



Managerial Competence of School Principals in Implementing Total Quality Management: A Study of Elementary Schools in Meurah Mulia

Darmayanti^{1*}, Marwan¹, Najmuddin¹

¹ Program Studi Magister Administrasi Pendidikan, Universitas Al Muslim, Matang Glumpang Dua, Aceh, Indonesia

ARTICLE INFO

ABSTRACT

Article history:

Received: October, 2025

Received in revised from: November, 2025

Accepted: December, 2025

Available online: January, 21, 2026

Keywords: *managerial competence, school leadership, educational innovation, elementary education, qualitative study,*

In a period of increased educational rivalry and accountability, schools need to employ management strategies that ensure continual quality improvement. Total Quality Management (TQM) has emerged as a strategic paradigm for improving educational services using systematic, data-driven, and participative methods. This study looks into the managerial skills of school principals in implementing TQM at public elementary schools in Meurah Mulia Subdistrict, Aceh Utara, Indonesia. Data were acquired using a qualitative study design, including in-depth interviews, observations, and document analysis with administrators, teachers, and parents. The findings show that principals' managerial competence—conceptual, human relations, and technical skills—plays an important role in implementing TQM concepts in daily school activities. Among these categories, technological abilities, particularly those related to educational technology and data systems, stand out the most. However, the analysis also highlights problems in collaborative culture and shared responsibility for quality improvement. This study contributes to the developing discussion on educational leadership by emphasizing that effective TQM implementation in schools is dependent additionally on policy adoption, but also on the principal's capacity to integrate managerial expertise into a sustainable culture of quality. The report proposes that school leaders receive systematic professional development to improve their interpersonal communications skills and encourage deeper stakeholder participation.

1. Introduction

In the contemporary educational landscape, Total Quality Management (TQM) has emerged as a transformative framework that addresses the complex demands imposed by globalization, digital transformation, and public accountability. Unlike traditional management models that focus narrowly on administrative efficiency or academic results, TQM offers a holistic and systemic approach to improving school performance through continuous enhancement of all organizational processes (Listyaningrum et al., 2025). This philosophy positions students, parents, and communities as “customers” whose satisfaction and trust reflect the ultimate indicators of educational success (Marwan et al., 2024). Within this framework, teachers and staff are viewed as collaborative

* Corresponding author.

E-mail address: darmayanti.528@guru.sd.belajar.id
<https://doi.org/10.56806/jh.v6i4.383>

agents of quality improvement rather than passive executors of policies. The integration of teamwork, shared vision, and collective responsibility enables schools to align internal operations with external expectations, ensuring that every aspect of the institution—from curriculum design to resource management—contributes to consistent and measurable progress in quality outcomes (Susanti et al., 2025).

Moreover, the application of data-driven decision making and evidence-based evaluation in TQM redefines how schools approach accountability and innovation (Habibi et al., 2025). By systematically collecting and analysing data on teaching performance, student learning, and stakeholder feedback, educational leaders can make informed adjustments that promote both efficiency and equity (Susetyo & Lie, 2025). This analytical orientation strengthens transparency and allows schools to demonstrate measurable improvements to governing authorities and the public (Santati et al., 2022). In practice, the adoption of TQM fosters a culture of continuous learning and self-evaluation, where errors are seen as opportunities for refinement rather than failures (Daniati et al., 2022). The framework's emphasis on sustainable improvement aligns closely with modern educational reforms advocating for school-based management, participatory leadership, and professional empowerment (Hasan, 2025). As such, TQM is not merely an administrative instrument but a strategic philosophy of change, guiding schools to adapt dynamically to evolving educational ecosystems while upholding their mission to deliver excellence, inclusivity, and accountability (Hidayat, 2024).

Despite its theoretical attractiveness and increasing policy support, the adoption of Total Quality Management (TQM) in Indonesian institutions continues to be fragmented and lacks standardization (Bakhtiar et al., 2023). In many situations, TQM is implemented as a superficial compliance effort rather than a sincere transformation of organizational culture (Houston, 2007). Schools frequently concentrate on meeting procedural indicators—such as documentation, formal meetings, and accreditation standards—without fully embracing the fundamental principles of continuous improvement, inclusive decision-making, and stakeholder-centered service. This cursory implementation restricts the enduring effectiveness of TQM, as schools are unable to effectively translate the philosophy of quality into consistent practices that shape teaching and learning. The disparity between conceptual comprehension and practical implementation highlights a significant challenge within Indonesian education: although policy frameworks prioritize accountability and excellence, the institutional structures and leadership capabilities necessary to realize these objectives are often insufficiently developed (Jamalus et al., 2023).

At the core of this challenge is the managerial competence of school principals, whose leadership efficacy influences the extent to which TQM principles are integrated into daily operations (Wulandari et al., 2025). As the strategic leaders of their institutions, principals are tasked with translating abstract quality frameworks into practical initiatives, promoting collaboration among educators, and cultivating a culture that prioritizes evidence-based enhancement (Mu'alimin, 2025). In the Indonesian context—especially within decentralized and resource-constrained regions—principals frequently encounter limitations regarding managerial training, opportunities for professional development, and experience in data-informed decision-making (Faiz et al., 2023). Consequently, the transformative potential of TQM relies significantly on the principal's capacity to align quality management with contextual realities, allocate resources innovatively, and foster shared ownership among stakeholders. Effective principals function not merely as administrators but as advocates for excellence, fostering systemic transformation by synchronizing the school's vision, enhancing teacher motivation, and strengthening community trust within a cohesive framework for continuous improvement. Therefore, enhancing this leadership dimension is crucial for advancing TQM from mere formality to a dynamic, value-oriented culture of excellence within Indonesian schools (Rosidin et al., 2025).

The initial category, conceptual skills, involves the capacity of school principals to formulate a logical and integrated vision, transform it into strategic objectives, and devise policies that correspond with national education standards and local community requirements (Mawarni et al., 2025). This competency enables leaders to anticipate approaching problems, evaluate environmental dynamics, and make decisions based on data supported by situational awareness. Principals possessing strong conceptual skills would effectively convey a collective objective that motivates staff dedication and provide a framework for ongoing enhancement—fundamental principles of Total Quality Management (TQM). In schools that use these abilities proficiently, leadership transforms into a strategic endeavour rather than a reactive one, establishing the institution as an adaptable learning organization attuned to social, technological, and policy shifts (Widodo et al., 2024).

The second category, interpersonal skills, represents the essential foundation of management leadership. Effective principals cultivate trust, stimulate motivation, and promote collaboration among educators, students, and parents. These skills are essential for fostering a positive workplace environment characterized by open communication, constructive conflict management, and effective teamwork. By fostering empathy, engaging in participatory decision-making, and acknowledging teacher contributions, principals enhance professional morale and commitment to school objectives—crucial factors for enduring teacher motivation and performance (Salabi et al., 2023).

Technical capabilities represent the operational and procedural dimensions of school management, including budgeting, scheduling, administration, and the progressively essential utilization of information and communication technology (ICT (Widodo et al., 2024)). In current education, technical competence encompasses not just administrative skills but also digital literacy, which involves utilizing data systems, online learning platforms, and performance analytics to improve transparency and efficacy (Nurjani et al., 2025). Principals who integrate technical skills with strategic insight and interpersonal awareness exhibit comprehensive managerial proficiency, thereby enhancing their schools' potential for continuing improvement (Prasetyo & Salabi, 2023). These three dimensions constitute the basis of integrated educational leadership, where vision, collaboration, and execution connect to build a culture of excellence and accountability (Hadna, 2022).

This study focuses on addressing the current implementation gap of Total Quality Management (TQM) in the schools through studying the managerial competency of school principals in elementary schools of Meurah Mulia Subdistrict, Aceh Utara. This research examines how principals convert the theoretical concepts of Total Quality Management—such as continuous improvement, stakeholder engagement, and evidence-based decision-making—into actionable management practices, acknowledging that leadership is fundamental to institutional effectiveness. The study examines three primary questions: (1) In what manner do principals employ conceptual, interpersonal, and technical abilities in the execution of Total Quality Management (TQM)? (2) Which types of managerial competence most successfully facilitate quality enhancement? (3) What obstacles affect the establishment of Total Quality Management as a sustainable school culture?

2. Methodology

2.1 Research Approach and Design

This study employed a qualitative descriptive methodology to investigate the complex relationships of school administration and leadership in the context of Total Quality management (TQM) implementation. This design facilitated a comprehensive examination of the practical application of principals' managerial competence across conceptual, interpersonal, and technical dimensions in their daily leadership practices. By methodically observing and analyzing principals'

experiences, interactions, and decision-making processes, the method offered a contextualized comprehension of how leadership behaviors affect the efficacy of TQM practices. The qualitative descriptive method emphasized lived experiences beyond abstract concepts, allowing the researcher to explore the dynamic relationship between management actions and quality improvement outcomes, providing insights based on realistic school environments.(Stanley, 2023).

2.2 Research Setting and Participants

The study conducted out at SD Negeri 13 Meurah Mulia, a public elementary school in Aceh Utara, selected for its relevance to the investigation of leadership and quality management within a rural educational context. The participants included the school principal, classroom teacher topic teachers (such as those for Islamic Education and Physical Education), and parent representatives from the school committee. This composition provided an extensive and equitable representation of the school community, enabling insights to be obtained from many stakeholder viewpoints. The involvement of both instructional and non-instructional participants offered a more comprehensive understanding of how the principal's management competence affects internal school operations and external collaboration with parents. The study engaged individuals with varied roles and experiences to capture the interrelated dynamics of leadership, teacher motivation, and community involvement that are essential for the effective implementation of Total Quality Management (TQM) in schools.

2.3 Data Collection Techniques

This study utilized three complementing qualitative methodologies for gathering data to achieve a thorough understanding of managerial competency and the execution of Total Quality Management (TQM). beginning with comprehensive interviews were carried out with administrators, teachers, and parent representatives to examine their perceptions, experiences, and interpretations of leadership techniques and quality management systems within the educational institution. The interviews yielded comprehensive narrative data that provided the comprehension and execution of managerial principles in routine tasks. Secondly, systematic observations of school activities, meetings, and administrative procedures were conducted to accurately capture actual dynamics of leadership behavior, teacher collaboration, and stakeholder engagement as they evolved authentically. Ultimately, document analysis was conducted utilizing school planning documents, quality assurance reports, and administrative records to verify the findings and ensure analytical precision. The combination of these three methodologies facilitated a comprehensive and contextually aware depiction of how management competence either promotes or inhibits the implementation of Total Quality Management at SD Negeri 13 Meurah Mulia.

2.4 Data Analysis

This study utilized an interactive approach for data analysis comprising three interconnected stages: data reduction, data display, and conclusion drawing. During data reduction, all interview transcripts, observation notes, and documents were meticulously examined to eliminate extraneous material while discerning pertinent remarks and repeating themes associated with management competency and TQM implementation. The improved data were further structured via data display, which entailed arranging findings in descriptive matrices and theme charts to elucidate linkages among leadership practices, school procedures, and quality outcomes. The third stage, conclusion drawing and verification, involved interpreting the emergent themes and validating their consistency across various data sources and participant viewpoints.

To establish the validity and credibility of findings, the study employed triangulation of sources and methodologies, comparing data from interviews, observations, and documents to verify reliability and coherence. The utilization of NVivo software enhanced analytical rigor by enabling systematic coding, categorization, and theme creation, so allowing patterns to emerge organically from the data while ensuring transparency in the analytical process. This organized yet adaptable methodology facilitated a profound and trustworthy analysis of the functioning of management competence in the practical application of TQM within the context of education.

The data underwent thematic analysis, which included methodical reduction, coding, categorization, and interpretation to discern repeating patterns and underlying meanings. To augment the reliability of the findings, various validation strategies were employed, including data source triangulation, member checking to verify interpretation accuracy with participants, and extended field engagement to ensure a profound and credible comprehension of the school contexts. The implementation of these methodological rigor measures enhanced the reliability and validity of the study's conclusions.

4. Results

3.1 The Conceptual Skills of School Principals in Implementing Total Quality Management.

The execution of conceptual management skills at SDN 13 Meurah Mulia focuses on the principal's capacity to convert the school's vision and mission into a cohesive framework for ongoing quality enhancement, along with the tenets of Total Quality Management (TQM). This approach transcends formal documentation; it embodies the principal's strategic ability to synchronize institutional strategy with long-term educational objectives. The vision is articulated not only as an aspirational declaration but as a strategic framework for continuous enhancement, highlighting academic excellence, stakeholder satisfaction, and institutional accountability. From this perspective, the principal formulates extensive quality plans that incorporate curriculum improvement, educator professional development, and performance assessment systems, guaranteeing that each school activity fosters quantifiable quality advancement.

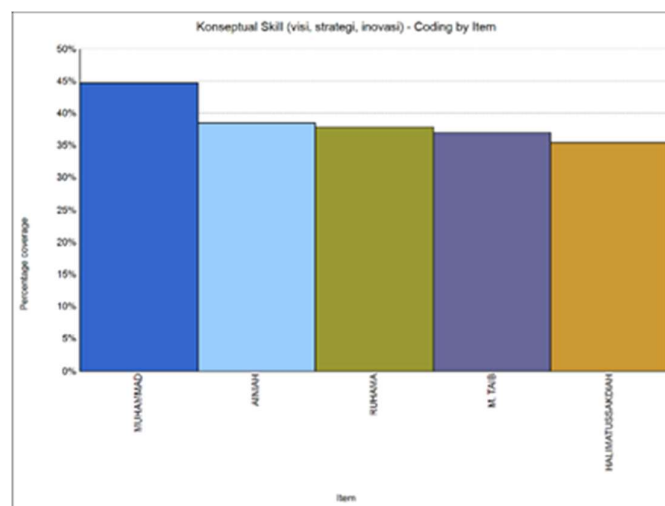


Fig.1. Cluster Analysis of School Principals' Managerial Competence in Implementing Total Quality Management (TQM) Based on Word Similarity (NVivo Output).

The conceptual skill graph illustrates the distribution of responses about vision, strategy, and creativity in the execution of Total Quality Management (TQM) at SD Negeri 13 Meurah Mulia, indicating significant disparities among participants. According to NVivo-coded data, the physical

education teacher (MH) exhibited the most favorable response at 45%, signifying a robust appreciation and comprehension of the alignment between the school's vision, mission, and long-term objectives with ongoing quality enhancement. MH's viewpoint demonstrates a profound understanding of the principal's endeavors to convey a cohesive direction that aligns everyday activities with the overarching objectives of sustainable educational success.

The principal's conceptual skills in executing Total Quality Management at SDN 13 Meurah Mulia can be summarized through three aspects: interpreting the school's vision and mission, reflecting long-term quality planning, which encompasses the development of teacher competencies, enhancement of student learning outcomes, and the utilization of facilities and digital technology. The school innovates by developing specialized programs that are assessed according to quality evaluation outcomes from educational quality reports to identify improvement indicators, such as teacher training and enhancing literacy culture, with the objective of advancing sustainable teacher competence and addressing student learning requirements. The school employs a Total Quality Management approach by diagnosing the root causes of issues through quality report data, instituting cultural changes aimed at the continuous enhancement of student learning outcomes, and refining leadership strategies, including bolstering classroom supervision and fostering a culture of reflection as a managerial competency to elevate sustainable educational quality.

3.2 Principal's Human Skills in Implementing Total Quality Management.

The implementation of human relations skills in Total Quality Management (TQM) at SDN 13 Meurah Mulia highlights the principal's capacity to promote collaboration, facilitate effective communication, and ensure ongoing human resource development as the cornerstone of quality enhancement. Data verification findings utilizing NVivo analysis indicate that the principal fosters collaboration by implementing a defined organizational structure that specifies the tasks and responsibilities of each teacher, as established by the Teacher Task Distribution Decree. This systematic allocation of responsibilities enhances organizational transparency while reinforcing professional accountability and collaboration. By maintaining constant coordination and shared duties, educators are enabled to significantly contribute to school activities, so promoting the notion of collective ownership fundamental to Total Quality Management techniques.

The NVivo coding visualization of Human Skill (collaboration, communication, and human resource development) underscores the diverse degrees of stakeholder involvement in the execution of Total Quality Management (TQM) at SD Negeri 13 Meurah Mulia. The interview with RH, a parent representative, indicates that the delineation of duties and responsibilities among school personnel—teachers, duty officers, and librarians—has been effectively organized, enhancing the operational stability of the school. This explicit role delineation illustrates that the principal has successfully executed aspects of organizational coordination and task management, which are vital elements of human relations skills within the TQM framework.

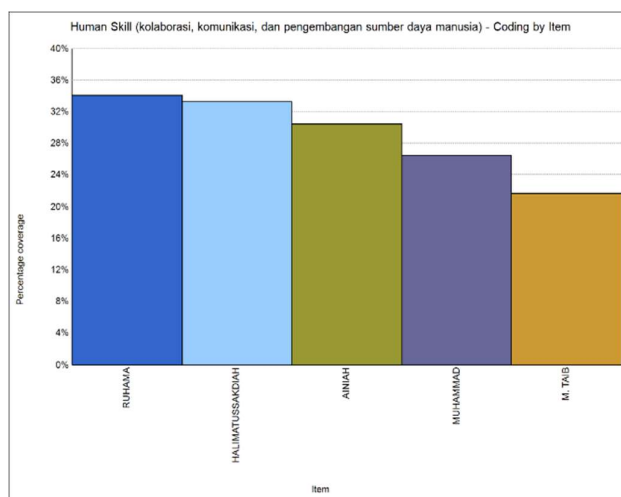


Fig.2. Human Skill (Collaboration, Communication, and Human Resource Development) Coding Distribution by Respondent in the Implementation of Total Quality Management at SD Negeri 13 Meurah Mulia (NVivo Output).

Nonetheless, despite this structural clarity, the collaborative aspect of human skill management is still constrained, with overall implementation achieving merely 34%. The statistics reveal that collaboration and communication between teachers and the principal in fostering sustained educational progress remain inadequate. The limited participation of teachers in decision-making, problem-solving, and collaborative quality assurance activities impedes the development of a collective culture of continuous improvement. This indicates that although the groundwork for teamwork and communication has been laid, it necessitates ongoing improvement via participatory leadership, reflective dialogues, and capacity-building efforts. Enhancing these components would enable the school to evolve from fundamental coordination to a more cohesive model of collaborative quality management, wherein all stakeholders actively participate in attaining sustained educational excellence. Consequently, it is imperative for the school, particularly the principal, to enhance human resource development policies and implement more organized programs to guarantee that teachers have continual access to training and quality improvement in human resources, thereby enabling them to elevate the standard of sustainable education.

3.3 Technical Skills of Principals in Implementing Total Quality Management.

The execution of technical managerial abilities in executing Total Quality Management (TQM) at SD Negeri 13 Meurah Mulia illustrates consistent advancement in enhancing the operational, administrative, and technology aspects of school management. Observations, interviews, and documentation analysis, including the Rencana Kegiatan dan Anggaran Sekolah (RKAS), processed via NVivo, indicate that the principal's technical capacity constitutes roughly 40% of overall managerial performance, especially regarding conceptual integration into operational planning. This is demonstrated by the creation of a detailed School Work Plan that emphasizes sustained quality enhancement, including curriculum enhancement, resource maximization, and structured professional development programs. This planning demonstrates the principal's endeavor to convert strategic objectives into implementable plans along with TQM principles of ongoing enhancement and responsibility.

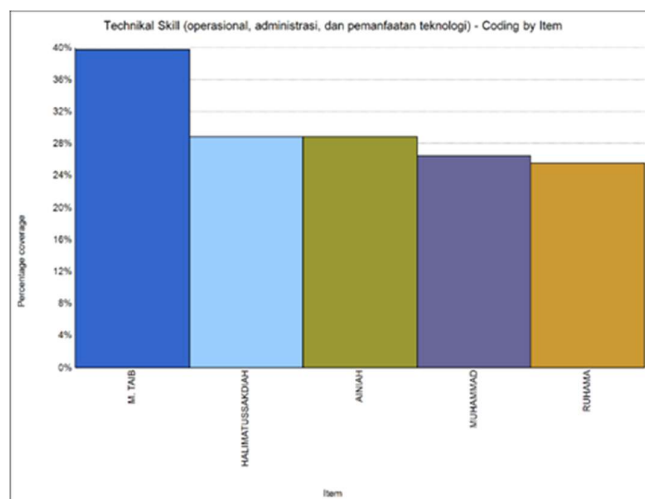


Fig. 3. Technical Skill (Operational, Administrative, and Technological Utilization) Coding Distribution by Respondent in the Implementation of Total Quality Management at SD Negeri 13 Meurah Mulia (NVivo Output).

The NVivo coding visualization of Technical Skill (operational, administrative, and technological utilization) indicates that the execution of this managerial dimension at SD Negeri 13 Meurah Mulia has attained an overall achievement rate of 40%, with the principal exhibiting the highest performance among respondents. This outcome signifies that the principal's leadership has been successful in promoting operational and administrative efficiency while upholding systematic procedures to facilitate sustained enhancement of educational quality. The technical management system adheres to Total Quality Management (TQM) principles, standardizing, monitoring, and perpetually refining procedures to uphold student-centered learning and institutional accountability.

Nonetheless, despite this very strong performance, the data also indicate deficiencies in the incorporation of technology inside classroom procedures. The restricted use of Chromebooks and other digital tools indicates that the complete promise of ICT-based learning remains unfulfilled. The principal exhibits expertise in administrative and data management systems, evidenced by organized planning and reporting processes; however, feedback from other participants (range from 26–29%) reveals inconsistent involvement and differing levels of digital competence among teachers. This disparity underscores the necessity for focused capacity development to enhance digital literacy and technology-assisted teaching methods. Improving these competencies will allow the school to refine data-driven decision-making, elevate instructional quality, and ensure that the TQM framework drives administrative operations while also transforming classroom teaching and learning methods.

Moreover, the managerial technical skills effectively facilitate the implementation of Total Quality Management at SDN 13 Meurah Mulia by enhancing the administrative competencies of teachers and the institution, including the supervision of classroom activities and the evaluation of teacher documentation, such as instructional materials (teaching modules, annual plans, semester plans, educational calendars, Effective Day Analysis, and others). The school frequently evaluates educational quality reports, finds poor indicators for enhancement, and pursues continuous improvement initiatives. The school additionally advocates for the utilization of technology, like the e-report card application and the Dapodik program, to enhance data-driven decision-making and uphold sustainable educational excellence.

3.4 Evaluation of the Managerial Capabilities of School Principals in Implementing Total Quality Management.

an evaluation was conducted to provide a comprehensive overview of the three managerial competence indicators—conceptual, human relations, and technical skills—demonstrated by the principal in implementing Total Quality Management (TQM) at SD Negeri 13 Meurah Mulia. This evaluation aimed to identify strengths, weaknesses, and developmental priorities in the principal’s leadership performance. The findings indicate that each managerial dimension contributes differently to the institutionalization of TQM principles, shaping how effectively the school promotes a culture of quality, collaboration, and continuous improvement.

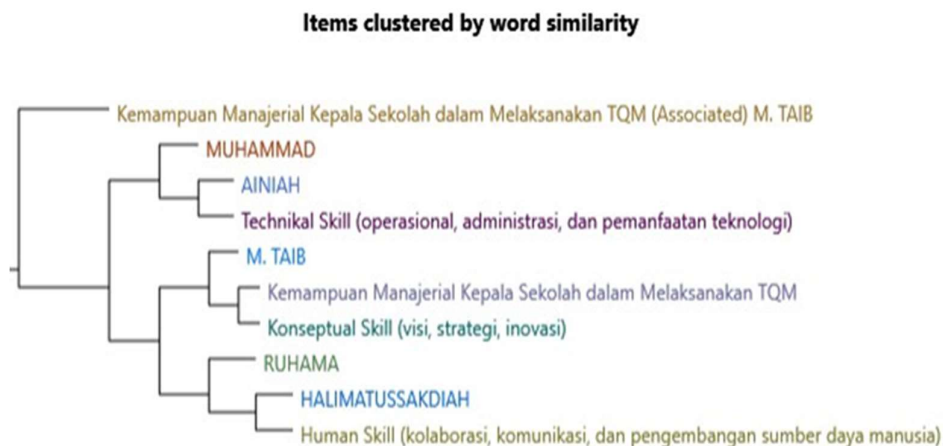


Fig.4. Conceptual Skill (Vision, Strategy, Innovation) Coding Distribution by Respondent in the Implementation of Total Quality Management at SD Negeri 13 Meurah Mulia (NVivo Output).

The NVivo cluster analysis visualization depicts the interconnection among the three domains of managerial competence—conceptual, human, and technical skills—in the implementation of Total Quality Management (TQM) at SD Negeri 13 Meurah Mulia. The cluster reveals that technical skills are the most prominent and unified dimension, evidenced by the robust lexical connections in the statements of participants, especially MH and AH. Their focus on administrative efficiency, digital integration, and operational structure indicates that the principal's leadership effectiveness is most prominently reflected in the technical and procedural aspects of TQM implementation. The results indicate that administrative and technological skills provide the foundation of excellent management within the institution. The principal and teachers collaborate to build curriculum-based learning tools that comply with the Merdeka Curriculum, while promoting a safe, conducive, and student-centered learning environment. Furthermore, the institution utilizes a data-driven methodology for quality assurance by conducting collaborative evaluations of quality reports, doing root cause analyses, and developing the School Activity and Budget Plan (RKAS) grounded in prioritized enhancement indicators. The utilization of digital applications—such as electronic report cards, self-managed performance documentation, and the national Dapodik database—exemplifies the incorporation of ICT in administrative and educational procedures. These practices collectively demonstrate that the technical skill dimension not only facilitates efficient school operations but also promotes transparency, accountability, and sustainability in the pursuit of continual quality improvement within the TQM framework.

5. Conclusions

This study shows that the effective execution of Total Quality Management (TQM) in public elementary schools is predominantly influenced by the managerial proficiency of school administrators, which constitutes the foundation of quality-driven school leadership. The principal of SD Negeri 13 Meurah Mulia has exhibited significant expertise in technical management, especially in structuring administrative processes and utilizing educational technology to facilitate decision-making based on data. These capabilities have facilitated the development of systematic procedures and reliable quality monitoring systems, guaranteeing that essential operational functions are in accordance with the school's long-term vision of ongoing enhancement. The use of data management tools and systematic documentation signifies advancement towards establishing a transparent and accountable Total Quality Management framework within the school's administrative culture.

Nevertheless, the study highlights enduring limitations in the areas of interpersonal connections and conceptual skills. The restricted collaboration among educators and personnel hinders the cultivation of collective ownership and shared accountability vital for the sustained implementation of Total Quality Management. Likewise, although conceptual planning—encompassing vision formation and program design—exists, its revolutionary potential is inadequately harnessed due to a lack of democratic participation and reflective conversation. Consequently, effective Total Quality Management necessitates a harmonious integration of conceptual, interpersonal, and technical competencies, wherein leadership guarantees procedural efficacy while promoting inclusive communication, motivation, and innovation. To attain this equilibrium, educational policymakers and authorities must engage in leadership development programs that prioritize collaborative leadership, interpersonal communication, and adaptive change management. Enhancing these competencies will empower school principals to foster a culture of collective dedication to quality—where improvement is maintained not via compliance, but through a unified professional mission and community-oriented educational excellence.

References

- Bakhtiar, A., Nugraha, A., Suliantoro, H., & Pujotomo, D. (2023). The effect of quality management system (ISO 9001) on operational performance of various organizations in Indonesia. *Cogent Business and Management*, 10(2). <https://doi.org/10.1080/23311975.2023.2203304;WGROUPE:STRING:PUBLICATION>
- Daniati, H., Rasyidiyah, S., Amuntai, K., & Selatan, K. (2022). School Administration With National Standards of Education to Improve the Quality of Education Indonesia. *Indonesian Journal of Education (INJOE)*, 1(2), 177–186. <https://doi.org/10.31538/NZH.V5I1.1852>
- Faiz, H., Al-Amin, M. F., Mundiri, A., & Fahmi, A. (2023). Transforming Organizational Quality Through Effective Administrative Training. *Communaire: Journal of Community Service*, 2(2), 157–167. <https://doi.org/10.61987/COMMUNAUTAIRE.V2I2.352>
- Habibi, A., Attar, R. W., Zhao, Q., Wijaya, T. T., Hendra, R., Alharmali, T. M., & Alhazmi, A. H. (2025). Validating the determinants of teachers' performance in vocational education: Indonesian perspectives. *Acta Psychologica*, 259, 105332. <https://doi.org/10.1016/J.ACTPSY.2025.105332>
- Hadna, A. H. (2022). AN EVALUATION OF THE SCHOOL OPERATIONAL ASSISTANCE (BOS) POLICY AND ITS EFFECT ON TEACHER PERFORMANCE IN INDONESIA. *MOJEM: Malaysian Online Journal of Educational Management*, 10(2), 1–14. <https://borneojournal.um.edu.my/index.php/MOJEM/article/view/35984>

- Hasan, M. F. (2025). Educational authority and regulatory legitimacy: comparing normative systems in pesantren and public schools in Indonesia. *Legal Pluralism and Critical Social Analysis*.
<https://doi.org/10.1080/27706869.2025.2556586>;PAGE:STRING:ARTICLE/CHAPTER
- Hidayat, H. (2024). Synergy of Public Administration and Education in Efforts to Improve the Quality of Education in Indonesia. *International Journal Administration, Business & Organization*, 5(3), 85–92.
<https://doi.org/10.61242/IJABO.24.439>
- Houston, D. (2007). TQM and Higher Education: A Critical Systems Perspective on Fitness for Purpose. *Quality in Higher Education*, 13(1), 3–17. <https://doi.org/10.1080/13538320701272672>
- Jamalus, Trisnamansyah, S., Sauri, S., & Iriantara, Y. (2023). Education Quality Management in Improving Junior High School Performance in Tangerang Regency. *International Journal Of Science Education and Technology Management (IJSETM)*, 2(1), 1–16. <https://doi.org/10.28301/IJSETM.V1I1.11>
- Listyaningrum, A. L., Buchori, A., & Soedjono. (2025). The Influence Of School Principals’ Managerial Competence, Teachers’ pedagogical Competence, And School Culture On The Quality Of Education. *AJIS: Academic Journal of Islamic Studies*, 10(1), 133–148. <https://doi.org/10.29240/AJIS.V10I1.12985>
- Marwan, M., Siraj, S., & Marisa, R. (2024). Model Pendidikan Berbasis Nilai Keislaman, Pancasila, dan Kearifan Lokal dalam Mendukung Kurikulum Merdeka. *Indonesian Research Journal on Education*, 4(4), 122–126.
<https://doi.org/10.31004/IRJE.V4I4.1087>
- Mawarni, M., N, N., & Ilyas, M. (2025). TIRTA Coaching-Based for Academic Supervision to Improve Teacher Professionalism. *JURNAL HURRIAH: Jurnal Evaluasi Pendidikan Dan Penelitian*, 6(2), 965–972.
<https://doi.org/10.56806/JH.V6I2.272>
- Mu’alimin, M. (2025). Rethinking quality management in higher education: experiences from Indonesia. *Quality Assurance in Education*, 1–15. <https://doi.org/10.1108/QAE-07-2025-0223/1331679>
- Nurjani, N., Susanto, N. W., & Hermina, D. (2025). The Concept of Principal’s Technology Competency in School Management Effectiveness. *AT-TAKLIM: Jurnal Pendidikan Multidisiplin*, 2(1), 200–214.
<https://doi.org/10.71282/AT-TAKLIM.V2I1.36>
- Prasetyo, M. A. M., & Salabi, A. S. (2023). School Effectiveness: Institutional Benchmarking for Vocational High School Management. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(3), 474–483.
<https://doi.org/10.23887/JPPP.V7I3.57587>
- Rosidin, A., Herawan, E., & Nurdin, D. (2025). Implementing Total Quality Management (TQM) in Education: Enhancing Competitive Advantage and Sustainable Performance in Educational Institutions. *AL-ISHLAH: Jurnal Pendidikan*, 17(2), 2289–2301. <https://doi.org/10.35445/ALISHLAH.V17I2.6361>
- Salabi, A. S., Muadin, A., Anggung, M., & Prasetyo, M. (2023). Improving the Quality of Learning Organizations through School Effectiveness. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 243–254.
<https://doi.org/10.37680/QALAMUNA.V15I1.2321>
- Santati, P., Sulastri, S., Perizade, B., & Widiyanti, M. (2022). Strategic Performance Measurement System in Higher Education in Indonesia: New Public Management Approach. *SRIWIJAYA INTERNATIONAL JOURNAL OF DYNAMIC ECONOMICS AND BUSINESS*, 6(1), 107–130. <https://doi.org/10.29259/SIJDEB.V6I1.107-130>
- Stanley, M. (2023). Qualitative Descriptive: A Very Good Place to Start. *Qualitative Research Methodologies for Occupational Science and Occupational Therapy: Second Edition*, 52–67.
<https://doi.org/10.4324/9781003456216-4/QUALITATIVE-DESCRIPTIVE-MANDY-STANLEY>

- Susanti, D., Anand, G., & Arifin, F. A. (2025). Leveraging school principals to address learning loss in Indonesia through group and individual targeting. *International Journal of Educational Development*, *112*, 103153. <https://doi.org/10.1016/J.IJEDUDEV.2024.103153>
- Susetyo, B., & Lie, A. (2025). Quality indicators of vocational schools: Partial least squares-SEM for small sample. *MethodsX*, *15*, 103620. <https://doi.org/10.1016/J.MEX.2025.103620>
- Widodo, Y. B., Fanana Akbar, K., Husni, U. M., Jakarta, T., & Syafaat, U. K. M. (2024). Effectiveness of Technology Use in Indonesian High Schools: Student Engagement, School Capacity, Teacher Performance. *International Journal of Business, Law, and Education*, *5*(1), 615–627. <https://doi.org/10.56442/IJBLE.V5I1.442>
- Wulandari, N., R, M. S. A., Patimah, S., Warisno, A., & Saputra, M. I. (2025). Integrated Quality Management to Enhance the Performance of Al Quraniyy Islamic Boarding School in Kotagajah, Central Lampung. *Journal of Research in Islamic Education*, *7*(1), 38–43. <https://doi.org/10.25217/JRIE.V7I1.2918>