduction**

Education is a very important thing for humans, it cannot be separated from their lives. Education for everyone has an absolute nature both within the family, community, nation and state. The progress of the nation can be seen from how the development of the system, process and educational attainment of the nation. Education is carried out as a conscious and planned effort to educate humans both in terms of knowledge, increase expertise and skills and instill universally applicable values and morals. As stated in the Law of the Republic of Indonesia No. 20 of 2003 article 1 paragraph 1 regarding the National Education System SISDIKNAS (2003) states that: "Education is a conscious and planned effort to liven up the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself and the community, nation and state."

The various impacts caused by the Covid-19 pandemic are felt by all people in the world, not only in the health sector, but also in the economic, social, tourism and education sectors. The education sector is no less influential in the spread of Covid-19. This is because education is the most important sector for the continuity and progress of the nation in shaping human resources. The most obvious impact is on education systems around the world. The closure of schools, universities and colleges is the first step in the spread of the virus. Around April 27, 2020, around 1.7 billion students were affected by the spread of the virus. The policies taken by many countries, including Indonesia, by canceling all educational activities, have forced the government and related institutions to present alternative educational processes for students and students who cannot carry out the educational process at educational institutions (Purwanto et al., 2020).

Problems that arise in the world of education amid the spread of the virus, ranging from how to manage educational institutions, especially human resources and manage learning. Human resources (HR) is a core factor in an organization. Therefore, the management and development of human resources is very important for the organization for its survival. Human resource management is carried out to develop and utilize all existing potentials to support the achievement of organizational goals. Management of human resources amid the spread of the virus is an important part of efforts to improve knowledge and skills aimed at productivity and quality of institutions.

Good human resource management will affect performance, creativity and innovation. The availability of good educational institution managers will be able to formulate and carry out strategic steps in achieving the expected educational goals amid limitations. Availability of available resources, schools cannot provide maximum results, if they are not supported by human resources who have optimal performance as expected. For this reason, the development and improvement of the quality of human resources should be a priority scale in order to improve the quality of education. Educational institutions should not only educate their students, but forget or are unable to educate themselves. Becoming a good learning organization must start from its human resources.

In addition to the availability of human resources for educational institutions, learning management is also important in preparing students to have good knowledge, skills and attitudes. Learning must be managed properly, starting from planning, implementation, evaluation and continuous improvement. The availability of human resources, especially educators, is the main support in achieving the goals of educational institutions and national goals. In the midst of the spread of this virus, the role of teachers as reliable and qualified educators is one of the strategic factors to realize educational goals. Teachers must meet the minimum qualification requirements, be able to manage active, creative, innovative and fun learning.

Efforts that can be made to overcome these problems are to improve the quality of human resources by applying the principles of Total Quality Management. The implementation of TQM towards improving the quality of human resources will make a major contribution to achieving the goals of educational institutions. The process of developing human resources based on Total Quality Management has conditions that must be met, namely the commitment of all elements to carry out measurements as an evaluation tool. Evaluation and improvement as a measure of achievement that can be used as a reference for continuous improvement, starting from planning, recruitment, selection, development, performance appraisal to termination of employment. The human resources referred to in educational institutions include educators (teachers) and educational staff which include administrative staff, laboratory assistants, librarians, technicians, and implementing assistants (cleaning staff). Human resource management is understood as the process of planning, organizing, directing, and supervising, starting from procurement, development,

compensation, to maintenance of the workforce with the aim of helping to achieve the goals that have been formulated.

The Covid-19 pandemic has changed the education system a lot, starting from the learning process, which is usually done in class face-to-face, but since the pandemic it has changed to online learning (in a network). Teachers, students and parents are required to be able to present a creative, effective and active learning process even though it is carried out from their respective homes. The government has, through its policy, implemented a Distance Learning system or what is known as online learning. This technology-based system certainly requires the courage of educational institutions, from teachers, students and even parents to know the role and benefits of technology in learning. Steps can accelerate the transformation of educational technology in this country. This condition certainly has a positive impact, with the use of technology in the world of education in line with the era of the Industrial Revolution 4.0 which continues to grow.

Teachers in the midst of the spread of the virus in addition to being required to carry out the learning process are also required to always learn. Because in handling the learning process in the midst of limited conditions of course there are strategies, quality standards of learning, curriculum, as well as models and methods that are different from normal conditions. The creativity of teachers in the distance learning process is needed, so that optimal learning outcomes can be achieved. Total Quality Management plays a very important role in the implementation of education in schools which are expected to provide better changes in accordance with the development, demands, and dynamics of society in responding to problems in managing educational institutions. Quality and superior academic and learning characteristics are components, namely the availability of human resources, teachers, having learning standards, curriculum and methods. Total Quality Management as a strategic step to improve maximum service to its customers. Quality management encourages excellent service quality to stakeholders.

This condition is the main attraction for researchers to find out more about the implementation of *Total Quality Management* in the context of achieving quality education in the midst of the spread of the *Covid-19*. The strategic steps implemented by the management of educational institutions are part of the managerial ability to carry out continuous improvement, change culture, maintain relationships with customers, internal marketing, professionalism and customer focus, quality learning, as well as obstacles faced in achieving *quality*

*management* and achieving quality education, especially in the human resource management and learning. These interest researchers in a research plan with the theme Implementation of *Total Quality Management* in Achieving Quality Education in the Middle of the *Covid-19*. The results of this study, researchers hope to become a reference for the management of educational institutions in applying the principles of *quality management* to achieve the quality of education in the midst of an emergency.

## **2. Research Methodology**

Research this research is a field research, namely research in which data collection is carried out directly in the field, such as in the community, government institutions and organizations. This type of research is descriptive qualitative. Moleong argues that this research is to understand the phenomenon of what is experienced by the research subject holistically and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods (Moelong, 2011: 6).

Research this research was conducted at Ma'had Al-Jamiah IAIN Curup. The selection of the object referred to by reason of ma'had at IAIN Curup has high competitiveness with other universities, good managerial strength or ability in managing educational institutions and has good development from year to year, and has good quality and quantity of course not apart from the quality management applied in the school. This condition makes the reason for researchers to analyze how the implementation of total quality management in achieving quality education in the midst of the covid-19 pandemic.

Data Primary data related to the implementation of total quality management in achieving quality education were obtained through in-depth interviews, including (a) philosophy, (b) ideology, (c) ideas and ideas, (d) management process (e) quality achievement, (f) expectations and views regarding quality management and others relevant to the research focus. Secondary data; This data is collected through documents or data that are estimated to be related to the research focus, including; (a) school history; (b) school guidelines and regulations; (c) school organizational structure; (d) school achievement; (e) curriculum and learning plans; (f) students; (g) manpower (teachers and employees); (h) infrastructure. The selection of informants in this study used a purposive sampling technique, this technique was used to direct data collection according to the needs to be taken through the selection and selection of

informants who mastered information and problems in depth, and could be trusted to be a reliable source of data.

### **3. Results and Discussion**

The results of obtaining research data obtained, from interviews and documentation. The author in this chapter will discuss the existing findings and then build on the presentation presented as a result of this research.

The data analysis technique as described in this study, the author uses a descriptive qualitative analysis with a multi-case design from data obtained from interviews and the essence of documents that have been collected from research in the field. The research data that have been described and analyzed by the authors are in accordance with the research focus in this study *Implementation of Total Quality Management*.

Implementation *Total Quality Management* (TQM) needs to be implemented in educational institutions as an effort to improve the quality or quality of education. This is done to carry out the management function in every educational institution. Quality or quality in education is very important in order to produce quality steam and ensure that everyone gets the appropriate education. To get the appropriate quality standards and maintain it is not an easy thing. For this reason, educational institutions need to plan, implement and supervise, as well as evaluate and improve continuously to improve the expected quality.

To achieve the management of a quality educational institution, Ma'had Al-Jamiah IAIN Curup, carries out a process of planning, implementing, evaluating and improving. But in the planning process it is necessary to consider the vision and mission, identify the organization's external opportunities and threats, determine internal strengths and weaknesses, set long-term goals, generate alternative strategies and choose certain strategies to achieve goals.

At the implementation stage of educational institutions, it is necessary to have policies set by involving all components in the education unit in determining goals, formulating policies, motivating employees and allocating resources so that the formulated strategies can be implemented properly. The next stage is evaluation; this stage is a tool for obtaining an assessment or conducting a strategy evaluation process. This process is carried out to determine or factors that affect the continuity of planning both internally and externally. This step will become the basis for educational institutions in measuring and determining

improvement steps. A review of external and internal factors becomes the basis for educational institutions in taking overall improvement steps.

This is in line with Crown Dirgantoro's opinion that the strategy process consists of three stages, namely: strategy *formulation*. This formulation includes developing a vision and mission, identifying the organization's external opportunities and threats, determining internal strengths and weaknesses, setting long-term goals, generating alternative strategies and selecting specific strategies to achieve goals. Strategy Implementation (*Strategy Implemented*), the implementation of this strategy requires a decision from the parties. Who has the authority to make decisions to set goals, formulate policies, motivate employees and allocate resources so that the formulated strategies can be implemented? Strategy *Evaluation*, Strategy evaluation is the last stage in strategic management. Strategy evaluation is a tool for obtaining an assessment or conducting a strategy evaluation process. (Sari, 2019: 10-11).

The achievement of quality management in educational institutions requires a common understanding of all school members on how to plan, implement, evaluate and implement further process improvements. With this, the quality expected by the education unit will be achieved. The quality of good education management will become the basic capital for the development of educational institutions and at the same time produce quality graduates. With superior quality graduates, human resources in the future will exist in the dynamics of change and national development. The realization of good quality education requires guidelines (guidelines), which will direct the implementation of educational institutions towards good and quality.

The application of the quality of education in the framework of total quality management in the context of education in research includes:

a. Continuous

Improvement The continuous improvement process implemented to achieve the quality of education at Ma'had Al-Jamiah IAIN Curup, has been a long process. The implementation of *Total Quality Management* is carried out based on government policies through the directorate of vocational high schools and according to the abilities and conditions of the school. This application is an effort to implement quality management in the management of educational institutions. In implementing quality management, using ISO quality standards and making preparations for the leading Ma'had program. This process certainly requires planning, implementing and compiling

evaluations, recognizing concepts, planning, applying and quality control. Currently, the process that has just been carried out towards leading Ma'had is to recognize the concept and analyze the potential that will be used as a superior. This process certainly requires planning, implementing and compiling an evaluation to be carried out.

This is in line with what was conveyed by Sallis about the purpose of implementing TQM which is to achieve the best results according to the needs and demands both internally and externally (2015: 76). Continuous improvement is a part that should not be abandoned by educational institutions in achieving quality education. TQM is a systematic approach to achieve the right quality improvement in a consistent way in meeting customer needs and desires (Sallis, 2015 78). *Total Quality Management* is a meaning and quality standard in education. This provides a philosophy of tools for improving quality. It is achieved with a central idea that is realized in the form of implementation (Qomar, 2012: 48).

Facing the challenge of achieving the quality of education apart from continuous improvement, another factor that educational institutions need to prepare for is cultural change. Changes in culture towards quality or quality of education must be prepared by educational institutions, especially the readiness of strong, superior, creative and innovative human resources as capital in achieving quality education (planning, implementation, evaluation and continuous improvement). This continuous improvement process requires a joint commitment from all school members in achieving the expected quality. This is because the implementation of *quality management* must involve all existing components, school residents, foundations and related agencies.

#### b. Culture Change

*Total Quality Management* requires a change in attitudes and methods. This concept aims to form an organizational culture that respects the quality process and makes quality the orientation all organizational components (Sallis 2015: 73-89). Culture in the world of education is a situation that will provide the foundation and direction for an effective and efficient process in the management of educational institutions. Changing and building a quality organizational culture is not as easy as imagined. But all of that is not an excuse to always keep improving by applying the principle of continuous improvement.

Cultural changes in achieving the quality of education carried out by Ma'had Al-Jamiah IAIN Curup through the following activities: The process of introducing quality culture, fostering human resources, appeals contained in the wall or through WhatsApp group. These we to all human resources in educational institutions to carry out their work professionally.

Building and changing school culture cannot be through lectures, slogans, or appeals alone. In building a culture, there needs to be seriousness and mutual commitment, and it is carried out consistently with real action programs with conditioning, habituation, and exemplary strategies, both through structural and cultural approaches. The structural approach is carried out by making agreements in the form of regulations (rules, regulations, etc.) that bind students, teachers, and all other school members, the existence of habituation programs (habituations) which will gradually become culture/character, while the cultural approach through interaction by instilling values, attitudes and behaviors that are integrated into each subject and/or through extra-curricular activities, and most importantly by civilizing by example shown by principals, educators and education personnel in schools. , but a successful school is only a school that has a positive culture that is in line with the vision and mission of education which is the hope and aspiration of all school members” (in Priyanto, 15 June 2019).

The coaching and motivational process carried out as an effort to build quality requires an understanding of the main tasks and functions of human resources in educational institutions. As the Law on the National Education System Number 20 of 2003 Chapter IX article 39 paragraph 1, which states that education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support a better education process

c. Professionalism and customer focus

Understanding the main tasks and functions for human resources in educational institutions will be able to change the culture or quality culture. The formation of work professionalism that exists in human resources in educational institutions will certainly be able to provide good service and focus on customers. Professionalism Focus on customers applied at Ma'had Aljamiah IAIN Curup obtained the following research data: Professionalism of educators and education staff recruited according to established procedures, placement according to ability, and development of human resources through motivation,

training, coaching, and performance appraisal, implementation of the main tasks and functions of promotion and so on.

Professionalism of educators as an effort to improve the quality of education is very important. So as an effort to be made to achieve educator professionalism, professional teachers should have four competencies, namely pedagogic, cognitive, personality, and social competencies. The teaching profession is a special field of work that requires professional principles to have: 1) Have talents, interests, vocations, and ideals, 2) Have a commitment to improve the quality of education, faith, piety, and noble character, 3) Have academic qualifications and educational background in accordance with the field of duty, 4) Have the necessary competencies in accordance with the field of duty, 5) Have responsibility for professionalism, 6) Earnings determined according to work performance, 7) Have the opportunity to develop professionalism in a sustainable manner by lifelong learning, 8) Have a guarantee of legal protection in carrying out professional duties 9. Have a professional organization that has the authority to regulate matters relating to the professional duties of teachers (Basic Law on Teachers and Lecturers, 2006:7)

Focus on customers applied in Ma 'had Aljamiah IAIN Curup was carried out by declaring the implementation of the 5S (Smile, Greetings, Greetings, Polite and Polite) aims to provide a comfort effect for anyone in the school by providing facilities and services in it.

Building and changing school culture cannot be through lectures, slogans, or appeals alone. But it also requires seriousness and a strong commitment that is carried out consistently with concrete action programs with conditioning, habituation, and exemplary strategies, both through structural and cultural approaches. Structural approach by making agreements in the form of regulations (rules, regulations, etc.) that bind students, teachers, and all other school members, the existence of habituation programs (habituations) which will gradually become a culture/character.

While the cultural approach is through interaction by instilling values, attitudes and behaviors that are integrated into each subject and/or through extra-curricular activities, and most importantly by civilizing by example shown by principals, educators and other education personnel in schools. "Every school has a culture, but a successful school is only one that has a positive culture that is in line with the vision and mission of education which

are the hopes and aspirations of all school members" (in Priyanto, 15 June 2019).

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Understanding the main tasks and functions for human resources in educational institutions will be able to change the culture or culture of quality. If the process goes well, the achievement of quality education will be easily achieved and work professionalism will be formed by itself because of self-awareness. The formation of work professionalism that exists in human resources in educational institutions, of course, will be able to provide good service and focus on customers

#### d. Quality of Learning

Quality of learning is something that is dynamic, relevant to standards, community needs and users, academic culture in the implementation of learning, institutional commitment from leaders and staff towards effective and productive management of learning organizations, paying attention to program sustainability, efficiency, and high access to information development (Wibawa, 2017: 302).

The quality of learning can also be interpreted as the ability of the institution to increase the learning capacity of students, providing provisions for students how to teach themselves. For that teaching and learning activities must be arranged systematically and effectively. As the results of interviews conducted at Ma'had Alajmiah IAIN Curup, research data were obtained to achieve learning quality: the availability of superior human resources, the availability of facilities and infrastructure that support the learning process, the use of appropriate strategies and methods, the existence of learning planning, the learning process. Good learning, assessment / evaluation of learning (Fathurrochman, 2017).

This process is carried out to provide services to students, especially in the learning process. Well-planned learning will provide good processes and results in achieving quality learning.

#### 4. Conclusion

The implementation of total quality management at Ma'had Al-Jami'ah IAIN Curup in the midst of the Covid-19 pandemic in terms of planning, management, evaluation and follow-up improvements has been carried out well, although the achievement of the quality of education, especially in the process and achievement of learning outcomes, has decreased. or not optimal, as well as the condition of the age of productive human resources that will be able to carry out the entire quality management process. This implies that the education unit must design good learning, so that learning motivation and student learning outcomes increase. And the condition of productive age will affect the planning, process and achievement of the quality of education. With good learning management and human resources, you will be able to improve the quality of education in the midst of the COVID-19 pandemic.

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