



EDUCATION QUALITY MANAGEMENT AS THE DEVELOPMENT OF QUALITY STANDARDS OF HUMAN RESOURCES (SDM) TEACHERS IN MAN 2 MALANG CITY

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Abstract

Education is a crucial human right for the progress of a nation, especially in the era of globalization. In Indonesia, the quality of education still faces various challenges, one of which is the role of professional and competent teachers in improving the quality of education. This study aims to explore education quality management as a strategic tool for teacher human resource development at MAN 2 Malang City. The research method used is a case study with data collection techniques through participatory observation, interviews, and documentation. The results showed that the quality standards of teachers at MAN 2 Malang City include a minimum of S1 education that is linear with the field of study taught and has educator certification. In addition, teachers are required to have religious skills that are applied in all subjects. Quality management at MAN 2 Malang City is implemented through careful planning, teacher competency tests, and training programs to improve teachers' pedagogical, social, professional, and personality qualities. The findings emphasize the importance of quality management in teachers' professional development to achieve quality education in Indonesia.

Keywords: Quality Management, Teacher Human Resource Development, Quality Education, Educator Quality Standards, MAN 2 Malang City

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INTRODUCTION

مقدمة

Education is a human right need because humans are born with competencies that can be educated and educated well. In addition, education is the "heart" and "backbone" of the progress of a nation and state. The development and progress of a country can be seen from its success in improving and renewing the education system (Basyit, 2018).

Education is interpreted as an effort to foster behavior and personality and is oriented towards efforts to create life in the world and the hereafter (Langgulung, 1995). Education is not only the inheritance of cultural values in the form of intelligence and skills from the older generation to the younger generation, but it functions as a sacred duty bearer, namely developing individual potentials for the individual's use and then for the happiness of society.

In line with the challenges of global life, education is very important because education is one of the determinants of human resources (HR). The superiority of a nation is no longer characterized by the abundance of natural resources alone, but rather by the superiority of its human resources. The quality of human resources is positively correlated with the quality of education, and the quality of education is often indicated by good conditions, and qualifications in all components that must be contained in education. These components are input, process,

output, educators, education personnel, facilities infrastructure, and financing.

Education is inseparable from problems. There are two factors of problems in education, namely macro and micro problems (Kurniawati, 2022). Macro education problems include curriculum, education policy, education facilities, application of information communication technology (ICT) in education through the Internet, application of educational approaches and methods, education evaluation methods, education costs, education management, human resources of education actors, and national education standards. Meanwhile, on a micro level, the dominant factors that contribute to the quality of education are educators (teachers) and professionals, who are prosperous and there are many more challenges that education in Indonesia must face (Suryana, 2020).

Thus, teachers as determinants of the quality of education occupy a strategic position and take on many roles in the educational process in an educational institution. Teachers are professionals and also state that education personnel are experts who can implement and manage school administration to support the education process properly (SISDIKNAS, 2003). Therefore, it is a must for teachers to develop and improve their competencies to improve performance in carrying out their duties, because along with the demands of the times education in the future demands quality professional skills.

Teachers as professionals must be trained and educated academically and professionally and get formal recognition as appropriate. Teachers are human resources (HR) who are expected to be able to utilize all their competencies so that they can create a quality teaching and learning process and become a major factor in determining the quality of education.

In the current era of globalization, the quality of education is a determining factor in building competent and highly competitive human resources (HR). Quality education is not only measured by the infrastructure or curriculum applied but also by the effectiveness of quality management applied in educational institutions. Quality management in education covers various aspects, including planning, implementation, monitoring, and evaluation of educational programs to ensure high-quality standards. In Indonesia, the challenge of improving the quality of education is still a significant issue. Various efforts have been made to improve the quality of education, but many educational institutions still experience difficulties in achieving the expected standards. One of the key factors in improving the quality of education is the role of professional and competent teachers. Qualified teachers can significantly influence students' learning outcomes and their holistic development. Therefore, the development of quality standards for teacher human resources is very important in the context of education in Indonesia, especially in madrasah aliyah such as MAN 2 Malang City.

Education quality management is a very important concept in efforts to improve the overall quality of education. As a systematic approach, education quality management emphasizes not only continuous improvement but also monitoring and evaluation of all aspects of education. MAN 2 Malang City, as one of the leading educational institutions in Malang City and even East Java has carried out a quality assurance process in the development of educators' human resources. The background to the importance of quality management in this school lies in the need to ensure that every element of education, from the curriculum to the teaching staff, functions optimally. Qualified teachers not only provide effective teaching but also play an important role in shaping students' character and competencies. In this context, teacher professional development becomes a crucial aspect that must be considered and improved continuously. Therefore, this study seeks to explore how education quality management can

serve as a strategic tool in developing teachers' human resources at MAN 2 Malang City.

METHOD

منهج

This research uses a type of case study research to reveal the uniqueness or unique characteristics of the case under study. The presence of the researcher as the main instrument is very important in the entire research process, from planning, data collection, and analysis, to reporting the results. This research was conducted at MAN 2 Malang City, which has a total of 67 permanent educators and 23 non-permanent teachers. The data collected consists of primary data obtained directly from informants and secondary data from documents that have been processed by others. Data collection techniques used included participatory observation (active and passive), structured and unstructured interviews, and documentation. Data analysis was done descriptively with the stages of data condensation, data presentation, and verification. Data validity was checked through source, method, and theory triangulation techniques to ensure the credibility and confirmability of the research findings.

RESULT

نتائج

The quality standard of educators at MAN 2 Malang City is a minimum of S1 and linear with the field of study that he will later teach, as mandated in the Law on lecturers and teachers that the minimum standard for teachers is to have a strata 1 (S1) diploma. In addition to the above standards, teachers at MAN 2 Malang City must have an educator certificate (certification), both activities held by the Ministry of Religion and the Ministry of Education and Culture. Indicators of teacher quality standards at MAN 2 Malang City are not only S1 graduates and graduates from linear study programs, but also must have educator certification or have attended teacher professional education (PPG).

The quality standards of teachers at MAN 2 Malang City must have religious skills in all subjects, not only in religious subjects. One of the religious skills is that teachers can read and write the Quran. Teachers at MAN 2 Malang City are not only teaching knowledge but also must be able to guide children to have religious skills, one of which is being able to read and write the Quran properly, and this is not only specific to teachers teaching Religion subjects but also applies to teachers who teach knowledge (science) and social (social studies) subjects.

Teacher quality standards will not be achieved properly or maximally without going through a good managerial process as well, especially in terms of careful and good planning. Keep in mind that the implementation of quality management at MAN 2 Malang City must be by what is the vision, mission, and goals of the school; it is usually done as a way for Madrasahs to guarantee their quality. The quality standards of teachers in MAN 2 Malang City in its implementation must be in line with the vision, mission, and goals of the Madrasah because it is a *guideline* for the Madrasah in carrying out its educational programs.

Furthermore, the first step that must be taken is to know the strengths of each educational component. The first step in quality management carried out at MAN 2 Malang City is a teacher competency test to find out the weaknesses of each teacher, then a technical training program is held for all educational components to improve the weaknesses possessed by teachers in terms of pedagogical, social, professional, and personality competencies. Then there is a significant increase in the quality of human resources for teachers in Madrasah.

Education Quality Standards at MAN 2 Malang City

Education quality management is a crucial aspect in efforts to improve the quality of education sustainably. The concept of education quality management does not only involve setting academic standards but also includes strategic planning, policy implementation, and continuous evaluation and improvement to achieve optimal educational goals (Harris & Muijs, 2004). In this context, the importance of education quality management can be understood through a holistic approach that views education as a dynamic and complex system, where each including the curriculum, teaching staff, and infrastructure must function synergistically to produce quality educational outcomes (Utami, 2019).

The development of quality standards for human resources (HR) teachers at MAN 2 Malang City is one of the main focuses of the education quality management strategy. The quality standards of teacher human resources in this institution not only include academic qualifications such as S1 degrees and educator certification, but also emphasize aspects of religious skills that must be possessed by all teachers, both in teaching religious subjects and general subjects (SISDIKNAS, 2003). This is in line with legislation that stipulates that teachers must have adequate professional and pedagogical competencies to support an effective and quality learning process (*Undang-Undang Guru Dan Dosen*, 2009).

The significance of developing quality standards for teacher human resources at MAN 2 Malang City lies not only in fulfilling administrative requirements but also in efforts to form educators who are not only able to transfer knowledge but also guide students in spiritual and moral aspects. Within this framework, education quality management at MAN 2 Malang City integrates competency-based approaches and continuous professional development to ensure that each teacher not only meets minimum standards but is also able to contribute optimally to creating a quality learning environment (Rosni, 2021).

As part of this process, MAN 2 Malang City implements a comprehensive quality management strategy, which includes identifying the strengths and weaknesses of teacher human resources through competency tests, as well as implementing technical training programs to improve teachers' pedagogical, social, professional, and personality skills. This approach reflects the understanding that quality education cannot be achieved without deep attention to the professional development of educators as a key element in the education system (Utami, 2019).

At MAN 2 Malang City, the quality standards of teacher education are strictly regulated and structured, following the provisions of Law Number 14 of 2005 concerning Teachers and Lecturers which mandates that the minimum academic qualification for a teacher is a Strata 1 (S1) degree with an educational background that is linear with the subject area he will teach. The implementation of this standard is a fundamental step in ensuring that every teacher has an adequate knowledge base relevant to the subjects they teach (Lafendry et al., 2020). These academic qualifications serve not only as administrative prerequisites but also as the basis for ensuring that teachers can deliver subject matter with a deep and competent level of understanding. This is in line with the principle that appropriate academic qualifications are the foundation for high-quality teaching (Rosni, 2021).

However, this standard goes beyond meeting legal requirements. At MAN 2 Malang City,

the obligation for every teacher to have an educator certificate issued by the Ministry of Religious Affairs (MoRA) and the Ministry of Education and Culture (MoEC)-shows the madrasah's commitment to professionalism and accountability in education. This certification is a form of recognition of teachers' pedagogical, social, and professional competencies, which are obtained through a process that includes assessment of teaching skills, understanding of subject matter, and ability to interact with students and colleagues (Monika, 2021). This certification not only serves as formal recognition but also encourages teachers to continue developing their competencies following applicable national education standards.

The quality standards of education at MAN 2 Malang City go beyond the boundaries of basic academic qualifications. In practice, the madrasah requires teachers not only to have a bachelor's degree and educator certification but also to ensure that their educators have in-depth religious skills. These skills include the ability to read and write the Quran, which all teachers are expected to have, whether they teach religious subjects or general subjects such as science and social studies. This concept underscores that at MAN 2 Malang City, religious education is not only the responsibility of religious teachers but is an integral part of students' character and spiritual formation in all subjects (Rosni, 2021).

The presence of these minimum standards reflects MAN 2 Malang City's continuous efforts to maintain and improve the quality of education through a holistic and comprehensive approach. This shows that the madrasah is not only focused on achieving academic outcomes but also on developing teacher professionalism as a key pillar in achieving the goal of quality education. By integrating appropriate academic qualifications with educator certification and religious skills, MAN 2 Malang City is committed to creating an educational environment that not only meets national standards but also creates a comprehensive educational experience that benefits students' all-round development (Amri, n.d.).

Religious Skills as an Indicator of Teacher Quality Standards

1. Quran Reading and Writing Skills as a Teacher Quality Standard

Within the framework of education quality management, religious skills are one of the important indicators in the assessment of teacher quality standards at MAN 2 Malang City. This study reveals that in addition to meeting academic qualifications and educator certification, teachers at MAN 2 Malang City are required to have skills in reading and writing the Quran as an integral part of their competence. This requirement is not only limited to teachers who teach religious subjects but also applies to teachers who teach science and social studies subjects. This underscores MAN 2 Malang's holistic approach to teacher human resource development, where religious skills are integrated into all aspects of teaching. Teachers' Quran reading and writing skills serve as a spiritual foundation that enriches the learning process, as well as providing role models for students in understanding and practicing religious teachings. This approach is in line with the theory of value-based education, which emphasizes that education serves not only as a transfer of knowledge but also as the formation of students' character and spirituality (Reisa, 2022).

In practice, religious skills at MAN 2 Malang City are realized through training and developing teacher competencies that include aspects such as understanding Quranic interpretation, teaching Arabic grammar, and reading the Quran with correct tajweed. This illustrates MAN 2 Malang's efforts to make religious skills part of a broader quality standard that involves all components of education. The integration of religious skills in

the education curriculum bridges scientific development and spiritual development, which in turn can improve the quality of teaching and learning in the classroom. The implementation of this standard not only contributes to the development of teachers' religious competencies but also serves as an effort to create an educational environment that emphasizes religious values in all subjects taught (Yusuf, 2023).

2. Integration of Religious Skills in All Subjects

One of the important innovations in the education quality policy at MAN 2 Malang City is the application of religious skills as part of the teacher competency standards, which is not limited to religious subjects, but also applied in science and social studies subjects. This approach refers to the principle of integral education that integrates religious aspects in all dimensions of learning (Humaedi, 2013). Through this approach, it is expected that every teacher at MAN 2 Malang City not only acts as a teacher but also as a spiritual guide for students, who can assist students in linking academic knowledge with religious values. This is also in line with the concept of character-based education which emphasizes the importance of moral and spiritual values in formal education (Hidayatulloh et al., 2024).

The implementation of religious skills in science and social studies subjects at MAN 2 Malang City is a manifestation of the madrasah's vision to create a learning environment that is not only academic but also spiritual. Science teachers, for example, are expected to connect scientific knowledge with an understanding of God's creation, while social studies teachers can instill ethical and moral values in a social and cultural context (Tarsini & Ningsih, 2021). This innovation highlights the transdisciplinary approach in education, where learning is not separated into academic silos, but integrated with religious values to form a holistic and characterful student personality (Chanifudin & Nuriyati, 2020).

Thus, the application of religious skills as a quality standard at MAN 2 Malang City reflects a systematic and comprehensive effort to improve the quality of education through the development of religious competence involving all teachers, both in religious subjects and outside religious subjects. This effort is expected to have a positive impact on the quality of teaching and student character building, as well as creating an educational culture based on strong religious values.

Education Quality Management at MAN 2 Malang City

1. Good Managerial Process

Educational quality management at MAN 2 Malang City is based on systematic managerial principles and focuses on continuous improvement. This effective managerial process adopts a comprehensive strategic approach, following the PDCA (Plan-Do-Check-Act) cycle that has been widely recognized in the quality management literature (Riadi & Haryadi, 2019). PDCA, popularized by W. Edwards Deming, is a model that not only helps in planning and implementing educational programs but also in evaluating and improving educational practices to achieve optimal results (Taufik, 2020).

a. Careful Planning

The first step in the PDCA cycle is planning, which includes setting long-term goals and strategic plans to achieve educational quality standards. At MAN 2 Malang City, this planning begins with the establishment of the madrasah's vision, mission, and goals that underlie all educational activities. The vision and mission are developed by

involving various stakeholders, including teachers, students, and parents, and are aligned with national education policy and community needs (Rantauwati, 2020).

This planning involves identifying strengths and weaknesses, as well as opportunities and threats within the educational environment. For example, planning at MAN 2 Malang City involves SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to determine development priorities and set strategies to be implemented in the education program (Rochman, 2019). Through this process, MAN 2 Malang City can design curricula and activities that support the achievement of the madrasah's vision and mission and meet the established education quality standards.

b. Program Implementation

After planning, the next phase is program implementation. In this phase, the strategies that have been designed are applied in daily practice. At MAN 2 Malang City, the implementation of educational programs involves the delivery of teaching materials, the implementation of extracurricular activities, and the application of innovative teaching methods. The success of program implementation depends heavily on effective managerial support and the active involvement of all members of the educational environment (Rosni, 2021). In this context, MAN 2 Malang City emphasizes the importance of training and coaching for teachers to ensure that they can implement educational strategies well.

c. Evaluation and Improvement

The Check stage in the PDCA cycle involves evaluating the results of the programs that have been implemented. At MAN 2 Malang City, evaluation is conducted through various methods, including teacher performance appraisal, feedback from students and parents, and analysis of student learning outcomes. This evaluation aims to assess the extent to which educational objectives have been achieved and identify areas that require improvement. An effective evaluation should be based on clear and relevant performance indicators and equipped with mechanisms to collect data and conduct accurate analysis (Kusumadewi, 2024).

The results of the evaluation are then used to design the necessary corrective actions, which is the final step in the PDCA cycle. These corrective actions are formulated based on the evaluation findings and aim to address identified weaknesses and improve the quality of the education program. At MAN 2 Malang City, this process is carried out regularly to ensure that every aspect of the education program is continuously improved and adapted to the development of educational needs.

2. Implementation of Madrasah Vision, Mission, and Goals

The implementation of quality management at MAN 2 Malang City is highly dependent on the extent to which educational policies and programs are aligned with the vision, mission, and objectives of the madrasah. The vision, mission, and goals of the madrasah are not only formal statements but also the basis for all educational activities carried out. A clear vision and mission provide strategic direction and guidance in the process of planning and implementing educational programs (Afifah Maulidah & Kosim, 2022).

a. Program Alignment with Vision and Mission

In practice, MAN 2 Malang City develops educational programs designed to realize the vision and mission of the madrasah. These programs include curriculum development, organizing extracurricular activities, and implementing teaching methods that support the achievement of educational goals. These programs are developed based on an analysis of educational needs and adapted to the principles of school-based management which emphasizes autonomy and responsibility in education management (Khasinah & Elviana, 2022).

The vision and mission of the madrasah at MAN 2 Malang City include the goal of creating an educational environment that not only focuses on academic achievement but also on developing students' character and religious skills. This vision is implemented through a curriculum that integrates academic and religious aspects, as well as activities that support student character building. The success of the education program is greatly influenced by the extent to which the madrasah's vision and mission are translated into daily practice at school.

b. Stakeholder Engagement

To implement the vision and mission, MAN 2 Malang City involves all stakeholders, including teachers, students, and parents, in the process of developing educational policies and programs. This involvement is done through discussion forums, regular meetings, and constructive feedback. The active involvement of various parties in the scope of education is a key factor in creating an effective learning environment and supporting the achievement of educational goals (Khasinah & Elviana, 2022).

The implemented programs are also regularly examined to ensure that they remain relevant to the madrasah's vision and mission and can address the challenges faced in the education process. Continuous evaluation and policy adaptation based on stakeholder feedback are effective practices to improve the quality of education (Silitonga, 2022).

3. Teacher Quality Development Steps

Teacher quality development at MAN 2 Malang City is carried out through a series of strategic steps designed to improve the overall quality of teacher competence. These steps include identifying teachers' strengths and weaknesses, organizing technical training programs, and improving the quality of teachers' human resources.

a. Identification of Teacher Strengths and Weaknesses

The first step in developing teacher quality is identifying strengths and weaknesses through competency tests. These competency tests are designed to assess various aspects of teachers' abilities, including pedagogical, social, professional, and personality competencies. Competency tests are an effective tool for identifying teacher training needs and designing appropriate development programs (Rohman, 2020). At MAN 2 Malang City, competency tests are conducted regularly to evaluate teachers' qualifications and determine areas that require improvement.

b. Implementation of Technical Training Program

Based on the results of the competency tests, MAN 2 Malang City designed and

implemented a technical training program aimed at correcting the identified weaknesses and improving teachers' competencies. The training program covers various aspects, such as teaching techniques, learning strategies, and interpersonal skills. Effective training should be designed with teachers' specific needs in mind and conducted in a format that supports continuous learning (Edo et al., 2020). At MAN 2 Malang City, this training is conducted in the form of workshops, seminars, and practical training sessions involving educational experts and practitioners.

c. Improving the Quality of Teacher Human Resources

The next step is to improve the quality of teachers' human resources through continuous professional development programs. These programs involve providing opportunities for teachers to attend advanced training, courses, and other professional development activities. Continuous professional development is key to improving teachers' competencies and, ultimately, the quality of education provided to students (Mardhatillah & Surjanti, 2023). At MAN 2 Malang City, these programs are designed to support teachers in achieving higher competency standards and improving their teaching practices.

CONCLUSSION

خاتمة

The quality standards of education at MAN 2 Malang City demonstrate the institution's commitment to producing educators who are competent and have integrity. Teachers in this madrasah are required to have a minimum qualification of Strata 1 (S1) which is linear with the field of study taught, as well as an educator certificate recognized by the Ministry of Religion (Kemenag) or the Ministry of Education and Culture (Kemendikbud). In addition, religious skills, such as the ability to read and write the Quran, are an integral part of the competencies that must be possessed by all teachers, not limited to those teaching religious subjects.

This holistic approach underscores the importance of continuous professional development through systematic technical training programs to improve teachers' pedagogical, social, professional, and personality competencies. The implementation of the PDCA (Plan-Do-Check-Act) cycle in education quality management ensures careful planning, effective implementation, objective evaluation, and continuous improvement. The whole process is based on the madrasah's vision, mission, and goals, which emphasize the integration of academic and religious aspects to create an educational environment of quality and character.

With a comprehensive and structured quality management strategy, MAN 2 Malang City strives not only to meet national standards but also to build an educational environment based on strong religious and moral values. This commitment is expected to produce educators who can guide students in academic and spiritual aspects, and contribute to improving the overall quality of education.

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