Implementation Of Total Quality Management (TQM) In Improving The Quality Of Graduates Through Counseling At SMAN 3 Pasuruan

Wicak Suryatmojo[1], Zenita Afifah Fitriyani[2]
[1] *SMAN 3 Pasuruan, Indonesia*
[2] *Universitas Mayjen Sungkono Mojokerto, Indonesia*
Corresponding Author : ✉ zenitaafifah@gmail.com

ABSTRACT
Total Quality Management (TQM) is currently used at every level of education. The existence of the TQM concept can be applied as an alternative solution for improving the quality of graduates at SMAN 3 Pasuruan. The counselor also plays a very large role in supporting the implementation of TQM in improving the quality of graduates, because it can provide information and motivate students to be able to continue their studies to the tertiary level. The purpose of this research is to determine the implementation of TQM in improving the quality of graduates through guidance and counseling. This research method uses a qualitative method with data collection using the Miles and Huberman approach, namely data presentation, data reduction, inference, and verification. The results of the study state that three elements of TQM can be implemented at SMAN 3 Pasuruan, namely customer focus, continuous process improvement, and total involvement and empowerment. This research is expected to help SMAN 3 Pasuruan in improving the quality of graduates by implementing total quality management and role support as well as counselor.

INTRODUCTION

Education is the main factor in shaping human personality which aims to educate the life of the nation that can develop people who believe, the knowledge, and have a noble character so that human personality is obtained from how strong the education they have (Azizah & Witri, 2021). In the implementation of education, the government pays more attention to formal education to guide and improve the quality of human resources as a whole for the sake of national development goals (Maghfiroh & Hidayati, 2020).

Management is a process of achieving certain goals effectively and efficiently. In the education system, the use of resources in educational activities must be regulated by management functions including planning, organizing,

staffing, leading, and controlling (Wulogening & Timan, 2020). In the field of education, quality is one of the main priorities for increasing development, because the quality of education is required to develop and be in line with human capabilities in increasingly sophisticated technology (Musradinur & Noverlian, 2021). Quality can contain several elements such as user expectations, products, processes, labor, and environment, and can be subject to changing conditions, for example, what is considered quality today may not be considered quality in the future (Khikmah et al., 2020).

The quality of education is the hope of society, nation, and state. In Indonesia, the quality of education is a major concern. this is due to the current low number of graduates, the result is that education is not in line with the expectations of the community regarding development needs and the labor market which always sues the existence of schools (Kurniawan, 2020). The low quality of education is because education quality services are currently not designed based on the education quality assurance service process, so the quality of education is not on target and does not by following per under school needs (Saparina et al., 2020). This is in line with data on the number of students who repeat each year in Indonesia obtained from the Ministry of Education and Culture in table 1. Below,

Table 1.
Number of Repeating High School Students in Indonesia

Year	Level			Total
	X	XI	XII	
2017/2018	5.228	3.426	706	9.360
2018/2019	6.381	5.276	639	12.296
2019/2020	8.885	7.920	212	17.017
2020/2021	5.012	5.031	412	10.445

Source : (Kemdikbud.go.id, 2022)

From the table above it can be seen that from 2017 to 2020 the number of students repeating the high school level has increased significantly, namely 17,017 people. Even though in 2021 the number of repeat students has decreased to 10,445 people, this number is still high. Various efforts to improve quality standards should be carried out either gradually or continuously. The quality of education cannot be achieved if you look at just one aspect, because it is comprehensive and evenly distributed, so it involves various components, implementers, and educational activities which is called total quality (Bunyamin & Rahmanto, 2021).

Quality management is very important because total quality management (TQM) offers a competitive advantage in improving organizational

performance. TQM is considered a management system that has positive paths from various dimensions to success in an organization (Khdour et al., 2021). TQM is now widely applied at every level and type of education, starting from elementary school, junior high school, and senior high school, to university. Implementation of TQM in schools requires 2 important things, namely time and hard work, so it requires attention (Suaeb, 2022). TQM can be a paradigm of continuous improvement and provide institutions with the tools to meet customer expectations (Saparina et al., 2020). Factors that can support the quality of education in TQM include, first, instrumental inputs such as education policies, curricula, educational programs, and several person such as school principals, teachers, staff and administration, facilities, media, and costs. Both raw inputs (students) include physical, intellectual, health, affective, social, and colleagues. The third is the environmental input which consists of the school environment, family environment, community environment, social institutions, and work units. The third thing refers to the educational process, namely teaching, mentoring, training, management, extracurriculars, and evaluation. Therefore it can produce output (graduates) who have knowledge and personality (Bunyamin & Rahmanto, 2021). To get good output quality, the elements involved must be qualified and efficient, such as teaching staff, both teachers in class and counselor, so teacher quality needs to be improved to produce quality output. (Hazra et al., 2016).

The main problem faced by SMAN 3 Pasuruan in implementing Total Quality Management is regarding the quality of graduates where high school graduates who are still low can fulfill the requirements to continue to the strata 1 level of the university. This can be seen in the data on the number of students continuing their education at university for the last 3 years in table 2 below.

Table 2.
Number of Graduates Entering University in 2020-2022

Year	Number of Graduates	Enter University	Presents
2020	275	53	19,3%
2021	276	55	19,9%
2022	281	73	26 %

Source : (Processed Data, 2022)

From the data table above it can be seen that the percentage of graduates entering university was less than 50% over the last 3 years, thus indicating a low number of graduates entering university even though the purpose of high school education is to prepare students to enter university. Therefore, more attention is paid to students in the academic framework and guidance counseling. Preliminary data resulting from interviews with several students

that the problems faced by students were a lack of abilities related to academics, family economy, and no permission from parents. So support is needed from all parties, both school principals, teachers, and parents because if there is no support, it can hamper the process of improving the quality of education.

In helping to overcome problems that exist in schools, including regarding the quality of student education, the role of the counselor is very important because it is a place to convey student complaints in dealing with school academic and non-academic problems. Guidance and counseling can be a place to help students apply the knowledge they get from school to practice in their daily activities (Sadiyah & Muarif, 2022). The counselor is responsible for helping students realize the abilities that exist within them, find problems, and help prevent problems in themselves so that they meet the desired expectations (Rokhyani, 2022).

Previous research conducted by (Maghfiroh & Hidayati, 2020) states that the TQM concept applied to the Baitussalam Prambanan IT High School is to apply Human Resource Management to achieve planned activities so that improvements or evaluations are carried out to improve the quality of the institution. Research conducted by (Yusuf et al., 2022) states that the TQM concept places more emphasis on input, process, and output in the management of educational organizations in MAN 5 Sleman, where the input implements a PPDB system that meets standards by involving parents during interviews, to create a good relationship between schools and development future students. In the process, MAN 5 Sleman implements the 2013 curriculum, where there are skills programs and daily worship programs in learning. The output is expected to achieve the vision and mission of the school. While research conducted by (Malik et al., 2020) states that the application of TQM at SMK YPM 1 Taman Sidoarjo is about visionary leadership of the principal, which optimizes leadership, managerial roles, cultural change, continuous improvement, paying attention to processes, carries out continuous innovation, professionalism, customer focus, and optimizes the learning system.

Based on the theoretical and empirical description above, the author wants to research Improving the Quality of Education Through the Implementation of Total Quality Management (TQM) at SMAN 3 Pasuruan to improve the repertoire in the field of education quality management in improving the quality of schools, so that it is expected to create schools that have quality graduates and graduates who can compete to continue their education to the university. Therefore the focus of the research is to analyze the implementation of TQM in improving the quality of education at SMAN 3 Pasuruan.

RESEARCH METHOD

This study uses a qualitative method, which is a research process and understanding based on a methodology that investigates social phenomena (Saparina et al., 2020). This type of research is field research where the researcher intensively studies the current background in which data and information are obtained from field research activities, so this type of research can also be referred to as empirical research (Yusuf et al., 2022). This research was conducted on August 22 - September 2 2022 at SMAN 3 Pasuruan Jl. Slamet Riyadi intersection no. 144 Sebani, Gadingrejo District, Pasuruan City. The research instrument was carried out by the researchers themselves who went into the field to conduct observations and interviews with key informants. Sampling was carried out using the snowball sampling method where the researcher chose certain people to be considered in providing the necessary data, then from the data previously obtained, the researcher could determine the next informant to be considered in providing more complete data. (Fitriani et al., 2022). The informants in this study were the Principal, Deputy Head of Curriculum, Deputy Student Affairs, Deputy Head of Facilities, Infrastructure and Public Relations, Internal Quality Assurance, Teachers, Students of SMAN 3 Pasuruan, and the School Committee.

Data collection techniques used to obtain primary and secondary data are observation, interviews, documentation, and triangulation. Qualitative data analysis was carried out before the field research, during the field research, and after the field research. (Saparina et al., 2020). However, the analysis is more challenging during the field process at the time of data collection. The use of interactive models is carried out using the Miles and Huberman analysis methods, namely Data Reduction, Data Presentation, Inference, and Verification. And Final Conclusion (Kondoj et al., 2017).

RESULT AND DISCUSSION

The development of a good quality strategy is required in the implementation of Total Quality Management (TQM). The quality of the school will work well if it has been planned from the start. Based on the results of observations and interviews, the role of the counselor as an extension of the school principal is very important, because to help realize the vision, mission and goals of the school, directional guidance services are needed to align planning with the school's vision, mission, and goals regarding the quality of education. To improve the quality of school output, all resources must be involved including human resources, as well as facilities and infrastructure in supporting school programs. Supporting human resources must be by the

following per under competence. The focus on handling students is a major concern at SMAN 3 Pasuruan, this is because the problem at SMAN 3 Pasuruan is the low number of graduate students who continue their studies at the university, to get the expected improvement in the quality of students. In the concept of Total Quality Management, several principles are used to help improve the quality of education at SMAN 3 Pasuruan. In his book (Nasution, 2015) the principles of TQM are customer focus, having a high obsession with quality, decision-making and problem-solving, long-term commitment, teamwork, team member engagement and empowerment, continuous process improvement, education and training, freedom, and unity of purpose.

The input made by SMAN 3 Pasuruan started with PPDB planning by forming a committee and adjusting the PPDB technical guidelines from the East Java Provincial Office. The PPDB technical guidelines from the government are different every year. In the Governor of East Java Regulation Number 15 of 2022 concerning Acceptance of New Students at SMA, SMK, and SLB that PPDB is implemented with an Online and Offline system. PPDB registration is also carried out through zoning, affirmation, locking parents/guardians, and achievements (PergubJatim, 2022). The PPDB technique formulation made by SMAN 3 Pasuruan is carried out attractively with 3 stages. The first stage is through the achievement path, the second stage is through the affirmation and locking of parents or guardians, and the last stage is through the zoning pathway.

Curriculum formulation is carried out by the curriculum team by adjusting curriculum documents from the East Java Provincial Education Office. The document will later become a school curriculum document. This is in line with research conducted by (Setiawan et al., 2022) that the curriculum is considered a school guideline with system plans, content arrangements, learning materials, and methods used. The curriculum components include goals, educators, students, content, procedures, strategies, and educational infrastructure.

Planning for extracurricular activities at SMAN 3 Pasuruan is also carried out because it is a forum for students who have an interest in participating in activities according to their interests, talents, hobbies, personality, and creativity. There are 27 extracurricular activities at SMAN 3 Pasuruan including Scouts, Flag Raising Troops (PASKIBRA), National Science Olympiad (OSN), Silat, Karawitan, and Dance, etc. This is the following per research conducted by (Arifudin, 2022) that extracurricular activities are expected to be able to accommodate the interests and talents of students, as well as form and foster skills to develop their talents and interests to gain non-academic achievements.

The focus of these activities is not only in the form of training, but also social and self-knowledge to know their character and potential.

Based on observations in research, the components of the TQM concept that are appropriate and applicable to SMAN 3 Pasuruan are customer focus, continuous process improvement, and total involvement and empowerment. According to (Hazra et al., 2016) that in TQM, the purpose of focusing on the customer is to increase customer satisfaction. These customers can be divided into two, namely internal and external customers. Internal customers are students, teachers, and principals. For example, the school principal is satisfied with the teacher's performance, or students are satisfied with the teachers in class and counselor, as well as external customers, for example, the community is satisfied with the results of their children's education at school. In the repair process irrationally. (Suaeb, 2022) that continuous improvement is important to be carried out by the school to produce qualified and competitive graduates. The main goal of improvement is a reliable process so that quality graduates can be produced in schools. The third component is total involvement and empowerment. (Maghfiroh & Hidayati, 2020) that to achieve competitive advantage in schools, it is necessary to involve powerful school members such as school principals in drafting the concept of quality education, teachers in providing lessons, and counselors as a forum for helping students' problems and bridging problems from all fronts. With good cooperation, it is hoped that it can help problems that exist in schools.

Implementation of Total Quality Management for Improving the Quality of Graduates of SMAN 3 Pasuruan

In the research findings, the elements of TQM that need to be implemented at SMAN 3 Pasuruan to support improving the quality of graduates include,

Customer Focus

Internal customers at SMAN 3 Pasuruan are students, principals, and teachers. Students are the main customers and one of the indispensable school components. The needs of students are very diverse, so there is a need for student service management, both in-class and outside-class services so that students feel satisfied to study at SMAN 3 Pasuruan. Research conducted by (Permana, 2020) that the need for student service management, where the service aims to focus on regulation, supervision, and service systems, to support the realization of improving the quality of graduates.

The role of the principal at SMAN 3 Pasuruan is also very important in supporting the improvement of the quality of graduates. The principal places emphasis on teachers and TU employees to carry out their duties and

responsibilities in their respective fields, so that if the teachers and TU employees have worked well, the principal will feel satisfied. This is in line with research (Suhud et al., 2020) that the principal is the driving force for school resources including teachers and TU employees. The role of the principal is very large in the process of requesting educational goals so the success or failure of school goals depends on the quality of the principal himself.

The teacher has a direct role in the graduates of SMAN 3 Pasuruan so to support the improvement of the quality of graduates it must also be supported by school facilities and infrastructure for the smooth running of the teaching and learning process so that the teacher will feel satisfied if he gets satisfactory service from TU employees, especially the facilities and infrastructure department. In line with research conducted by (Astuty et al., 2021) that supporting services to teachers is very important so that teachers can carry out their main mandate and improve their competence in learning properly.

Meanwhile, the external customer at SMAN 3 Pasuruan is the community, where the community always integrates the development of schools that have or have not sent their children to SMAN 3 Pasuruan so the school needs to provide real quality service. In accordance the following per research conducted by (Asmara, 2021) that in realizing good service quality, the school must implement service quality management the following per the conditions of the school based on the law.
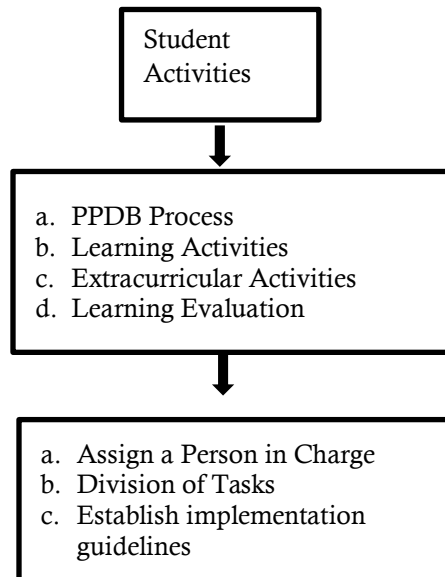
Continuous Improvement

The principle of implementing a continuous improvement process is basically so that schools can adapt to changes in continuous improvement of governance, this is done so that schools can satisfy customers and improve the quality of graduates (Suaeb, 2022). In the improvement process, it is necessary to regulate operational work mechanisms, including the PPDB process, grouping students, learning activities, as well as program development and evaluation which are designed for the stages of implementation, so that those in charge can carry out their work regularly (Mukti et al., 2020).

At SMAN 3 Pasuruan, it is necessary to improve processes that can be carried out to support improving the quality of graduates, namely in the PPDB process, learning activities, and extracurricular activities such as student development programs, as well as learning evaluation. This can be seen in the process improvement chart below :

Picture 1.
Process Improvement Activities

Student
Activities

a. PPDB Process
b. Learning Activities
c. Extracurricular Activities
d. Learning Evaluation

a. Assign a Person in Charge
b. Division of Tasks
c. Establish implementation
   guidelines

Source: Processed Data (2022)

The PPDB implementation at SMAN 3 Pasuruan was carried out offline after 2 years previously being carried out boldly due to the Covid-19 pandemic. There are three paths in the PPDB selection process, namely the achievement path as seen from the value of the report card for academic achievement and the competition winner's certificate for non-academic achievements, the affirmation path and locking parents/guardians who are always accepted as long as they meet the quota, and the zoning path which has been accepted so far. This was done so that SMAN 3 Pasuruan would get the number of students that had been targeted by the East Java Provincial Education Office. The steps that can be taken are filling out the form at school, after checking administrative completeness by the PPDB committee, prospective students are declared accepted, then prospective students re-register, and prepare to take part in MPLS activities. MPLS is required to be followed by all prospective students to adapt to school needs. Furthermore, the academic potential test is to determine the ability of participants before class distribution. The division of classes is done evenly so that each class has students with high and low abilities.

Quality school learning activities it is determined by the teacher's pedagogical competence, where the teacher's ability to carry out tasks and obligations must be responsible and appropriate so that the ability to manage student learning can be carried out (Prasetyono et al., 2020). At SMAN 3 Pasuruan, the learning process focuses on students, where students must be able to manage learning creatively by choosing various approaches, methods, and media that are relevant to achieving competency. Of course, it must be

balanced with the ability of teachers, so that teachers at SMAN 3 Pasuruan are required to take part in teacher competency improvement training. This is done so that teachers can also carry out the right quality of education. Therefore, the need for a bond between students and teachers so that the learning process can be carried out properly. In line with research conducted by (Prasetyono et al., 2020) that the quality of learning includes educational qualifications, facilities and infrastructure, learning methods, and evaluation. The use of appropriate learning methods is important to increase students' understanding of learning because students are more comfortable, motivated, and easy to absorb material if the teacher's learning method is appropriate.

For extracurricular activities at SMAN 3 Pasuruan conducted outside of academic class hours to develop interests and talents, as well as non-academic achievements. Another advantage of the focus on extracurricular activities is that students' non-academic achievements can be used to register graduates for university without tests with specific requirements. applies such as Pencak silat championships, futsal championships, and traditional dance championships at local and national levels as shown in Picture 2 below :

Picture 2.
Pencak Silat Competition Championships

Source: Processed Data (2022)

From Picture 2 it can be seen that extracurricular activities can not only be used to develop interests but can also be a capital for non-academic students' achievements. In line with research conducted by (Wafroturrohmah & Sulistiyawati, 2019) that there is a high relationship between participation in extracurricular activities at school and student achievement, because the more

preoccupied with good activities, the lower the level of student delinquency, to improve educational outcomes.

The learning evaluation activities at SMAN 3 Pasuruan are carried out in semester exams, year-end exams, and USP-BKS. Learning evaluation is carried out on the main components that exist in the learning process. Aligned with research (Suryana & Ismi, 2019) that there are several main components in learning evaluation, namely evaluation of educational goals which are evaluations carried out for each subject, evaluation of content and curriculum material where an evaluation of all the main topics given in each subject, evaluation of learning strategies carried out by the teacher, as well as an evaluation of the program assessment carried out by the teacher in the implementation of learning. (Mukti et al., 2020) adding an evaluation carried out to determine the extent to which the target achievement of an activity program that has been planned has been achieved.

Total Engagement and Empowerment

Total involvement and empowerment are carried out by all school members, starting from the principal, vice principal, teachers, and TU staff. Every school member must have the same goal, namely to improve the output of graduates of SMAN 3 Pasuruan. Research conducted by (Hazra et al., 2016) that the school community has the authority to improve school graduates through good cooperation in solving personal problems regarding school graduates so that quality graduates can be realized.

Counseling in Improving the Quality of Graduates of SMAN 3 Pasuruan

The role of the counselor at SMAN 3 Pasuruan in creating quality school graduates is very large, starting from assisting the selection of students during PPDB, providing guidance and counseling services to help students achieve optimal self-development assistance in learning, providing motivation for students who have problematic both personal and social problems that have an impact on the learning process, provide information about school extracurricular activities, and provide a stimulus in the form of verbal support and action so that students can continue their studies to university. Aligned with research (Nurhayati & Nurfarida, 2019) that the function of a counselor on the quality of graduates is the function of understanding where the counselor must provide understanding to students to develop their potential optimally, the function of adjustment is to help students to adapt to a dynamic constructive environment, the work function is to help students cooperate with other educators by both inside and outside of school, the function of prevention is to help students anticipate various problems that might occur and try to prevent them, the function of improvement is to help students correct mistakes

in thinking, feeling, and acting, the function of healing is to help students who experience problems, both personal, social, learning and career problems, techniques that can be used are counseling and remedial teaching, as well as development functions where guidance techniques use information services, tutorials, discussion groups, brainstorming, homerooms and work a tour.

In the PPDB activity, the counselor at SMAN 3 Pasuruan took part in providing information about the PPDB pathway, providing assistance to prospective students who were not accommodated and who could not go to school, and providing guidance to prospective students who were less fortunate. The following per research conducted by (Nursalim, 2020) is that counselors are expected to be able to provide counseling or therapy for students who are not accommodated and are not accepted at any school.

Discussion

The role of the counselor in providing services and guidance related to learning is carried out by ensuring that students understand and apply the learning methods that are carried out by each teaching teacher at school. If not, then the counselor will listen to student complaints, and provide direction on the problem. Research (Syarofudin & Zulya, 2021) that counselors must actively monitor students and analyze their needs needed. If in the implementation there are cases that are a priority, then they must take precedence and not ignore other programs, of course, so that the counselor becomes a motivator for students who have lost their enthusiasm for learning. (Fitriyanti et al., 2019) added that to overcome students' learning problems, counselors need to collaborate with related parties such as homeroom teachers, subject teachers, and students themselves so that the implementation of services and guidance can run well, and can prevent, improve, and handle learning difficulties.

The role of the counselor in providing information about extracurricular activities is carried out to explore the interests and talents of students. The following results of the study (Herrin, 2019) are that counselors can direct students to participate in extracurricular activities according to their interests and talents, to help students understand their interests and talents.

The role of counselor in providing stimulus to students to continue their education at tertiary institutions is also carried out, considering the low number of graduates from SMAN 3 Pasuruan who continue their studies. The counselor also accommodates complaints from students who are interested in going to university, but there are many obstacles, such as students' learning abilities, parental permission, and family economics, so the counselor can establish good communication with the homeroom teacher and with the student's parents. According to research (Netty, 2019) that to facilitate the needs of students, the

role of the counselor is important in assisting in the selection of lessons, because the counselor becomes a provider of guidance and counseling services, and acts as a mediator for doubts in determining study programs in the university. (Nisa, 2018) Some of the problems that are often experienced by students in continuing their studies at university are that students are still unsure about continuing their studies, the desire of students to work after graduation, the influence of friends not to continue their studies, and differences in opinion between students and parents choose study programs in university so that the role of the counselor is to arouse students' interest by providing motivation and the importance of education to reach the future

CONCLUSION

From the results of the study, it can be concluded that three elements of total quality management (TQM) can be implemented at SMAN 3 Pasuruan, including elements of customer focus which include school internal and external customers, elements of continuous process improvement including the PPDB process, learning activities, activities extracurricular activities, and evaluation of learning, as well as elements of total involvement and empowerment.

The role of counseling guidance in improving the quality of graduates is by assisting the selection of students, providing counseling services and student counseling, providing motivation for students with problems, providing information about extracurricular activities, and providing stimulus for students to continue their education in university.

Suggestions that can be recommended by researchers are that SMAN 3 Pasuruan needs to conduct comparative studies with other schools to increase knowledge and insight, as well as explore new ideas about strategies to improve the quality of graduates. In addition, the mentor teachers are also expected to always work together to advance the school, participate actively, and compete to become teachers who have loyalty and quality. As well as the importance of counselors always motivating students to be the best.

ACKNOWLEDGEMENT

REFERENCES

Arifudin, O. (2022). Optimalisasi Kegiatan Ekstrakurikuler dalam Membina Karakter Peserta Didik. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *5*(3), 829–837. https://doi.org/10.54371/jiip.v5i3.492

Asmara, Q. (2021). Implementasi Kebijakan dan Mutu Pendidikan (Penerapan Delapan Standar Pendidikan Nasional di SMA Mutiara Bunda Kecamatan Arcamanik Kota Bandung). *Jurnal.Umj*, 119–125.

Astuty, W., Hendriani, S., & Marsidin, S. (2021). Strategi Kepala Sekolah dalam Meningkatkan Mutu Lulusan di SMANegeri 1Batusangkar. *AL-FIKRAH : Jurnal Manajemen Pendidikan*, *9*(2), 32–44. https://ojs.iainbatusangkar.ac.id/ojs/index.php/alfikrah

Azizah, L., & Witri, S. (2021). Peningkatan Mutu Pendidikan melalui Penerapan Total Quality Management dalam Program Akreditasi Sekolah. *Dawuh Guru: Jurnal Pendidikan MI/SD*, *1*(1), 69–78. https://doi.org/10.35878/guru.v1i1.263

Bunyamin, & Rahmanto, M. A. (2021). Pelatihan TQM Sebagai Upaya Meningkatkan Standar Mutu Sekolah di SMA Muhammadiyah 5 Jakarta. *Jurnal SOLMA*, *10*(03), 414–422. https://journal.uhamka.ac.id/index.php/solma/article/view/7316%0Ah

Fitriani, I. N., Dwiyantik, F. N., Puji, M., & Rahayu, L. (2022). Sejarah Sumber Keduk Beji di Ngawi. *SABAYA : Jurnal Sastra, Bahasa, Dan Budaya*, *1*(1), 15–22. https://doi.org/10.31004/sabaya.v1i1.4817

Fitriyanti, I., Ferdiansyah, & Arizona. (2019). Peran Guru BK Dalam Mengidentifikasi Kesulitan Belajar Siswa Di SMA Bina Jaya Palembang. *Jurnal Wahana Konseling*, *2*(2), 72–80. http://dx.doi.org/10.31851/juang.v2i2.4286

Hazra, R., Irwansyah, M. R., & Ikhtiarini, N. (2016). Implementasi TQM Dalam Meningkatkan Kualitas Output Madrasah Tsanawiyah (Mts) Negeri Seririt Kecamatan Seririt , Kabupaten Buleleng Tahun Pengajaran 2015/2016. *Jurnal Pendidikan Ekonomi*, *4*(2), 41–50. https://ejournal.undiksha.ac.id/index.php/EKU/article/view/12791

Herrin, V. H. A. (2019). Peran Guru Bimbingan Dan Konseling Dalam Pengembangan Minat Dan Bakat Siswa Di Smpn 2 Sendawar. *Jurnal Inovasi Bimbingan Dan Konseling*, *1*(2), 79–81. https://doi.org/10.30872/ibk.v1i2.635

Kemdikbud.go.id. (2022). *Pusat Data dan Teknologi Informasi*. https://statistik.data.kemdikbud.go.id/index.php/page/sma

Khdour, N., Al-Adwan, A. S., Alsoud, A., & Al-Douri, J. A. (2021). Human Resource Management Practices and Total Quality Management in

Insurance Companies: Evidence from Jordan. *Problems and Perspectives in Management*, *19*(1), 432–444. https://doi.org/10.21511/ppm.19(1).2021.36

Khikmah, N., Sunandar, S., & Yuliejantiningsih, Y. (2020). Implementasi Total Quality Management Dalam Peningkatan Mutu Sekolah Di Sma Negeri 1 Slawi Kabupaten Tegal. *Jurnal Manajemen Pendidikan (JMP)*, *8*(1), 78–98. https://doi.org/10.26877/jmp.v8i1.5377

Kondoj, F. C. O., Nangoi, G. B., & Gerungai, N. Y. (2017). Analisis Penerapan Total Quality Management Dan Sistem Penilaian Kinerja Pada Pt Bank Sulutgo. *Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, *5*(2), 1011–1019. https://ejournal.unsrat.ac.id/index.php/emba/article/view/16057/15564

Kurniawan, A. (2020). Apakah Total Quality Management Meningkatkan Mutu Sekolah Menengah Atas Di Kota Cirebon? *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 4(2), 79–90. https://doi.org/10.33650/al-tanzim.v4i2.1234

Maghfiroh, & Hidayati, S. N. (2020). Pengembangan Sumber Daya Manusia Berbasis TQM Di SMA IT Baitussalam Prambanan. *Edukatif : Jurnal Ilmu Pendidikan*, *2*(3), 210–218. https://edukatif.org/index.php/edukatif/index

Malik, A., Ma'arif, S., & Huda, M. N. (2020). Kepemimpinan Kepala Sekolah Dalam Implementasi Total Quality Management. *Jurnal Kependidikan Islam*, *10*(2), 113–127. https://doi.org/10.15642/jkpi.2020.10.2.113-127

Mukti, A., Syaukani, & Setiawan, H. R. (2020). Manajemen Kegiatan Peserta Didik dalam Peningkatan Kualitas Lulusan di SMP Islam Al-Ulum Terpadu Medan. *Edukasi Islami: Jurnal Pendidikan Islam (Special Issue)*, 122–146. https://doi.org/10.30868/ei.v10i001.1630

Musradinur, & Noverlian, B. (2021). Efektivitas Penerapan Total Quality Management di Madrasah Ibtidaiyah Negeri 1 Takengon Aceh Tengah. *Jurnal As-Salam*, *5*(1), 34–42. https://jurnal-assalam.org/index.php/JAS/article/view/238/158

Nasution, M. N. (2015). *Manajemen Mutu Terpadu* (3rd ed.). Ghalia Indonesia.

Netty, R. (2019). Upaya Guru Bimbingan Konseling Dalam Mendorong Siswa Menentukan Pilihan Studi. *Buleti Jaghaddita*, *1*(4). https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf

Nisa, A. (2018). Peran Guru Bimbingan dan Konseling Dalam Meningkatkan Minat Melanjutkan Studi ke Perguruan Tinggi. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, *5*(1), 01. https://doi.org/10.24042/kons.v5i1.2508

Nurhayati, N., & Nurfarida, S. (2019). Optimalisasi Peran Dan Fungsi Guru Bimbingan Dan Konseling Dalam Implementasi Kurikulum 13. *Bikotetik (Bimbingan Dan Konseling Teori Dan Praktik)*, *2*(2), 147. https://doi.org/10.26740/bikotetik.v2n2.p147-154

Nursalim, M. (2020). Peran Guru BK/ Konselor dalam Mensukseskan Program Merdeka Belajar. *Prosiding Seminar & Lokakarya Nasional Bimbingan Dan Konseling 2020 PD ABKIN JATIM & UNIPA SBY*, 11–18. https://ojs.abkinjatim.org/index.php/ojspdabkin/article/download/81/67

PergubJatim. (2022). *PPDB Pada SMA, SMK, dan SLB* (pp. 1–17). https://www.dokumjdih.jatimprov.go.id/upload/43436/2022PERGUBJATIM015.pdf

Permana, W. A. (2020). Manajemen Rekrutmen Peserta Didik Dalam Meningkatkan Mutu Lulusan . *Jurnal Isema : Islamic Educational Management*, *5*(1), 83–96. https://doi.org/10.15575/isema.v5i1.5989

Prasetyono, H., Tjitrosumarto, S., & Setyohadi, J. S. (2020). Pelaksanaan Manajemen Mutu Proses Pembelajaran Sekolah Menengah Atas. *Sosio E-Kons*, *12*(3), 243–252. https://doi.org/10.30998/sosioekons.v12i3.7626

Rokhyani, E. (2022). Penguatan praksis bimbingan konseling dalam implementasi kebijakan merdeka belajar. *Prosiding Seminar & Lokakarya Nasional Bimbingan Dan Konseling*, 26–38. https://doi.org/10.1234/pdabkin.v3i1.130

Sadiyah, H., & Muarif, A. S. (2022). Peran Guru Bimbingan Konseling Dalam Memahamkan Arti Penting Belajar. *Jurnal At-Taujih : Jurnal Bimbingan Dan Konseling Islam*, *2*(1), 42–54. https://ejournal.iaida.ac.id/index.php/jbkid/article/cite/1459/ApaCitationPlugin

Saparina, R., Wahab, A. A., & Mirfani, A. M. (2020). Implementasi Total Quality Management (Tqm) Dalam Peningkatan Layanan Sekolah. *Jurnal Administrasi Pendidikan*, *27*(1), 97–115. https://doi.org/10.17509/jap.v27i1.24405

Setiawan, F., Elsa, F., Nursusanti, D. N., & Hasyim, I. (2022). Manejemen Kurikulum di SMA Negeri 1 Sewon. *Jurnal Pendidikan Dan Dakwah*, *2*(1), 24–38. https://ejournal.yasin-alsys.org/index.php/anwarul/article/view/204/168

Suaeb. (2022). Penerapan Prinsip Continuous Improvement Dalam Total Quality Management Untuk Meningkatkan Mutu Pendidikan. *Jurnal PenKoMi:Kajian Pendidikan & Ekonomi*, *5*(1), 12–27. https://jurnal.stkipbima.ac.id/index.php/PK/index

Suhud, A., Copriady, J., & Isjoni. (2020). Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan SMA Negeri Di Kecamatan Rumbio Jaya Kabupaten Kampar Provinsi Riau. *Jurnal JUMPED (Jurnal Manajemen Pendidikan), Juni 2020, 8*(1), 51–60. https://jmp.ejournal.unri.ac.id/index.php/JMP/index

Suryana, Y., & Ismi, F. M. (2019). Manajemen Kurikulum Dalam Meningkatkan Mutu Lulusan. *Jurnal Isema : Islamic Educational Management*, *4*(2), 257–266. https://doi.org/10.15575/isema.v4i2.6026

Syarofudin, A., & Zulya, A. A. (2021). JBKI UNDIKSHA Peran Guru Bimbingan dan Konseling dalam Pembelajaran Daring di Masa Pandemi COVID-19. *Jurnal Bimbingan Konseling Indonesia*, *6*(2), 234–237. https://doi.org/10.24036/XXXXXXXXX-X

Wafroturrohmah, W., & Sulistiyawati, E. (2019). Manfaat Kegiatan Ekstra Kurikuler Dalam Pengembangan Kompetensi Sosial Siswa SMA. *Manajemen Pendidikan*, *13*(2), 147–155. https://doi.org/10.23917/jmp.v13i2.7482

Wulogening, H. I., & Timan, A. (2020). Implementasi Total Quality Management (TQM) dalam sistem manajemen perencanaan kepala sekolah. *Jurnal Akuntabilitas Manajemen Pendidikan*, *8*(2), 137–146. https://doi.org/10.21831/jamp.v8i2.31282

Yusuf, S., Aden Wijdan, Syarif Zaidan, Ulfa Indriani, & Khairul Amri. (2022). Penerapan Total Quality Management (TQM) dalam Perbaikan Input, Proses, dan Output di MAN 5 Sleman. *Jurnal Al-Idarah*, *7*(1), 20–28. https://ejurnal-stitpringsewu.ac.id/index.php/jmpi/article/view/160/155