

# ISO 9001:2015 Quality Management System Implementation To Improve the Performance of Vocational High Schools in Sumedang Regency, West Java Province

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## **Abstract.**

*The background of this research is that the achievement of the school's vision, mission and goals is highly dependent on school leadership and optimization of teacher performance through good management. This study aims to describe the implementation of the ISO 9001:2015 Quality Management System which includes the stages of the program plan, implementation of the action plan, and follow-up in improving school performance. The research uses a qualitative approach through the case study method. Sources of data were collected using observation, interview, documentation, and a mixture of the three techniques. The research location is in State Vocational High School 1 and State Vocational High School 2 Sumedang Regency, West Java Province. The conclusions of the research are as follows: (a) The school has implemented the ISO 9001:2015 Quality Management System in a well-planned, detailed and well-planned manner so that it has an impact on school performance; (b) The principal's leadership looks visionary, looks firm, patient and diligent in dealing with the problems faced by the school; (c) The system and process approach is carried out by both schools through a quality management system; (d) Schools make good program plans, action plans, follow-up plans, have a school-level ISO organization team; and (e) Several obstacles and complaints related to teacher performance can be followed up by evaluation in management review. Thus, further research is still needed related to the effectiveness of financial governance and the achievement of graduate competency standards.*

**Keywords:** *Quality Management System, ISO, Vocational High School Performance.*

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## **I. INTRODUCTION**

Quality education has become a demand and need that must be met by every school. The realization of these demands and needs must refer to the agreed quality standards [25]. With reference to these standards, it means that the quality of education can be measured and determined. This is in line with the mandate of Article 60, Law Number 20 of 2003 concerning the National Education System. Referring to the idea above, the school as an educational institution is basically an institution that provides services to the community (public service). School leaders have the authority to manage schools based on quality management principles as well. Therefore, the

services provided by schools must be accountable and accountable [27].Strictly speaking, as a form of public service, schools must meet the expectations of their customers. Therefore, school management stems from a series of school performance whose quality can be measured, including the perceived impact by the public [38;39].School performance is related to the performance of all existing resources in the school in realizing the school's vision, mission and goals.

The resources in question are school principals, teachers, education staff, students and school committees. The school's performance is influenced by good managerial and leadership aspects.The picture of actual school performance can be seen from the learning outcomes of primary and secondary education levels which are still not optimal. The aspect of achievement in general is still minimal when compared to international educational institutions [18]. In primary and secondary education, the results achieved by Indonesian students in the PISA test have shown progress, but there is a lot of room for improvement and development.According to data from the Ministry of Education and Culture [21;22] and OECD (2019), Indonesia ranked the lowest in the PISA test results in 2018. For reading, Indonesia is ranked 72 (seventy-two) out of 77 (seventy-seven) countries participating in PISA. For mathematics, Indonesia is ranked 72 (seventy two) out of 78 (seventy eight) countries participating in PISA. In the field of science, Indonesia is ranked 70 (seventy) out of 78 (seventy eight) countries that participate in PISA. Indonesia's PISA test scores show a stagnant trend.

There was no spike in the increase in value over a period of 18 (eighteen) years. However, the difference between the scores of Indonesian students and the average scores of students from developed countries compiled in the OECD shows a decreasing trend for all areas tested [21;22].The difference in reading scores of Indonesian students with OECD countries was 129 (one hundred and twenty-nine) points in 2000. The difference in scores was reduced to 122 (one hundred and twenty-two) points in 2018. The difference between Indonesian students' math scores and those of other OECD countries by 139 (one hundred and thirty-nine) points in 2000. The difference in value was reduced to 115 (one hundred and fifteen) points in 2018. And the difference in the science scores of Indonesian students with OECD countries is 101 (one hundred and one) points in 2000. The difference in scores was reduced to 93 (ninety three) points in 2018. This unsatisfactory Indonesian PISA result can be caused by various factors, such as geographical disparities in the quality of education, socio-economic conditions of students,and lack of educational infrastructure.There are various issues that contribute to the low learning outcomes of Indonesian students.

*First*, the pedagogy and teaching effectiveness of Indonesian teachers still need to be improved. Teachers often act as knowledge transmitters, not learning facilitators [21;22]. As stated by Isnaini [18] that in the aspect of human resources, there are still teachers and staff of educational institutions, as well as an unprofessional administrative system.

Second, the prevailing curriculum in Indonesia is often seen as rigid and focused on content. There are not many opportunities available to really understand the material and reflect on the learning. Curriculum content is also considered too theoretical, it is difficult for teachers to translate it practically and operationally in learning materials and classroom activities.

*Third*, school infrastructure is inadequate, including those caused by disasters. Aspects of facilities and infrastructure in general are not sufficient to include media, buildings and other learning support facilities [18].

*Fourth*, Indonesian education governance has not yet supported student learning outcomes. There are indications that the budget allocated for teacher training and school assistance does not show a significant correlation with improving the quality of learning. Teachers and principals are not given real incentives to improve learning outcomes. A large number of honorary teachers are paid below the regional minimum wage.

School performance can be seen based on the achievements that become the National Education Standards. School performance is said to be good if it at least meets the national education standards, on the other hand school performance is said to be less than optimal if it does not meet the national education standards. The reason why schools have not been able to meet the national education standards [42] is motivated by several factors, namely: there are still schools that have difficulty implementing national education standards, documents related to national education standards have not been understood as a necessity in an effort to improve the quality of education, it is difficult to monitor school progress comprehensively. Simultaneous, and quality report cards as part of efforts to improve quality have not become the basis for preparing school programs. This condition is a common problem that requires a quick and appropriate solution; how school management becomes an activity that leads to systematic and simultaneous quality assurance activities in order to improve the quality of education in schools.

Basically, quality assurance is divided into two, namely internal and external quality assurance. Internal quality assurance is carried out by each educational unit, while externally it is carried out by accreditation agencies through the National Accreditation Board. As for the demands of the community, of course, to get a good and quality education. In accordance with the purpose of our education, namely according to (Law no. 20 of 2003) concerning the National Education System article 3 which states that the purpose of education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, and are healthy. , have knowledge, are capable, creative, independent, and become democratic and responsible citizens. This educational goal must be realized by various parties, including by the education unit/school because there is still a gap with the ideal school conditions.

The achievement of the school's vision, mission and goals is highly dependent on optimizing school performance through program plans, implementation of work/action plans, and follow-up. The more optimally all these processes are, the vision, mission and goals of the school will be achieved, but if the process is not optimal, it will be difficult to achieve the vision, mission and goals that have been set by the school.

One of the characteristics of the modern era and globalization is the increasing competition both nationally and internationally. To be able to be in this level of competition, an educational unit must be able to maintain, maintain and improve quality. It is inevitable that the school will emerge victorious in the competition if the school is able to manage and improve its resources in order to provide optimal service to its customers. Schools must really realize that in the process of meeting educational standards and meeting the needs and expectations of the community, they must show excellence (different and distinctive) or value added to school services. One of the efforts that can sustain these advantages is the implementation of the ISO 9001:2015 Quality Management System. The ISO 9001:2015 Quality Management System focuses on improving the quality of education services from all sectors in schools referring to eight National Education Standards, namely content standards, process standards, graduate competency standards, management standards, assessment standards, infrastructure standards, teaching staff standards and education and financing standards and the ten clauses of ISO 9001:2015 which are described in the quality guidelines. ISO version 9001:2015 emphasizes the quality management system.

According to Gaspersz [14], the quality management system is a set of documented procedures and standard practices for system management aimed at ensuring the conformity of a process and product (goods/services) to certain needs and requirements. By implementing a quality management system, it means that schools must also establish a quality policy, namely quality guidelines and quality objectives as the basis for running the organization as required by the ISO 9001:2015 Quality Management System. With all the potential possessed by each school such as the results of accreditation, performance assessment of Human Resources, adequate quality of Human Resources, good infrastructure, vision-mission and educational goals that are measurable and have quality assurance / Quality Assurance, schools can implement the system Quality Management ISO 9001:2015. Schools will also get formal recognition through the implementation of the ISO 9001:2015 Quality Management System, informally, namely becoming a parent school or pilot school for other schools that want to implement the ISO 9001:2015 Quality Management System and informally where each personnel or school community can give or pass on their abilities to other school personnel or residents so that they can be adopted and implemented.

The need to improve the status and quality of school administration into schools that can improve school performance through the implementation of the ISO 9001:2015 QMS is based on thinking based on an existentialist philosophy where

people believe that education must develop the existence of students as optimally as possible through an educational process that is dignified and pro-change (creative, innovative, experimental) and develop the talents, interests and abilities of students. In addition, the philosophy of essentialism emphasizes that education must be relevant to the needs of individuals, families and the needs of various sectors and their sub-sectors, both local, national and international, which are related to global needs. Therefore, education needs to prepare Indonesian human resources who are able to compete both nationally and internationally. The two philosophies, existentialism and essentialism, are philosophies that should grow out of the reality of the needs of individuals and groups to live in a rapidly moving world.

School administrators are of course very called to this noble task in order to prepare young people who are ready to compete in this era of globalization. One level of school that focuses on quality improvement is Vocational High School, both public and private. The quality of graduates is that this Vocational High School will be directly felt by the community, companies and other graduate users. It is imperative that Vocational High Schools must be of high quality. The implementation of the ISO 9001:2015 Quality Management System is very much needed by the Vocational High School in realizing school performance. Several studies related to the implementation of ISO 9001:2015 quality management have been carried out [11;18;19;30;32;34]. From these studies, it was revealed that the implementation of the ISO 9001:2015 Quality Management System program was not optimal. This is due to several obstacles and obstacles, namely: (a) lack of top management commitment, (b) lack of support and involvement of leadership elements, (c) lack of resource support, (d) lack of understanding of the ISO concept, (e) lack of unfair practices and structures, (f) the absence of a training program, (g) lack of information and publications and (h) a pessimistic attitude that the ISO Quality Management System is difficult to implement. As a result, the results of the implementation of the ISO 9001:2015 Quality Management System are considered unable to strengthen performance to realize quality schools. To be clear,

Thus, research on the implementation of the ISO 9001:2015 Quality Management System in improving performance is that Vocational High Schools are still relevant to be implemented. The focus of the study on how the action plan, implementation, follow-up plan for the ISO 9001:2015 quality management system to improve performance is the Vocational High School. As the focus of the study, the selected Vocational High Schools were State Vocational High School 1 and State Vocational High School 2 Sumedang Regency.

## **II. LITERATURE REVIEW**

### **ISO 9001-2015 Quality Management System**

ISO 9001:2015 is an international standard for a quality management system which establishes the requirements and recommendations for the design and

assessment of a quality management system, which aims to ensure that schools will provide output in the form of goods and/or services that meet standardized requirements. ISO 9001:2015 also recommends a process approach when developing, organizing, implementing, monitoring and improving the effectiveness of the Quality Management System in increasing satisfaction by meeting customer requirements.

The steps for implementing the ISO 9001:2015 Quality Management System include planning, implementing, monitoring and evaluating as well as continuous improvement. This is in line with what was conveyed by Sallis [38;39] which mentions that PDCA stands for "Plan, Do, Check, Act" is a four-step iterative problem solving process that is commonly used in controlling quality. This method was popularized by W. Edwards Deming, who is often regarded as the father of modern quality control so that it is often also called the Deming cycle [10].

### **School Performance**

School performance is an increase in culture and work productivity related to school quality components, starting from the principal, teachers and education staff, systems and support capacity. This is in line with the clauses of ISO 9001:2015, namely planning, organizational context, and carrying capacity (Plan), operations (Do), Performance Evaluation (Check) and continuous improvement (Action). In the school performance stage, the Plan referred to is the preparation stage, policy design, activity design and socialization.

The Do stage includes the implementation of the ISO 9001:2015 Quality Management System, internal audit, external audit/certification. The Check stage is the implementation of monitoring and evaluation and a follow-up plan, while the next stage is Action by implementing continuous improvement. The ISO 9001:2015 Quality Management System is a tool of the Total Quality Management (TQM) concept to improve school performance (output). Raw inputs and processes are in quality assurance control, while outputs are in quality control. The 10 clauses of ISO in school performance include: (a) scope, (b) normative reference, (c) context of the organization, (d) leadership, (e) planning, (f) support, (g) operation, (h) performance evaluation, and (i) improvement.

### **III. METHODS**

The approach used in this study is a qualitative approach [3]. The method used in this research is a case study, which is trying to study a phenomenon in a case in a real context. The use of this method begins with the main objective of the study, namely to describe and analyze data and information according to actual needs. Descriptive research is designed to obtain an overview of the status of symptoms at the time the study was conducted. Thus, the aim is to investigate deeply and analyze intensively the various phenomena that are the life cycle of the unit/case with a view to building generalizations about the wider population for the unit owned [6]. Research

data in this study were collected using data collection techniques that include (1) observation, (2) interviews, (3) data sources.

The data collection technique is often referred to as a research instrument as stated by (Arikunto, 2009) that the research instrument is a tool that is selected and used by researchers in their activities to collect data. The location of this research includes two level schools, namely Vocational High Schools. First, is the State Vocational High School 1 which is located at Jl. Major Abdurahman No. 209, Kotaaler, North Sumedang District, Sumedang Regency, West Java Province, zip code 45323. The second location is the State Vocational High School 2, having its address at Jl. Arief Rakhman Hakim No. 59 Sumedang, Situ, North Sumedang District, Regency. Sumedang, West Java Province Postal Code 45323.

#### **IV. RESULT AND DISCUSSION**

##### **Overview of Research Sites**

The first location is the State Vocational High School 1 Sumedang which was established in 1963 with the approval of the Regional Office of the Ministry of Education and Culture for the Vocational Sector of West Java Province under the name of the Private Secondary Technical School named the Indonesian Teachers Association Middle School. Based on the Decree of the Minister of Finance of the Republic of Indonesia No. 16/KMK.011/1982 dated January 2, 1982, officially the building and land of the Sumedang State Secondary Technical School became the property of the Government. In 1988 the management of the State Vocational High School 1 Sumedang was transferred to the Directorate of Vocational Secondary Education at the West Java Province Regional Office based on the Decree of the Minister of Education and Culture No. 0454 / 1988 dated September 8, 1988 under the name of SMA Negeri 1 Sumedang in 1998 changed its name to State Vocational High School 1 Sumedang. The vision of the Sumedang Regency State Vocational High School 1 is the realization of superior, characterized, and competitive Human Resources by 2024.

The second location, State Vocational High School 2 Sumedang Regency. The existence of the Sumedang 2 State Vocational High School, began with the establishment of Private High School of Economics on August 10, 1960 occupied the former buildings of SGB2 with a total of 76 students. On August 1, 1965 the High School of Economics changed its status from Private to change its name to a State School with the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 411/B.3/Kedj. Then the Sumedang State High School of Economics changed its name to Sumedang 2 State Vocational High School. June 2004, State Vocational High School 2 opened the Software Engineering expertise program, a re-engineering program of Dikmenjur. Now, State Vocational High School 2 Sumedang is located on Jalan Arief Rahman Hakim No. 59, Situ Village, North Sumedang District.

### Implementation of QMS ISO 9001:2015

The implementation of the ISO 9001:2015 Quality Management System to improve the performance of Vocational High Schools in State Vocational High School 1 and State Vocational High School 2 Sumedang Regency begins with the work plan stage. Some of the work plans implemented in the two schools can be seen in the following table:

**Table 1.** Activity Steps in the Implementation of ISO 9001:2015

Stage	Activity Step
1	determine the direction of development, conduct context analysis, conduct self-evaluation and develop a work plan
2	analyze the needs of Human Resources, carry out mapping of Human Resources according to qualifications and competencies, carry out performance evaluations, carry out performance assessments
3	analyze the needs of Human Resources, carry out mapping of Human Resources according to qualifications and competencies, carry out performance evaluations, carry out performance assessments
4	analyze the needs of Sapra, carry out the procurement and maintenance of Sapra, carry out evaluation of suppliers of goods/services, carry out an inventory of Sapra
5	The scope of application of the ISO 9001 Quality Management System is to increase the competence of graduates, develop the curriculum of the education unit, improve the learning process, assess learning outcomes, develop human resources, develop human resources, manage resources, and finance.
6	Funding for school operations comes from School Operational Assistance, Regional Education Operational Costs, grants, and community participation
7	Socialization and awareness are carried out to build awareness for school residents about the importance of quality in education

*Source: Data processed, 2022.*

In addition to the steps above, there are several steps carried out by the two schools, including: (a) preparation of the ISO 9001:2015 QMS Document, (b) quality control, (c) management review, (d) distribution of school performance evaluation questionnaires, (e) Internal Quality Audit training, (f) internal audit, and (g) pre-certification audit. Then the final stage of implementing the ISO 9001:2015 QMS is the preparation of a follow-up plan. At this stage, several activities are carried out, including: (a) internal audit, (b) renewal audit, (c) recertification, and (d) continuous periodic evaluation.

### Performance Results, Barriers, and Future Trends

One of the success factors in implementing QMS ISO is the commitment and fact of integrity to implement Quality management system ISOs. Both schools have made written commitments and facts of integrity. In addition, both schools have implemented ISO documents that have been made according to the specified scope. Schools routinely hold internal audits as a must in implementing Quality management system ISOs. This internal audit is to determine the suitability and non-conformance. Following up on these activities, the school has carried out regular management reviews so that the program remains in control and takes continuous

improvement actions. Based on the description of the research results, the leadership of the Principal at the State Vocational High School 1 and the State Vocational High School 2 Sumedang Regency looks visionary, looks firm, patient and diligent in dealing with the problems faced by the school. The leadership style tends to be democratic. The system and process approach is carried out by both schools through a quality management system. All schools have made good program plans, action plans and follow-up plans. All schools already have an ISO organizational team that aims to implement Quality management system ISO 9001:2015.

Improved school performance is seen after schools implement the ISO quality management system. The school quality targets that have been made at the beginning at the end of the specified time are achieved. Better performance appraisal of teachers and education personnel. This can be seen from the results of the school leadership's assessment of integrity, loyalty, work conditions, learning supervision, self-development and peer assessment. The ISO 9001:2015 quality management system makes the work of Human Resources clearer, more focused, and measurable. Several complaints related to the performance of teachers and employees were still found in the two schools. These findings are followed up with evaluation in management review. The follow-up of the evaluation is improvement. The findings of conformity and non-compliance with programs that have been running are evaluated and used as facts and data by both schools in making and making decisions both in the context of improvement or in order to make a better implementation plan. The following presents a practical empirical analysis of potential, problems, trends, and steps for improvement in implementation Quality management system ISO 9001:2015 in State Vocational High School 1 and State Vocational High School 2 Sumedang Regency.

**Table 2.** Potential, Problems, Trends and Implementing Improvement Steps Quality management system ISO 9001:2015

Dimension		Practical Empirical Analysis description	
Potential Strength	and	-	<ul style="list-style-type: none"> <li>- Able to prepare work programs and complete documents</li> <li>- Able to organize Human Resources</li> <li>- Human Resources are well motivated</li> <li>- Various activities to strengthen Human Resources</li> <li>- Third parties and the government fully support</li> <li>- Transformative school leadership</li> </ul>
Problems Weaknesses	and	-	<ul style="list-style-type: none"> <li>- There is a pessimistic attitude that implementation Quality management system ISO is difficult to implement</li> <li>- ISO 9001:2015 QMS document has not been integrated</li> <li>- The cost to get an ISO certificate is quite expensive</li> <li>- The teacher's understanding of is still not optimal ISO 9001:2015 quality management system</li> </ul>
Future trends		-	<ul style="list-style-type: none"> <li>- Application Implementation of QMS ISO 9001:2015 in improving school performance is a very important thing</li> <li>- Aligned with School-Based Management and School-Based Quality Improvement Management With all its potential, schools can improve</li> </ul>

school performance through the implementation of QMS ISO 9001:2015

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Repair Step	<ul style="list-style-type: none"> <li>- Need to optimize socialization and awareness in implementation Quality management system ISO 9001:2015 periodically</li> <li>- Program implementation must be collaborative-participatory</li> <li>- The behavior of 'Write What You Do' and 'Do What You Write' needs to be understood and implemented</li> <li>- Upgrading the school's Human Resources</li> <li>- Document integration Quality management system ISO with National Standards Of Education document</li> </ul>
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Source: Data processed, 2022.

## V. CONCLUSION

The implementation of the ISO 9001:2015 Quality Management System at State Vocational High School 1 and State Vocational High School 2 Sumedang Regency, in general, runs in a well-planned, detailed and good manner so that it has an impact on school performance. The principal's leadership looks visionary, looks firm, patient and diligent in dealing with the problems faced by the school. The leadership style tends to be democratic. The system and process approach is carried out by both schools through a quality management system. The school makes a good program plan, action plan, follow-up plan, and has a school-level ISO organization team. As for some complaints related to the performance of teachers and employees can be followed up with an evaluation in the management review. The follow-up of the evaluation is improvement. Furthermore, Quality management system ISO 9001:2015 in both schools.

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