

FACTORS INFLUENCING QUALITY WORK CULTURE IN EDUCATION IN INDONESIA: A CASE AT PGSD LAMBUNG MANGKURAT UNIVERSITY

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Abstract

This paper reports on a study that identifies the factors influencing quality work culture in education in Indonesia. In particular, this study focuses on teachers' trainee college. It was particularly because the students at the college will teach students primary schools after they graduate. Determining their quality is important so that they will be good agents for growing quality culture in primary schools, who will further impart their quality into the students to drive the organizations in the nation for the future. A case study approach was utilized to study deeply on the matter. Qualitative techniques such as observation, interview, and document study were utilized for collecting data. Altogether, 31 lecturers, 31 students, and 22 other stakeholders involved in this study. At the end, it was found that leadership, educational management, human resources management, information management, customer satisfaction focus, and partnership management are important factor that influence the quality work culture.

Introduction

Tilaar (1991) states that in line with the 21st century, which is labeled as the century of openness and creates the most basic changes, the humankind seek for high quality in all efforts and outcomes. This includes the educational institutions so that they produce quality personnel. So, educational institutions should be organized professionally and needs various innovative and creative ideas in their implementers' thinking methods, concept building, and actions.

Ibrahim Bafadal (2000) urges that knowledge expansion and technology evolvement is swift, sophisticated and never ends; they influence all humankind systems. So, educational institutions in which they contain the similar system inside are unable to skip from those effects of developments. As a result, each educational institution is expected to predict various possible change and fulfill the needs of quality management with these characteristics: (1) move more actively on its mission, (2) supports customer needs, (3) be proactive, (4) be competent, (5) the man power is more hardworking, (6) the man power continuously make efforts, (7) the leaders committed in empowering the personnel, (8) the leaders encourage personnel to upgrade their knowledge and effectiveness suitable with the nature of works, and (9) its planning is holistic and its implementation is at the lowest level (Hardjosoedarmo, 1997).

Education in Indonesia

Educational institutions with the above-stated characteristics are expected to create innovations and management transformation for the organization. However, Indonesian rate in Asian education (including Australia) in 1997 was rather low at the ninth. Japan, Hong Kong, Singapore, Australia, China, and Taiwan were rated at the first sixth chronologically. From the top 50 Asian HLI, only five from Indonesia including ITB (19), UI (32), UGM (37), UNAIR (38),

and UNDP (42). Another indicator of quality of education can be seen in Human Development Index (HDI) Indonesia. As an example, in 1998 Indonesia was at the 96th of 174 countries but improved drastically to be at 105 in 1999. This figure contradicts with suggestion that one of the main missions of education worldwide is its quality of products (Tilaar, 1991). So, in this global era, HLI that are not professionally managed and not maintain their quality will lose in various competes. They will not be able to make their people sustain in the global markets.

The Higher Education General Director's emphasizes that Indonesian education system management focuses on implementing continuous quality. This requires effective quality management implementation because organizations which implement continuous quality management can sustain in the global market (Venkatraman, 2007). This is partly because in the implementation of quality management, organizations are closely related with customer behavior (Mulyanto, 1999). These show that organizations should adapt competition-oriented, continuous improvement, high quality management system. In relation, Venkatraman (2007) addresses that quality includes "leadership and quality culture, continuous improvement and innovation in educational process, employee participation and development, fast response and management of information, customer driven quality and partnership development" to be practiced

Although many have realized the importance of quality management and its effects over the products and customers, Muhammad Fachry Gaffar (2004) still argues that HLI management in Indonesia is weak. Among the problems include: (1) uncertain bureaucracy that delays works; (2) low quality of humankind works; (3) work redundancy; (4) high leakage; (5) need of tight control; (6) limited locus of work freedom; (7) difficult to manage manpower; (8) unsatisfied output; (9) low ability to compete; and (10) feudalistic work culture. These make the HLI slow and limit the abilities to innovate. Consequently, the HLI graduates are not able to compete in the global market.

When the above-stated weaknesses are examined, it can be observed that the weaknesses of HLI falls at its work culture, organizational culture or individual and group culture in the organization which are still not appreciating quality culture as a work culture (Sujanto, 2008). This points out a serious question, why does this happen? In fact the HLI has been developed long time ago and is set as a community development agent.

Based on this premise, HLI (including Teachers Trainee College / Pendidikan Guru Sekolah Dasar (PGSD)) whose their graduates will serve other institutions (in this case is PGSD) should implement TQM so that customers can satisfy with their graduates. However, the question is whether the HLI especially the PGSD implements TQM in their operations? This arises because if the quality of PGSD is low, the qualities of their graduates who serve at primary schools are also low. As a consequence, the primary school leavers will enter the higher levels of schools until the HLI with insufficient quality. This is very important because what is gained at primary level will be inherited to the higher levels. In relation, Wilson and Collier (2000) have argued that in the context of national education, the primary school must be given priority. Everyone agrees that one cannot proceed to secondary school and later the HLI without doing the primary school. Para 3 in the Peraturan Pemerintah 28 (1990) states at least two functions of education at primary schools. First, the students will be able to absorb basic abilities in thinking critically and imagining through reading and writing (Joni, 1983). Second, it prepares students with foundational knowledge to proceed with education at higher levels.

The effects of primary level education over the higher levels have also been discussed by Stoops et al. (1967). According to them, the primary education is the most basic to all higher levels. They added that how students perform at the primary level determines how they will do at

secondary level as well as at HLI. So, it is true when Fuad Hasan and Sarwono Kusumaatmadja¹ state that the importance of education at primary level has been realized by countries worldwide by increasing their investments for the primary education, as seen in Arab Countries, Africa, Latin America, Japan, and Thailand (Dirjen-Dikti, 1991).

Because of its importance, the primary education should be seriously moulded in terms of its infrastructure and contents, in its process and outputs so that everything is of good quality. In terms of institutional management, the schools should be managed well so that it outputs school leavers who are socially and mentally matured. In the matter of academics, all elements at the primary schools including the manpower, curriculum, and other educational elements should be upgraded to meet and expand the mission (Amidjaja & Tisna, 1989). This shows that the quality of primary schools must be good. To achieve that, their teachers' quality must be good. This means that PGSD as the institution that trains primary school teachers must be able to produce good quality teachers, teachers who are competent.

Most of competency indicators can be measured from activities and teachers at school and in classrooms. Can teachers do teaching preparations well? Do teachers teach using suitable techniques and methods? Do teachers utilize media and teaching aids effectively? Do teachers assess students work correctly? These questions indicate whether teachers are competent, through their activities at school and in classrooms. In short, the school and classrooms record teachers' activities (referred to as the black box) in teaching and learning.

In upgrading teachers' competency, efforts should be taken at the pre-service education in teachers trainee colleges. This means that district officers should play roles. In addition, educational and training institutions are also responsible to train teachers so that everything is in line with latest climate in national education including educational theories and concepts. Co-operations among the three institutions which covers pre-service, in-service, and on-the-job training is compulsory, to upgrade teachers' competency in making teaching and learning process more effective.

Based on the above-discussed points, it is important to improve the quality of programs for teacher education to produce quality primary school teachers. Without improvement at teacher education level, the quality of education at primary level will be affected, hence will affect up to the HLI level.

The need for improvement of teacher education is more desired when reflected to the real situation, where teachers at primary schools are less able to compete. According to a study by National Education Development and Study Body (Balitbang-Diknas) in 1999-2000, there were 608,032 not qualified teachers out of 1,054,859. This means 57.6% teachers were actually not qualified to teach at the primary schools (Mastuhu, 2003). Similarly with South Kalimantan in which the quality of primary school leavers were below five for Nilai Ebtanas Murni. This is because the low quality and competency of teachers, which has been proven through competency test among the teachers where their competency levels were found between 50% and 60% (Dinas Pendidikan Kalimantan Selatan, 2007).

Besides the demand for quality among primary schools, quantity is also in demand in South Kalimantan. In 2004, the demand for primary school teachers in South Kalimantan was more than 5,000 (Kalimantan Selatan dalam Angka, 2007). Accordingly, institutions for primary teacher education should upgrade their institutions so that they can produce quality and professional teachers. This is important so that they can serve well when teaching.

¹ The previous Minister of Education and Culture and Menteri Negara Pendayagunaan Aparatur Negara 1988-1993

As discussed in the previous paragraph, it is an urgent need to study about problems and boundaries for implementing quality management at primary level, as resolutions and guidelines in nurturing education for the future. This type of study is important because current studies on education quality are more towards the 'functional production' theory that only suggests input factors in education process that determines the quality of education outcomes (Mulyani Ahmad Nurhadi, 2004). That type of study, which are based on the 'functional production' theory, do not relate with the black box in education process, where all inputs are organized not only at education level but also at the policy level. This has been argued by Mulyani Ahmad Nurhadi (2004) who stated education is not just about knowledge but also about management and application.

Mulyani Ahmad Nurhadi (2004) further stated that studying the black box in education process is not just by survey, either longitudinal or cross-sectional, but it requires case studies that consider success and failure at institutional level and understand their vision and mission in respected context. From the cases, generic lessons could be obtained to upgrade quality. This is in line with Zamroni (2003) who argues that works in improving quality through money and input quantity will not ensure the quality output as desired. It means that improving quality requires non-conventional methods and at the same time continuing the conventional efforts. In short Zamroni (2003) suggests improving the work culture to improve the quality of education.

Based on the above-discussed arguments, this study inspects the quality work culture with qualitative approach and case study so that 'what' and 'how' the actual black box of education process in teacher training colleges happens can be clearly explained. Educationists have made suggestions, and Dasar Pendidikan Indonesia has been introduced, but the quality of education in Indonesia is still low (Tilaar, 1991; Ibrahim Bafadal, 2000). Also, many people have realized about the importance of TQM in producing quality product, but its implementation in education in Indonesia is still weak (Muhammad Fachry Gaffar, 2004).

In addition, although studies found that organizations implementing corporate work culture can produce outstanding outputs with good quality (Djokosantoso Moeljono, 2003); the practice of work culture in HLI is non-identifiable (Mantja, 2008). When the root of weaknesses is examined, it was found that the weaknesses of HLI are at its work culture, organizational culture or individual and group culture in the organization which are still not appreciating quality culture as a work culture, and the existing is the culture of waiting for jobs and not creative (Sujanto, 2008).

To solve the problems as discussed in previous paragraphs, this study aims at identifying factors influencing quality work culture in teacher trainee colleges. The quality aspects by Venkatraman (2007) as discussed previously are referred to for summarizing the results. As mentioned earlier, case study is utilized. Hence, PGSD UNLAM Banjarmasin is scoped for the study.

This section addresses some problems regarding quality culture in primary education in Indonesia with background knowledge on education in Indonesia and quality management. The aim of paper is also stated at the end. Then, the methods to achieve the aims are discussed in the next section, followed with a section discussing on the results obtained from the activities. Next, the results are discussed in the following section with some recommendations for future works.

Methodology

This study utilizes qualitative approach, using words, concept, and information without numbers or algebra symbols (Brannen, 1997). Characteristics of qualitative are (1) natural setting, (2) descriptive, where descriptions is referred to exact period (Furchan, 1982), (3) focus on process, not the product, and (4) data tend to be analyze inductively (specific to general) (Furchan, 1982). The researcher involved completely in observation and interview. This technique is known as Complete Participant Researcher (Tholkhah, 2001). It means a researcher is part of

the study subjects. Qualitative approach with case study is utilized in this study. The case study is selected when the researcher intends to investigate deeply about a phenomenon in terms of what and why something happens; not only by its physical cues but also the unseen. In addition to that reason, the case study is utilized in this study because it can investigate multiple cases, which can be in political, economics, sociology, and other fields (Creswell, 2001).

This study applies the theoretical sample. Accordingly, purposive sampling is utilized, in which the main informer was identified to deeply study the case in the focus of study. The following main informers were identified through snowball sampling. It is new cases selection over the main case that can further explain, illustrate, and expand the concepts and theories outcome in this study. Sugiyono (2006) states that snowball sampling is a sampling technique that starts with small sample, and expands with recommendations of the existing sample. This is analogous to a snowball, which keeps growing. The expansion could continue until the gathered data contributes nothing significant (Creswell, 2001). In this study, 31 lecturers, 31 students, and 22 stakeholders (headmaster, teachers at primary schools, staffs at district education department) involved during data collection.

The respondents were interviewed on their experience and involvement, knowledge, and opinions regarding the profile and history of PGSD, programme vision including vision and mission, lecturers recruitment, entry requirement, target students, leadership, educational management, human resource management, information management, customer satisfaction focus, and partnership management. All data were recorded in qualitative forms in written, and audio taped.

The gathered data were analyzed using domain, taxonomy, component, and theme techniques, which are recommended by Spradley (1980). Domain analysis was used to address the problems regarding the implementation of TQM in PGSD UNLAM Banjarmasin in general. While, creating taxonomy for the sequences of problems regarding the implementation of TQM in PGSD UNLAM Banjarmasin was using the taxonomy analysis. Further, the component analysis was utilized in systematically identifying attributes and elements regarding the problems. It involves searching, reduction, grouping, and clustering into dimensions. Finally, the theme analysis was used to identify themes during the study. Internal and external themes regarding the TQM in PGSD UNLAM Banjarmasin were both identified.

Having collected the data through various qualitative techniques as elaborated in the previous section, this study deduces that the following are factors influencing quality culture in teachers' trainee colleges:

- (i) Individual and group culture inherited into an organization will influence the organization and form a new culture. The stronger the culture, the longer it takes to form a new culture. Hence, the quality culture is influenced by individual culture, in which the individual culture could be integrated into organizational culture with appropriate strategies. The creation of culture is influenced by continuous improvement works, intensive socialization of the organizational expectation, reward system, and monitoring.
- (ii) The formation of quality work culture with quality, values, and work culture standard formulation, which is understood by all members. The understanding should start with socialization, involvement at various levels, and monitoring. Involvement of all members in formulating basis creates the sense of ownership and responsibility as well as accountability among the PGSD members.
- (iii) Forming quality culture is not just by commitment of leaders only. It needs commitment of all staffs, academic and non-academic. Further, to from the commitment of all staffs, socialization alone is not enough. It requires leaders to show their practices. Also, supports of staffs' needs in terms of material and spirit are important.
- (iv) Staffs' competency improvement should be of focus by the PGSD in supports of customer services quality. The improvement should be well-planned, based on lecturers' needs

- (competency-based training). This means the training should be organized whenever competencies are found weak and need to be improved.
- (v) Strong commitment of a lecturer in improving teaching quality and making students active is an important factor in forming quality learning culture among students. This means the quality culture should start with a role model which is the lecturer. On the other hand, formation of lecturers' competency is done in a well-planned manner based on needs.
 - (vi) Innovative product culture among lecturers is influenced by the ability and writing culture which are supported by the institution. Without the ability and writing culture as well as support of the institution, the innovative and productive culture will not be developed. This means that the formation of innovative and productive work culture will work from awareness and commitment. It should be supported by supports of the institutions.
 - (vii) Autonomy in aspects including development of learning facilities and infrastructure and studentship and human resources should be supported with clear job specification. Besides, it needs a smart coordination for the creation of quality culture because the autonomy and coordination are important elements of TQM implementation.
 - (viii) Incentive for job accuracy strongly contributes to quality work culture, especially the accuracy and correctness of the services to students. However incentive alone is not enough to create and develop the quality work culture without healthy working climate. The healthy working climate could be formed through clear and easy communication styles such as informal and more as a family.
 - (ix) Works in satisfying customers are very important in managing PGSD to develop quality. It could be initiated through (1) identifying customer satisfaction through questionnaire and other informal techniques with students, (2) organizing workshops involving district education office, supervisor, headmaster, teachers, and alumni with lecturers and university leaders to formulate graduates competency and curricular, (3) asses and monitor graduates' competency periodically and continuously, and (4) it will improve customer satisfaction.
 - (x) Partnership with various parties is always based on customer satisfaction as the main aim. To support for customer satisfaction, the human resources in the partnership should be selected on certain competency criteria. It means that customer satisfaction must be guaranteed and commitment towards quality should be ensured in the partnership.

Discussion

Referring to the results in previous section, factors of quality work culture found in this study include standard operational procedure which is supported with official letters. This means quality work culture will accelerate with a clear system. Besides, leaders commitment towards quality, unite perceptions, staffs' commitment towards quality, planned and continuous competency improvement activity management autonomy, collaboration and partnership with external stakeholders, trust on transparent, responsible, collaborative, and loyal management, incentive and rewards, monitoring, and periodical and continuous assessment are also important in forming quality work culture. Based on the analyzed data, the quality work culture can be classified as listed in Table 1.

Table 1: Classification of quality work culture

1. Leadership
1.1 High leadership, collaborative, and collective.
1.2 The purposes are clarified in various ways, and exhibited to everyone.
1.3 The institution clarifies the long term expectations in detail.
1.4 System is organized following standards and guidelines.
2. Educational management
2.1 Design process involves all members in the institution.
2.2 Delivery is made through various ways including ICT.

2.3	Innovative design is provided with incentive and rewards.
2.4	Effective management is done with ethics, recognition, and punishment.
3.	Human resources management
3.1	Competency improvement training is done through workshop, seminar, and learning tasks.
3.2	Conducive climate with participative approach.
3.3	Encouragement is granted through rewards, incentive, and publicity.
4.	Information management
4.1	ICT is used effectively to socialize various bases for further actions.
4.2	Information is obtained from various reliable sources.
4.3	Information is the basis for the making of bases and guidelines.
5.	Customer satisfaction focus
5.1	Identifying customer needs is done by involving all parties.
5.2	Understand customer needs, involve customers in planning, assessing, and monitoring.
6.	Partnership management
6.1	All stakeholders are discussed with (head master, supervisor, Dinas Pendidikan).
6.2	All parties at PGSD are involved actively.

Table 1 explains that leadership, educational management, human resources management, information management, customer satisfaction focus, and partnership management are important in ensuring quality work culture in teachers' trainee college. The implications are big to the education in Indonesia. As mentioned earlier, the quality of education origins from the teachers. Hence, ensuring quality culture in the college can help teachers to have sufficient quality when they teach in schools. Further, the students in school are anticipated to gain quality education from the teacher.

The findings in this study are almost similar with Cruickshank (2003), who found aspects including training, customer focus, members' involvement, top management commitment, quality organization, strategic planning process, and information analysis are important factors. In addition, earlier research in different places such as Adebajo and Kehom (1999), Ahmed et al. (1999), Kanji and Yui (1997), Manley (1998), and Vermeulen (1997) found similarly. This shows that the factors remain important on a time spectrum. In fact, Ciampa has addressed in 1991 that the culture change could be made through a continuous program on quality (Ciampa, 1991). On the other hand, studies in America and England by Owlia and Aspinwall (1997) and Zairi et al. (2007) about quality improvement produce models. The model contains variables similar to this study. Among the similarities include the facts about quality planning (culture standard, vision, mission, purposes, characteristics and values from the beginning). Meanwhile, at Penn State University, the vision, mission, and major (in this study is referred to as PGSD culture) are some elements in leadership factor and strategic planning.

In relation, strategic planning in this study is part of the organization management process. The findings in this study confirm that quality culture in organizations will not be formed without a process. The processes should be started from the beginning, with basis as the guidance for actions among the members. It is inline with Hellsten and Klefsjo (2000) who clarify that TQM is a consistent management system towards the root of quality value, technique, and tool. The root of quality is the basis of quality work culture (Wilkinson & Dale, 2001). That is why the quality work culture should start by identifying the root of quality value and select techniques and strategies that strongly support values and finally apply the support tool correctly. Sirvanci (2004) mentions that organizations which implement TQM have changed their culture. The quality culture has been absorbed with elements such as team work, customer focus, and involvement of staffs and management. This means that quality work culture could be formed when TQM is integrated in the organizational culture and individual culture.

Also, according to Schien (1997), the work culture leads to togetherness. Hence Robbins (2001) mentions that a togetherness is formed by the members of the organization so that the organization is special than the others. It means the togetherness is a special element that makes a difference. This is because the work culture is the nucleus in the relationships among staffs. Later, this has also been firmly mentioned by Moeljono (2003). Besides, Mondy and Noe (1993) mention that work culture as a value system, confidence, in an organization that interacts with formal structure could form some norms. This is inline with findings by Hasri (2004) in Sekolah Tinggi Ilmu Ekonomi. The knowledge and understanding then become the strategy for being excellent. This is supported by findings of Djati (2003) that knowledge should be expanded in the implementation of innovative, systematic, holistic management. This means that organization should start with changing work culture towards quality culture.

Conclusion

As discussed at length in previous section this study has identified factors influencing the quality work culture in teachers' trainee colleges in Indonesia. The findings are inline with factors influencing quality work culture in other places. The factors are important for consideration to ensure the students of teachers' trainee colleges are competent in terms of their quality. When they are competent, with good quality, they could be good and competent teachers when they teach in schools. Hence, they will give benefits to their students in primary schools. In long term, these students (in the primary schools) will contribute to the nation. With competent teachers who they were taught by, it is expected that the new generation will inherit good quality from their teachers. Then, they manage the organizations in the country well.

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