

LEARNING MANAGEMENT STRATEGIES TO IMPROVE THE QUALITY OF EDUCATION IN SENIOR HIGH SCHOOL

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Abstract: The more study describes the implementation of learning management in SMA Al Muhammad Cepu, the approach used is descriptive qualitative through case study research. where the researcher is directly involved in extracting information from a phenomenal event regarding learning in the location. The principal, Deputy Principal for Curriculum, and teachers of SMA Al Muhammad Cepu as subjects in the current study. It was found that learning management: learning management abilities of SMA Al Muhammad Cepu teachers in planning aspects were carried out through an IHT review of lesson planning, increasing reading literacy from various reading sources in the library, attending training, seminars, and upgrading. At the same time, the teacher organizing section performs five learning steps: literacy activities, critical thinking, fulfilling adequate educational facilities and having relevance to learning needs, providing space and awards for outstanding teachers, by holding exceptional teachers, teacher creativity competitions, and promotions.

Keywords: Quality Education, Strategies Management.

INTRODUCTION

In the era of the Covid-19 pandemic, the progress of improving the quality of education has experienced problems. This fact is based on the fact that school output is still low, learning is less effective and efficient, in the field of literacy and numeracy experiencing learning loss, educators in implementing continuing education are considered to lack still understanding of how to learn on target according to With the needs of today's society, the teaching system has not brought changes in achieving the target of educational goals, as has been mandated by the National Education System that education has the aim of "developing the potential of students to become human beings who believe, have character, are noble, healthy, knowledgeable, creative and independent, and responsible" (Depdiknas, 2003) With the development of science and technology, directly and indirectly, affecting the elements of education, as we feel in this digitalization era, these changes can be identified in learning devices that were initially conventional to modernization. The community is also aware that advances in technology and knowledge bring changes in aspects of life, including competition for the quality of human resources, and globalization. So that a school/madrasah is required to produce quality graduates. Achieving the target of quality education requires proper, targeted, effective, and efficient planning, and implementation of teaching programs that refer to fair planning and supervision, to produce quality outputs and outcomes.

Education quality indicators can be divided into two categories. First, from the point of view of teacher professionalism, this section includes: Teachers must master scientific and technical materials, be role models for students, have a love and commitment to their profession, motivate students to learn actively, master various teaching strategies and assessment techniques, and provide updates and ideas must be open to Second, judged from the curriculum. The curriculum is developed according to the conditions and needs of the community, and curriculum development follows the progress of science, technology, and art so that education is structured systematically and thoroughly, supporting spiritual, intellectual, social, emotional, and kinesthetic aspects. To develop the potential of students. To realize graduation results and outcomes as well as quality human resources (HR), education needs to make efforts to build, modify the curriculum, and assessment system, fulfill facilities and infrastructure, continuous training (PKB), increase teacher qualifications and professionalism, and progress in the field of education. The planning process must refer to the sekah targets and objectives which are prepared and formulated every year regularly, continuously within a clear period (Mu'alimin, 2014).

Cut Mutia, in her research entitled learning management through the Education Unit Level Curriculum approach in improving student achievement at SMA Negeri 1 Mesjid Raya Aceh Besar in the 2016 Journal of Postgraduate Education Administration, Syiah Kuala University volume 4 concluded that the implementation of learning management is carried out by formulating subject objectives to be taught, setting competency standards, formulating essential competencies, determining teaching materials in the form of subjects and sub-topics, teaching and learning strategies, learning media, learning activities, evaluation techniques, time allocation, and learning resources (Mutia et al., 2016).

Muniarti (2018) in a study entitled Education Quality Improvement Strategy at Sma Negeri 3 Meulaboh, Johan Pahlawan District, West Aceh Regency explained that the implementation of quality improvement programs was carried out by implementing planned school programs such as: giving assignments in curricular and co-curricular activities, providing support and motivation for teachers who continue their education to a higher level, strengthening UAS and UAN, inviting resource persons, holding regular meetings, and empowering School Committees (Murniati AR, 2018).

Meanwhile, Kholili (2020) in his research entitled Strategic management of improving the quality of Muhammadiyah educational institutions in Gunungkidul Regency explained that the implementation of strategies carried out by Muhammadiyah Al-Mujahidin Middle School and Muhammadiyah Semin Middle School to improve school quality was to describe and implement all the processes that had been formulated in the form of programmed and measurable activities.

Evaluation of the strategy used by SMP Muhammadiyah Al-Mujahidin and SMP Muhammadiyah Semin is through formal and informal meetings (Kholili & Fajaruddin, 2020).

From several previous studies, there are differences in this research, the focus of this research is on learning management while the previous research above focused on the management of school principals and curriculum. At SMA Al Muhamamd Cepu through education management. This research is fundamental considering that the quality of education cannot be separated from the learning process in the classroom and outside the classroom, so researchers are interested in conducting this research.

At Al Muhammad Cepu High School, formulating the quality of education is guided by the school's vision and mission as outlined in the school program planning concerning the priority scale according to the conditions in the school and the available resources. In this preparation, the school determines the metrics or school quality targets to be achieved and then monitors and evaluates the program. The evaluation results are used as primary research data for school program planning (Interview with the Principal). Based on the explanation above, this study explains and demonstrates learning management in terms of planning, organizing, monitoring, and efforts to improve the quality of education at SMA Al Muhammad Cepu.

Management

The word management comes from the Latin "manus", which means hand, and "agree" which means to do, then when combined into a single verb "manager" which means to handle, this is an etymological understanding. Meanwhile, the term "manager" is translated into English in the form of a verb to be "to manage" with the noun "management. Using people who carry out management activities are called managers or managers (in Indonesian). while in French it is called "management" which means the art of implementing and managing. The word "management" in Indonesian is translated into management, which means "management" (Rohman, 2017). In this sense, school management must be regulated as much as possible for the continuity of the school's education to positively impact students. The importance of school management needs to be considered legitimately and seriously by all stakeholders. Curriculum, infrastructure, education personnel, and other components do not guarantee the achievement of quality improvement unless these components are appropriately managed. Therefore, there is an understanding put forward by experts. The meanings spoken by the leaders have different meanings. The following is an explanation of the meaning of management including:

1. The view of management is a process of achieving organizational goals, through the interaction of resources and the division of basic tasks.
2. They are considered in terms of efforts to achieve organizational goals by optimizing human resources, materials, and costs.

3. Management is seen as a form of coordinating and integrating various resources to achieve certain and common goals.
4. Adjustment of human resources (HR), workers, capital, organizational goals, etc. in the form of work (Rohman, 2017).

Winoto stated that management is a process of planning, organizing, directing, and controlling the work of members of an organization and using all resources to achieve goals (Winoto, 2020). Meanwhile, Nur Aedi quoted Daryanto's opinion (1981:14) defining education management as "a way of working with someone in realizing educational goals effectively and efficiently" (Nur Aedi, 2015)

Referring to the various opinions of the scientists above, according to the researchers, some of the core management principles are that there are goals to be achieved, all activities of people in an organization are designed, organized, promoted, and controlled to achieve organizational goals, leadership as a designed process. Therefore, management is a skill that starts with planning, organizing, and controlling resources to make people work gradually according to organizational goals to achieve them effectively and efficiently. Convertible. Effectiveness means that you can achieve your goals according to the given plan, and efficiency means that the tasks are done correctly, organized, and done on time.

Learning

Abuddin Nata (2019-85) argues that learning has the meaning of an effort to be able to influence a person's emotions, intellectuals, and spiritual attitudes so that they have the desire to learn at their own will (Muhammad Fathurrohman 2012). With the learning process, there will be a phase of strict ethical improvement, practice, and student innovation through various collaborations and opportunities for development, at a basic level learning is not the same as teaching, learning emphasizes student practice, while teaching underlines instructor training. Nasution (1993) defines PBM as an activity to organize or manage the environment as well as possible and connect it with students so that the learning process occurs. Abudin Nata (2009) states that learning is an effort to guide students and create an environment that allows the learning process to occur (Junaidah, 2015).

Learn be translated as a process of teaching students or making students have the desire to learn (make students learn). It aims to enable students to learn by carrying out environmental and technical activities and by creating learning experiences in which students can experience, and do. From the process of living, experiencing, and doing, students eventually acquire knowledge, understanding, attitudes, and skills. In this context, it is students who play an active role in learning activities. The process of student activities referred to here is a physical activity and non-physical activity (Helmiati, 2012).

In some of the opinions above, it can be concluded that in essence learning is an effort made by the teacher to provide lessons to students, with the ultimate goal by the input given and the output of the teacher's input to the student. As is the case with changes in behavior towards students. In the process of teaching and learning activities, there are two important aspects, namely the results of learning in the form of behavioral changes in students and intellectual, emotional, and physical experiences. And it can also be interpreted that learning means increasing cognitive abilities (thinking power), spiritual and social attitudes (affective), and psychomotor students (student skills). Some of these abilities are developed simultaneously with experience in learning (Fathurrohman, 2012). So learning can be interpreted as an activity to provide learning to students who are considered to have the impact of changing behavior and increasing students' knowledge and experience. So that the experience gained by students from learning can be well organized with the formation of experiences for student learning.

Quality improvement

Mu'alimin concluded that there were at least three addresses of quality education units; first, the large number of students in the institution, which can indicate that the community has a high level of enthusiasm for the institution; second, have academic and non-academic achievements; third, graduates of educational institutions who have achieved educational goals or meet the standards set by educational institutions or schools that have been coordinated by these parties. (Mu'alimin 2014).

Quality in various contextual terms has different meanings according to the meaning of quality according to the Big Indonesian Dictionary (KBBI) is a measure of the good or bad of an object. According to Crosby as quoted by Samsirin (2015) quality is the quality of conformance to requirements, which is by what has been seen and required/standardized. (Samsirin, 2015). According to Edward Sallis, in his book "Comprehensive Quality Control in Education", quality is defined as "quality is passion and pride". Qualities are associated with institutional passion and self-esteem (Sallis, 2002). Thus according to Sallis quality is about satisfying and exceeding customer needs or desires, where quality is related to efforts to satisfy others to achieve desires that are beyond their expectations. A product or service is considered high quality if the partner feels that what he gets from the product or service exceeds his wishes or expectations of the buyer of the product.

Juran (1993), a quality product is the suitability or ease of use (ease of use) of a product to meet customer needs and buyer satisfaction. A product is said to be feasible if it includes five prioritized characteristics, namely technology/tools, psychology about taste or conditions, time or circumstances, the existence of contracts or guarantees, and morals/ethics. (Hambali and Mu'alimin 2020). The definition of quality according to Juran shows the existence of a

comprehensive and integrated organizational management to continuously meet customer needs and achieve continuous improvement results in all aspects of the organization's activities. Customer desires will continue to grow and vary, so a manager must have various actions that are thought to be able to follow variations from the customer aspect.

Meanwhile, the quality of education according to the government's official law no. 19 of 2005 on National Standards, the nature of the training that alludes to information, cycles, and side effects of schools. Instructive information sources combine human and non-HR that must be accessible and accessible because they are necessary for the instructive cycle to occur. The instructive cycle is related to dynamic interactions, institutional administration processes, program interactions with implementers, learning implementation processes, as well as observation and assessment processes (Regulation of the Government of the Republic of Indonesia 2005).

From the term quality above, we can understand that quality is a product that is produced through a certain process and is at the same time a product that best exceeds the needs and desires of consumers. The desire must be wrapped in an organized concept, and if the consumer's desire exceeds what has been conceptualized, it can be well coordinated. In our daily conversation, most people understand quality as something absolute, as well as the good, beautiful, and original qualities of an inalienable idea. In an absolute definition, quality is part of a very high standard and is difficult to achieve. If it is associated with the context of education, then the quality of education includes; inputs, processes, outputs, and outcomes, Educators, on the other hand,

METHOD

This study uses a descriptive qualitative research approach, aiming to understand describing the symptoms, and phenomena experienced by the research subject (Moleong, 2016). By using various scientific methods in their specific natural contexts through the description of actors, perceptions, motives, and behaviors, holistically and in the form of words and rules, and language. The type of research used is a case study, and the type of research is to determine the role of school principals, assistant principals, and Islamic Religious Education teachers in improving the quality of Islamic Religious Education (PAI) in Al-Muhammad Cepu. Collecting data at a predetermined time through interviews, observation, and documentation (Creswell, 2016).

The informants in this study were the Principal of SMA Al Muhammad Cepu, Mr. Sariman, SHI, Deputy Head of Curriculum, Mrs. Yuliningsih, S, Pd, and PAI teacher Mrs. Siti Nur Azizah PAI and other information. While the method used in collecting information for this research is a

technique for collecting documents by conducting a study and analysis of references related to participant observation, in-depth interviews, and research focus (Ghony et al. 2020).

The technique in extracting research data using participant observation, interviews, or in-depth interviews and archives and documentation was carried out from 10-16 December 2021 to the principal, this interview was related to the question "How is learning management reviewed according to aspects of planning, organizing, application & supervision in the business of increasing the quality of education at Al-Muhammad Cepu high school".

Miles & Huberman data analysis will be used to analyze the data for this study. Data analysis has been staged in the form of initial data condensation, presentation of the data obtained (data display), and the final stage in the form of concluding the data. (Harahap, 2020). This data analysis begins with the data from the informants in this study. The data collected is reduced by sorting out things that are less important in this study and reducing observer data discussion with colleagues. After that, the data is presented (displaying), important data is presented and conclusions are drawn. The last step is to conclude, in this phase, the researcher interprets by reviewing the results of interviews that are focused on the objectives of his research.

RESULTS AND DISCUSSION

Learning Planning at SMA Al Muhammad Cepu

Planning is the process of compiling something to achieve a predetermined target. In planning activities, it provides an overview of an action that must be carried out, the strategy to be carried out, the goals to be achieved, what means can support it, and so on. This plan contains a realistic vision, mission, goals, objectives, policies, programs, and activities by anticipating future developments (Halik, 2019). Learning is a process of interaction between students and educators and learning resources in a learning environment (Kemendikbud, 2014)

Based on the data above, learning planning is the process of preparing activities to be carried out which include strategies, techniques, and models in realizing the goals to be achieved by involving the interaction of students, educators, and learning resources. To obtain data on learning management at SMA Al Muhammad Cepu, the authors identified six (6) respondents who were interviewed and teachers of Islamic Religion (PAI) specifically for mathematics and science, observing information about teachers, and subject teachers. Up to four (4) people in the Physics, Mathematics, Biology, Chemistry and General Subjects subjects. One answer from six respondents Answers to the question: "Does the teacher plan the learning activities to be carried out? Next, the teacher-made style plan is curriculum development, making lesson plans, and latticework.

In general, the planning carried out by the Al Muhammad Cepu High School teacher is by the provisions of the learning activity policy as regulated in Permendikbud No 103 of 2014. However, the results of interviews with respondents about planning aspects, especially in the assessment, were obtained by the answer that for the assessment of spiritual and social attitudes there were several teachers, which is difficult. (Interview with Dewi Irawati 11 December 2021). To solve this problem, one respondent from the Deputy Principal for Curriculum curriculum said: "Attitude assessment for teachers who are in charge of general subjects, specialization subjects, and cross-interests, is carried out by the observation method where the teacher prepares an attitude assessment instrument, whose research is carried out during the implementation of learning.

Respondents gave answers to the question "Does learning planning use standardized learning media? very much needed during learning activities, it relates to the subjects of English, Biology, Chemistry, and Computers. Meanwhile, as educational spaces and media have not been implemented, there are science labs, chemistry labs, and language labs (Interview with the Biology teacher, 12 December 2021).

The reactions of several respondents to the efforts and attention of school principals in improving teacher learning administration skills can be explained as follows; related to the fulfillment of the understanding and skills of educators in the preparation of lesson plans (RPP), the principal of the school/madrasah replied that his party supports and has great concern. This fact can be based on some data that researchers get, namely: that each lesson has a monthly review of teacher learning notes, including lesson plans and practice questions at SMA Al Muhammad Cepu. Educators also provide comments and guidance on good study plans, especially lesson plans (RPP), semester program preparation, and unit program preparation (SAP), and provide good SAP examples for reference.

Learning Organizing

Learning is said to be of high quality if the learning process is attractive, interesting, inspiring, entertaining, not boring, diverse, creative, and beautiful. Educators need to be creative and innovative both in the use of methods and techniques in the implementation of learning, and there is no reason not to involve students in learning activities. The results of the data show that in SMA Al Muhammad Cepu form learning organization activities. That is, at the beginning of learning the teacher conducts an initial test, then continues with learning by the prepared RPP, this can be found in teachers of PAI, Biology, and Physics subjects.

In general, it was found that the structured training program conducted by teachers at Al-Muhammad Sepu High School contained the following details: Praise be to Allah SWT and continued with the reading of the Prophet Muhammad SAW. Then the teacher does an

apperception to remind the previous material and then the teacher applies the lesson according to the lesson plan (RPP). In the core activity, the teacher carries out literacy activities, and critical thinking where the teacher provides a process where students are given space to identify as much as possible about what has not been understood, both questions that are factual (factual) to hypothetical (initial conclusions). In organizing further the teacher collaborates, students conduct discussions with their friends and obtain information.

Regarding the role of the principal in organizing learning, all respondents were always answered by the agency as long as the school could implement it. In addition, the success of education at SMA Al Muhammad Cepu has been given a dominant role in this direction, so the principal always emphasizes the importance of learning organization. However, respondents criticized learning organizations because there is still no media that can optimally carry out all learning activities. These weaknesses include the lack of computer equipment that can be used as a learning medium, and the lack of lighting in the classroom, especially when it is raining and cloudy, the classroom looks not bright/dark due to the lack of sunlight from outside the classroom. (Interview with Indonesian teacher, PAI, Mathematics, December 13, 2021).

Learning Monitoring/Evaluation

In the supervision/evaluation of learning, SMA Al-Muhammad Cepu applies a supervision and evaluation system. Supervision can be interpreted as a process of planned activities in fostering teachers, to assist teachers and other school employees in carrying out their duties to the maximum. The guidance is in the form of material or in the form of morals that is given continuously so that students (objects of supervision) will not become "adults" in the pedagogical sense, namely being able to stand alone. Therefore the intended assistance should be appropriate to the process and stage of development of the person being supervised (Rahayu, 2020).

Supervision is under the guidance of the principal and deputy principal. Learning outcomes assessment activities are student-focused learning success management. One of the omissions related to learning activities is the implementation of student learning progress tests. Supervision management is realized in supervision activities represented in assessor activities, which include assessments or tests/tests conducted by Al Muhammad Cepu High School teachers in the form of [assessment] Daily Assessment (PH), Mid-Semester Assessment (PTS), Final Semester Assessment (PAS).), and End of Year Assessment (PAT) and School Examination (US)].

The literature study results show that all types of assessments carried out at Al Muhammad Cepu High School are carried out independently, starting from the preparation of questionnaires and assessments carried out by primary subject teachers, including school

examinations. Al Muhammad Cepu High School conducts precise and accurate assessments, which can be checked and planned periodically during the assessment activities for each learning activity, in the middle and end of the semester. The weakness, in this case, is that it is difficult for teachers to evaluate both at the beginning of the training and the end of the training for each lecture evaluation or each meeting session. Questions motivate students to continue to follow the learning activities they are interested in and will do. However, according to one respondent (interview with an English teacher, December 16, 2021).

From the data above, it can be understood that teachers need to continue to read and learn their knowledge, especially in the subjects they teach. Teacher knowledge skills also affect the development of knowledge obtained by students.

School Efforts in Improving the Quality of Education at Al Muhammad Cepu High School through Education Management

Efforts taken by schools in improving the quality of school education through learning management are approaches that are oriented toward developing existing human resources in the form of training, increasing educational qualifications, and mentoring (Zuhri 2017). Conducting In House Training (IHT) review of plans, 2) Learning, organizing, and evaluating learning, 3) Procurement of coaching by the school principal or the Foundation. Once a month through the FKG forum, 4) This meeting is a routine activity every Sunday Kliwon, with activities; Coaching teachers, Istighosah, and the Koran together, along with all teachers in one YPPM Cepu.

Providing the fulfillment of adequate educational facilities and having relevance to learning needs, following current information technology developments, to be able to improve quality, through the planning process, the realization of management and utilization of available funding correctly and responsibly both sourced from BOS Schools, BOSDA committees, donations other education. With the hope that learning activities and services to students can take place effectively and educational targets are achieved.

They are providing space and awards to outstanding teachers by holding exceptional teachers, teacher creativity competitions, and job promotions. Teachers are given the freedom to excel and are given appreciation if they can show their quality; this is very important to raise the motivation of teachers to work and carry out their duties and functions in education, either through the Foundation or the School itself. To support school programs, it is necessary to provide guidance and warnings so that they can introspect themselves and be motivated to work and support school programs in managing education.

Develop a School or School Information System [SIM] by creating a school website as a means for delivering information to teachers, students, and guardians of students so that good communication is established, by conveying information quickly, making it easier to support

each other's school programs between schools, teachers, guardians students, to achieve improving the quality of education, as well as a vehicle for publishing works, innovations, both from teachers and from students

CONCLUSION

Based on the presentation of the data that the researchers have described, it can be concluded that learning management: the ability to understand management for SMA Al Muhammad Cepu teachers in the planning aspect is carried out through IHT review of learning planning, adding reading literacy from various reading sources in the library, attending training, seminars, and upgrading.

In the focus of actuating and organizing learning, the efforts carried out by educators include; increasing literacy that has to do with teaching materials. Develop a syllabus, while in the organizing section the teacher carries out five learning steps, namely; literacy activities, critical thinking (critical thinking), Collaboration (collaboration), Communication (communication), and Creativity (creativity). Meanwhile, the school's efforts to improve the quality of education at SMA Al Muhammad Cepu through learning management are by providing adequate educational facilities relevant to learning needs, providing space and awards for outstanding teachers, holding exceptional teachers, and teacher creativity competitions, and promotions position.

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