**THE QUALITY ASSURANCE MANAGEMENT OF GRADUATES
IN MA'ARIF NU VOCATIONAL HIGH SCHOOL BOBOTSARI AND
MUHAMMADIYAH 2 VOCATIONAL HIGH SCHOOL PURBALINGGA**

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CHAPTER 1

INTRODUCTION

A. Background of the Research

As we know that quality is one of the important issues in education. This issue is known because of the presence of many of the problems that arise with the education system at the moment. Learners graduating from the educational unit, especially at the high school / vocational without preparation to meet the needs of the community when students were products of an educational system, and if the education system does not focus on quality will lead graduates incompetent and ultimately will sell well in the world of work

Achieving development in the field of education, especially in high school, needed refinement and improvement of education. Improving the quality of education relates to the quality of human resources as the executor of education. Human resources is one of the resources contained in the organization, including all the people who perform the activity. Resource is man's most important and crucial in education and is the only resource that has the intellect, feelings, desires, abilities, skills, knowledge, encouragement, power and work.[1]

The quality of education is not something that stands alone, but is the unity of interrelated as a process within a system. In other words, the issue of quality education cannot be separated from the three elements of education that is input, process, and graduates. Syafarudin and Nasution (2005) said that

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[1] Undang-Undang No. 20/2003 about National Education System

educational institutions is a vehicle for teaching and learning process for participants to improve the quality of learning, a lot of schools that have implemented the Total Quality Management so successful in the previous decade.[2]

Achievement of the quality in a good school is certainly needed to various series of quality school. Quality school here interpreted as the school as a whole to give satisfaction to the school community. Therefore, the quality of graduates attached to the school itself in its ability to utilize a variety of educational resources that exist. In order for an organization to have high competitiveness on a global scale, then the organization should be able to do the job better, effective, and efficient in producing high quality output and at competitive rates. To produce competitive output, then the future is no longer relying on comparative advantage, but also need to increase the competitive advantage

Resource management will have a competitive advantage if the human resources have a high potential to manage it. At the level of the school's main task is to help learners to discover, develop, and build capabilities that will make it abillity effectively to perform the duties of individual and social development in the present and future.

Vocational High School (SMK) as one institution that has the mission to prepare middle-level manpower which is able to fill these jobs and qualified professionals are expected to act as a superior tool for industries Indonesia to

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face of global competition. During this time users of labor among vocational school graduates still complaining that their competence is not optimal so that trust Business and Industrial World (DU/DI) against SMK graduates to be reduced, which in turn many vocational school graduates who do not obtain jobs and become unemployed. The development of quality vocational education in this era of globalization oriented towards improvement and competitive advantage, which is packed on improving the education system with reference to the standard practice competencies required of graduates of vocational.

Vocational education is also an investment to improve the quality of human resources, which is a key condition to boost economic growth, equal opportunity, and social change. Education and training is an attempt to develop human resources, especially for the development of intellectual abilities and personality. Formal education in an organization is a process of development towards the capabilities desired by the organization concerned, while exercise is part of an educational process which aims to improve the ability or skills of a person or group of persons.

In accordance with the purpose of SMK is as one of the institutions that prepare the workforce is requested to produce graduates as expected by the world of work, vocational school graduates are expected to have the life skills, competencies working in accordance with the job. A life skill is the ability of education, abilities, and skills needed to live a life with pleasure and happiness. The existence of these demands, SMK should be able to produce graduates

who are qualified and ready to work, competent for the job, have adaptability. To get the quality of high-quality graduates, the need for cooperation related parties.

The quality of vocational graduates influenced the success of the learning process in vocational, is not only seen from the end in the form of final exam scores but also views of the ability of students in each competencies required in accordance with competency standards. The success of education must be directed towards the indicator to change the quality of student behavior likes thinking behavior, social behavior, personal behavior, the behavior of responding to and resolving problems, addressing behavioral circumstances, the behavior of student independence, and others. The quality of vocational graduates should be developed and improved so that graduates of vocational acceptable work independently or self-employed with a competitive advantage in filling the era of globalization.

Factors that affect the quality of graduates among other principals as school managers and policy makers, teachers as a component of the most decisive with regard to teaching and learning, curriculum as a reference in the learning process, learning media and learning resources, facilities and infrastructure, as well as cooperation with other parties, especially the DU/DI on the implementation of PRAKERIN. The fact that not all graduates of vocational school graduates are competent in accordance with the competence of vocational school graduates.

The fact which happened in Maarif NU vocational high school Bobotsari and Muhammadiyah vocational high school 2 Purbalingga are in the last 3 years become a sensational talks among the practitioners of education in Purbalingga, due to obtaining significant achievements in various fields and dare to compete with state vocational high school in Purbalingga, and also from the quality of education which has been run looks qualified, it can be seen in terms of graduation can be described as follows:

Tabel 1.1 Final Examination's Average Score

School Name	2013/2014	2014/2015	2015/2016	Note
Ma'arif NU Vocational High School Bobotsari	5,65	5,75	6,01	-
Muhammadiyah 2 Vocational high Scool Purbalingga	5,83	5,92	6,13	Academic Year 2014/2015, 8 students got score 100 in Indonesian subject And 4 students in Mathematics

In addition, many achievements were successfully obtained by Maarif NU Bobotsari vocational high school and Muhammadiyah vocational high school 2 Purbalingga students from non-academic activities such as POPDA, OSN, Robotic Competitions, Islamic Sains and Olympic, sports competitions, etc in the local, regional and national levels. In addition, these two schools every year received an outstanding achievement, esspecially from the numbers of students; it can be seen in tabel of number of students as follows:

Tabel 1.2 Number of Students

School Name	2013/2014	2014/2015	2015/2016
Ma'arif NU Vocational High School Bobotsari	1308	1444	1520
Muhammadiyah 2 Vocational high Scool Purbalingga	1062	1132	1194

The interest of the public to send their children to study to these two schools was so high, whereas in terms of distance, these two schools is not less than 1 km, and if its compared with other schools, also the distance is only about 1 km to the south with State 2Vocational High School Purbalingga. It all happened because the efforts had done by Ma'arif NU Vocational High School Bobotsari and Muhammadiyah 2 Vocational High School Purbalingga in improving the quality of education, especially the quality of the of graduates so the people trust is already high.

The success made by Ma'arif NU Bobotsari Vocational High School and Muhammadiyah 2 Vocational High School Purbalingga cannot be separated from the strategies and tactics done in these two schools. As one of the existing private vocational schools in Purbalingga, of course, the School has a team of developers with a set of tactics and a set of strategies that have been made to manage the resources that exist in Ma'arif NU Bobotsari Vocational High School and Muhammadiyah 2 Vocational High School Purbalingga, both the power material resources and non-material resources in order to realize the main purpose of which is owned. The main purpose or main

ideals held in that era of dynamic and constantly moving the quality of graduates. This is something that makes the author interested in conducting research on a set of strategies and tactics used Ma'arif NU Vocational High School Bobotsari and Muhammadiyah 2 Vocational High School Purbalingga to assure the quality of its graduates.

From the above presentation, author interested to investigate as to whether the quality assurance management of graduates which made in Ma'arif NU Vocational High School Bobotsari and Muhammadiyah 2 Vocational High School Purbalingga

B. Problem Of The Research

Based on the description above, it can be framed problem of the research as follows:

1. What is the formulation of the quality assurance management of graduates in Ma'arif NU Vocational High School Bobotsari and Muhammadiyah 2 Vocational High School Purbalingga?

2. How is the model of implementation of the quality assurance management of graduates in Ma'arif NU Vocational High School Bobotsari and Muhammadiyah 2 Vocational High School Purbalingga?

3. How is the model evaluation of the quality assurance management of graduates in Ma'arif NU Vocational High School Bobotsari and Muhammadiyah 2 Vocational High School Purbalingga?

C. Significance of Research

The significance of this research are:

1. To describe the formulation of the quality assurance management of graduates do in Ma'arif NU Vocational High School Bobotsari and Muhammadiyah 2 Vocational High School Purbalingga.

2. To describe the implementation of the model quality assurance management of graduates in Ma'arif NU Vocational High School Bobotsari and Muhammadiyah 2 Vocational High School Purbalingga.

3. To describe the evaluation and controlling system the model of the quality assurance management of graduates in Ma'arif NU Vocational High School Bobotsari and Muhammadiyah 2 Vocational High School Purbalingga.

D. Benefits Of The Research

1. Theoretically, this research is expected to contribute ideas for the development of quality assurance management of graduates in vocational high schools. In other words, this study is expected to be a source of discussion and a source of inspiration, both for observers of education as well as for high school education practitioners involved in the implementation of vocational education.

2. Practically, the results of this study are expected to be a reference:

   a. For leaders or principals of vocational high school institutions in taking decisions related to the development of vocational high school education institution he leads.

b. for the School

As an effort to improve the quality of school management to ensuring the quality of education esspecially quality of the graduates.

c. for the researchers

Add knowledge of quality assurance management of graduates in order to implement the results of the author's research to the work place.

CHAPTER II

QUALITY ASSURANCE MANAGEMENT OF GRADUATES

A. THEORITICAL FRAMEWORK

1. Total Quality Management

a. Definition of Total Quality Management

TQM defined as a system-oriented management of customer satisfaction involves all members of the organization. In addition, TQM can be understood as an approach to run a business that tries to maximize the competitiveness of the organization through continuous improvement of the products, services, people, processes, and the environment.[3] It is both a philosophy and a set of guiding principles and practices that represent foundation of a continuously organization. It applies human resources and quantitative methods to improve the material and services supplied to an organization, all the processes within an organization, and the degree of to which the needs of the customer are met now and in the future. It integrates fundamental management techniques, existing improvement efforts, and technical tools in a disciplined and focused continuous improvement process.[4]

Equally signifacnaly TQM is about survival. It is mean that for ensuring that particular organization is the natural "first chice" for its

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[3] Fandy Tjiptono & Anastasia Diana, *Total Quality Management*, (Yogyakarta: Publisher ANDI, 2001), p. 3

[4] Brian B, Mansir &Nicholas R. Schacht, *Total Quality Management*, *A Guide To Implementation*, (Maryland, Logistic Managemenet Institute, 1989),p.1-3

potential customers. Every reader will be aware of having made deliberate choices to buy or not to buy a particular produst or service on the basis of personal satisfaction or dissatisfaction.The central determination in returning to a shop, a garage, arestaurant or holiday resort is most likely to be extent to which needs were met and how they were met.The choices which teachers apply in their own social and economic lives are now available to their cutomers.[5]

Furthermore, Gaspersz explains that TQM is a management concept that is based on the principles and concepts of quality development, which include the orientation process, involving everyone, the commitment of top management, vertical and horizontal communication effective, improvement continuous, consistent target human resource development, education and training, collaboration, and participatory planning. Another difference TQM approach includes two components, namely what and how to run a business. It is understandable that TQM is an approach to run a business that tries to maximize the competitiveness of the organization through continuous improvement on products, services / services, people, processes and the environment.[6] TQM is not a practical but strategic approach to running an organization that focuses on the needs of its customers and clients. It rejects any outcome other than excellence. TQM is not a set of slogans, but a deliberate and systematic approach to achieving appropriate levels of

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[5] John west-Burnham, *Managing Quality In Schools*, (Wiltshire, Redwood Book, 1997),p.9

[6] Vincent Gaspersz,, *Total Quality Management*, (Jakarta: PT Gramedia Pustaka,2002),p.7

quality in a consistent fashion that meet or exceed the needs and wants of customers. It can be thought of as a philosophy of continual improvement only achievable by and through people[7].

Definition of integrated quality as above is provide a clear framework that the essence of TQM or integrated quality management is actually the philosophy and culture (work) organization (phylosopy of management) are oriented on quality. Purpose (goal) to be achieved within the organization with TQM culture is to meet or even exceed what is needed (needs) and the expected or desired (desire) by the customer.

Thus, TQM can be defined as the management of the quality of all the components (stakehorder) concerned with the vision and mission of the organization. So, basically TQM was not loading or coercion, but TQM is more of an effort to do the right thing every time, rather than checks (cheking) at certain times when things go wrong.

TQM is not working for someone else's agenda, although the agenda was devoted to the customer (customer) and the client. Likewise, TQM is not something reserved for a manager senior and then missed goals that have been formulated.

Understanding TQM in detail are:[8]

1) Total: TQM is a comprehensive organizational strategy involving all levels and levels of management and employees, not just the external

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[7] Edward Sallis, *Total Quality Management in Education*, (London: Taylor & Francis e-Library, 2005), p. 25. E-Book
[8] T, Hani Handoko, *Human Resource and Personel Management*, (Yogyakarta, BPFE,1998) p. 13

end users and buyers, but also internal customers, suppliers, and even support personnel.

2) Quality: TQM emphasizes quality of service, not just defect-free products. Quality is defined by the customer, the customer expectation is individualized, depending on the background of the socio-economic and demographic characteristics.

3) Management: TQM is a management approach, not a technical approach to quality control is narrow. TQM implementation can increase organizational productivity (quantitative performance), improve quality (decrease errors and the level of damage), increasing the effectiveness of all activities; improve efficiency (decrease of resources through increased productivity), and doing everything correctly in an appropriate manner. Furthermore, the implementation of TQM in an organization can provide several key benefits that can ultimately improve the competitiveness of the organization.

The TQM approach differs from traditional management in the following ways: a) TQM focuses on customers absolutely. The firm customer focus brings competitive edge to the organization; b) "Products conquer markets" is the basic edifice of TQM; c) TQM takes the view that profits follow quality, not the other way around; d) TQM views total quality as having multi-dimensional attributes; e) TQM creates goal-directed connections between customers, managers and workers. Everyone is motivated to contribute towards quality. TQM empowers

each and every employee, regardless of level, to find better ways to work. Traditional management, in contrast, is monolithic: workers work and managers manage the workers; f) TQM is process-oriented, as against the traditional result-oriented approach; g) TQM favours a long span of control, with authority pushed down almost to the lowest level, as against short spans of control and many layers of authority in traditional management cultures. Accountability for quality is embedded at every level; h) TQM requires a multiskilled workforce with job rotation, in contrast to division of labour.[9]

b. The Principal of Total Quality management

Quality expert W. Edwards Deming uses 14 measures to implement quality improvement known as the 'Deming's Fourteen Points'. The measures were developed into five concept of effective TQM program are: continuous improvement, employee empowerment, performance comparisons (benchmarking), supplying the needs in time, and knowledge of TQM tools.[10]

While Juran developed the 'trilogy Juran' quality management, through the use of three management process, namely:[11]

1) Planning quality: product development activities and processes necessary to meet customer needs

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[9] R.R. Lakhe & R.P, Mohanty, 1994. Total Quality Management. International Journal of Quality & Reliability Management,Vol. 11 No. 9, p. 12 .*http:// www.emeraldinsight.com/toc/ijqrm/11/9. June 16th 2016*
[10] Ibid,p.33
[11] Joseph M Juran, *Quality Control Handbook*, (New York: McGraw-Hill,1986), p.44

2) Quality control: quality of performance evaluation activities, comparing actual performance with the goal of quality, and act on the differences.

3) Improved quality: ways to improve quality performance to the next level more than ever before.

TQM organizations are about much morethan responding to clients. They are much about cretivity, team work, celebration, growth, recognition and exitement as creating effective process, TQM is particularly aprropriate for school.[12]

FOCUS	Internal and external customers
DEFINITION	Meeting customer requirement
SCOPE	Every aspect of the organization
RESPONSIBILITY	Everyone
STANDARD	Right first time-fitness for purpose
METHOD	Prevention not detection
MEASUREMENT	Zero defect
CULTURE	Continous improvemnet

Picture 2.1 Defining total quality management[13]

In the development of the principles of TQM is not just the process approach and structure, as described earlier, TQM is more a systemic approach that also involves resource management activities human. Therefore, TQM substantially has two sides, namely the quality of

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[12] John west-Burnham, *Managing Quality In Schools*, (Wiltshire, Redwood Book, 1997),p.8
[13] Ibid,...p.9

quality hard side and the soft side of quality. Hard side of quality improvement efforts cover all production processes ranging from product design through the use of tools of control, And other organizational changes (the organizational structure, organizational culture). While the soft side of quality focused their efforts on creating employee awareness of the importance of customer satisfaction and a sense of commitment to always improve the quality of employees.

Basically TQM is an integrated system that is open and consists of three sides: System, tools and human resources. From the System, TQM is comprised of: Company Standarts, Quality Assurance, Quality Qontrol Circle, Policy Management Deployment, Suggestion Systems. From the side of the device include: seven QC Tools, 7-Management Tools, SPC. In terms of human resources are: work attitudes, work motivation, work culture (a culture of quality), competence, and leadership.

c. Quality Culture

Triguno (2000: 184) states "organizational culture is a mixture of confidence and norms defined as a pattern of behavior within an organization.[14] Organizational culture means that the pattern of values, beliefs, and expectations embedded and developed among members of the organization about the job. An organizational culture is useful for dealing with internal and external environment of the organization, so it

[14] Rindang Widuri and Asteria Paramita, 2007, Analysis of the Company's Relatioship between Cultural Role and Good Corporate Apllication. *Journal* 128 *The WINNERS, Vol. 8 No. 2, p.: 128. June 16th 2016*

needs to be instilled among members of the organization to be held perception, thinking and feeling their job properly.[15]

Organizational culture (organizational culture) as a system of shared meaning held by members that distinguishes the organization with other organizations. Further stated that the system of meaning together with a set of charactersthe key values of the organization.[16] According to Robbins characteristics of organizational culture are as follows:

1) Innovation and risk taking (Innovation and risk taking), is the extent to which the organization encourages employees to be innovative and take risks. Moreover, how the organization appreciated the measures risk-taking by employees and generate ideas of employees.

2) Attention to detail (attention to detail), is the extent to which the organization expects employees show rigor, analysis and attention to details.

3) Oriented to results (Outcome orientation), is the extent to which the management focus on results than attention to the techniques and processes used to achieve those results.

4) Oriented human (People orientation), is the extent to which management decisions take into account the effect of outcomes on people within the organization.

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[15] Schein, E.H, *Organizational Culture and Leadership*. (San Francisco: Jossey-Bass Publisher, 1985) p. 54

[16] Robbins, S.P, *Organizational Behavior, Tenth Edition*, (Singapore: PrenticeHall,2003), p. 525

5) Oriented team (Team orientation), is the extent to which work activities are organized around teams not only on individuals to support cooperation.

6) aggressiveness (aggressiveness), is the extent to which people within the organization to carry out aggressive and competitive organizational culture as well as possible. employees are encouraged to achieve optimal productivity.

7) Stability (Stability), is the extent to which the organization's activities emphasize the status quo as a counter of growth.

While Cameron and Quinn has adopted a competency framework of values (Competing Values Framework / CVF) based on the view that organizational culture is composed of values and beliefs held by members of the organization. An organization shows some of the characteristics that are grouped into four types:[17]

1) Clan: Culture is based on the norms and values associated with affiliate and workgroups.

2) Adhocary: Culture is based on openness to changes and risk taking.

3) Hierarchical: The culture that reflects the values and norms related to bureaucracy, as well as control, stability, and security.

4) Market: Cultural emphasis on productivity and efficiency.

The diversity of definitions of organizational culture suggested by experts describe the complexities of the culture of the organization itself.

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[17] Cameron, K.S. and R.E. *Quinn, Diagnosing and Changing Culture: Based on The Competing Values Framework.* (MA:Addison-Wesley.1999), p. 24

necessary efforts generating an organizational culture conducive to continuous improvement in which everyone can participate. Quality assurance also needs to be integrated into all processes and functions of the organization. All it requires changes in people's behavior, mental attitude and work practices in a variety of ways. Changing behavior and mental attitude of people is one of the most difficult management tasks, requiring great strength and persuasive skills and motivating. Seriousness is also required to facilitate and manage the cultural change towards a culture of quality.[18]

Quality culture consists of philosophies, beliefs, attitudes, norms, traditions, procedures, and hopes to improve the quality. Meanwhile, the notion of quality culture is a pattern of values, beliefs and expectations embedded and developed among members of the organization about the job to produce quality products and services.[19] Boan has developed a culture of quality through the performance effectiveness of the approach of the group, there are five dynamic factors that are believed to be components of a quality culture and is the basis for the development of participation, they are:[20]

1) Shared mental models: the vision or the representation of groups indicated by its members and helps people set goals for the betterment of the group. It is important for motivation and empowerment groups.

[18]B G, Dale, *Developing, Introducing and Sustaining TQM*, E-book, P.1-33. http://www.*samples.sainsburysebooks.co.uk/9781118762172_sample_383155. June 16th* 2016
[19]Hardjosoedarmo, S,*Total Quality Management*, (Yokyakarta, Andi, 2004), p. 88
[20]David M Boan, *The Era of Culture in Quality Improvement.* p.1-17. http://file.upi.edu/Direktori/FPEB/Prodi Pendidikan Manajemen Perkantoran. June 16th 2016

2) Perception: perception is the view shown cultural group, what they are concerned by what he had seen.

3) Communication: an effective group shown by the activity of both basic and complex communication behavior.

4) Hierarchy: The group organized through the distribution of responsibilities and decision making in a non-hierarchical.

5) Leadership: leadership for quality, the quality of leadership that communicates clearly and all the expectations associated with behavioral support quality is the core values of the organization. Needs the support and participation of leadership for quality improvement must be known and dipahamin well. Furthermore, to better understand the operational culture of quality, sashkin and Kiser in Hardjosoedarmo, has described the quality of the cultural complexity into eight elements of culture:[21]

a) Information quality must be used for repairs, not to judge or control members.

b) The authority must be balanced with responsibility.

c) There must be respect for the results achieved.

d) Cooperation, not competition is the basis for the working group.

e) Employees must obtain job security.

f) There must be climate justice.

g) Compensation must be fair.

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[21]Hardjosoedarmo, S,*Total Quality Management*, (Yokyakarta, Andi, 2004), p. 93

h) Each member organization must have a sense of ownership of the organization.

According to Henry Mintzberg (1992), the role of the leader are: 1) The relationship between individuals, it mean that they have function as exemplary leader, team builder, coach, director, mentor consultation; 2) Informal as monitor, disseminator of information, and a spokesman; 3) The decision makers, entrepreneurs, interrupt handling, resource allocation, and negotiators.[22]

Almost the same with these elements, Metri also has grouped the factors quality culture consists of: information for increase, the same powers over the responsibility, job security, climate fair, equitable compensation, cooperation, collaboration, learning and engagement, ownership.[23] It was developed in the form of an organizational culture that will enhance productivity, quality, and satisfaction consumers and employees. While the cultural characteristics of quality is as follows:[24]

1) Conduct according to the slogan.

2) Feedback from customers actively requested and used to improve the quality continuously.

3) The employees are involved and empowered.

4. The work is done in a team.

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[22] Rachmat, Manajemen Strategik, (Bandung,CV Pustaka Setia, 2014), p. 63-63

[23] Bhimaraya Metri, 1995, *TQM Critical Succes Factors for Construction Firms,Management*, Journal. p. 66. *https://www.efst.hr/management/Vol10No2-2005/4-Metri.doc*. June 10th 2016

[24] Fandy Tjiptono & Anastasia Diana, *Total Quality Management*, (Yogyakarta: Publisher ANDI, 2001), p. 75

5) The executive level managers engaged and involved: the quality is not delegated responsibilities.

6) Adequate resources are provided wherever and whenever needed to ensure continued improvement in the quality of menerus.33

7) Education and training are held so that employees at all levels have the knowledge and skills needed to improve the quality continuously.

8) The system rewards and promotions are based on contributions to the improvement of the quality continuously.

9) Co-workers viewed as internal customers.

10) The supplier is treated as a partner.

The establishment of a quality culture change organizational culture from the traditional to the culture of quality requires the following steps:[25]

1) Identify changes needed: a quality culture determines how people behave in it, responding to problems, and interact. Need to do a comprehensive assessment whether the organization in question already has the characteristics of a culture of quality.

2) Write down the changes planned: a comprehensive assessment of organizational culture that exists today also identified improvements that need to be done. These improvements require a change in the status quo. These changes are listed without a description or explanation.

[25] Fandy Tjiptono & Anastasia Diana, *Total Quality Management*, (Yogyakarta: Publisher ANDI, 2001), p. 84-86

3) Develop a plan to make changes: a plan to make changes to the model developed by Who-When-Where-How. Each of these elements is an important part of the plan.

4) Understand the emotional transition process: management must understand the phase of emotional transition through which a person when mengahdapi change. Emotional transition consists of seven phases, namely: shock, denial, realization, acceptance, the reconstruction (rebuilding), comprehension (understanding), and recovery.

5) Identify the key people and make them advocates of change: the key is people that can facilitate or impede the implementation of these changes. Key persons should be identified, involved and given the opportunity to express their opinions and concerns.

6) Apply a hearts and minds approach: people tend to react to change more based on the emotional level (hearts) rather than intellectual level (minds), at least in the beginning. Therefore, the proponents of change needs to implement communication strategies that regularly and openly.

7) Developing strategies courtship (fondness): is the stage where a relationship runs slowly but means toward expected.

8) Provide support: This strategy includes support material, moral, emotional person needs to undergo a change.

In Human Resources management, employees who already understand the overall values of the organization will make these values as an organization's personality. Values and beliefs that will translate into their everyday behavior in the work, so it will be the individual's performance. Supported by appropriate human resources management, systems and technology, corporate strategy and logistics, the performance of individuals that will either lead to better organizational performance anyway. Values in organizational culture very affect the motivation of the members in the work. So that a person can to function effectively within an organization, a person needs to know how to do or have to do anything, including how behave as members of the organization, particularly in the environmental organization.

With the clear organizational culture then one can understand the rules of the game to be performed, both in their job, as well as in interaction with fellow members in the organization. Self- confidence in undergoing this will bring affirmation to the person, who made him understand what to do and should not be done. Culture will increase organizational commitment and improve the consistency of employee behavior. From the standpoint of employees, culture

tell them how things are done and what is important (Gea, 2005: 326).[26]

d. The Relation Between TQM and Quality Assurance

Culture qualities necessary in all aspects of company operations, the process is done correctly from the beginning, defective products and waste removed from operation. TQM implementation relationship with a culture of quality among others by implementing the principles of TQM will be created a climate conducive to the realization of a culture of quality as follows:[27]

1) Rules of behavior of members of the organization will change: After all the systems overhaul and leadership is strong enough then the employees who have been educated and empowered will eventually show the quality of the code of conduct and begin to develop good work habits. Rules of good conduct that employees need to be internalized and maintained by maintaining a conducive work environment.

2) Among the employees will form a quality attitude: If the code of conduct is always well maintained and reinforced over time through leadership and system improvement and continuous education then they will be internalized by the personal attitudes and values conducive to quality. Employees will begin to understand and

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[26] Rindang Widuri and Asteria Paramita, 2007, Analysis of the Company's Relatioship between Cultural Role and Good Corporate Apllication. *Journal* 128 *The WINNERS, Vol. 8 No. 2, p.: 129-130. June 16th 2016*

[27] Hardjosoedarmo, S,*Total Quality Management*, (Yokyakarta, Andi, 2004), p. 42

appreciate why they should always take their job right the first time, in addition to good for him is also good for the organization.

3) In the organization can be created a culture of quality: If the attitude of quality has evolved over time and spread among the employees then this change will ultimately towards a culture of quality.

e. TQM In Higher Education

Quality of education is becoming important in the world of competitive environment. There is definitely a need to adopt change in the educational processes in order to improve and stay healthy in the business of education. Realistically, in higher education, TQM appears to be a systematic and a streamlined philosophy for quality management and management of change. In such a complex system as higher education, the diverse needs of customers and the process of satisfying them could be a major issue. It is, therefore, important to understand the bottlenecks/barriers present in education systems so as to successfully adapt TQM philosophies to higher education.[28]

TQM involves a paradigm shift in the mindset of the entire organisation. This can be achieved through systematic and strategic training of all the employees. The educational organisation may not have the required expertise to train the staff and may look for external consultants for training, especially to suit the requirements of education. Hence, TQM involves high cost, effort and time. Since educational

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[28] Patanjali Mishra & Asha Pandey, *Barriers in implementing total quality management in Higher Education*,(Journal of Education & Research for Sustainable Development, Online, Volume-1 (1) October, 2013) p. 6, June 16th 2016

institutions predominantly receive funds from the government, TQM may lead to overshooting of costs.

With such immense financial and resource considerations, TQM may not yield the expected benefits within a specific time frame. In industry, it is easy to measure, monitor and improve product characteristics as compared to the situation in higher education. In higher education, service quality deals with people, the time of delivery, intangibility (learning process is subtle to be measured) and difficulty in measuring successful output and productivity in a quality audit. It is definitely not easy to measure academic processes due to the involvement of numerous intangible factors. Hence, suitable models need to be adapted to measure quality in higher education.[29]

Quality in higher education, according to Article 11 of the World Declaration on Higher Education published by the United Nations, is a multi-dimensional concept, which should embrace all its functions and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, faculties, equipment, services the community and the academic environment. It should take the form of internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, which are vital for enhancing quality. Independent national bodies should be established and comparative standards of quality, recognised at

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[29] Patanjali Mishra & Prof. Asha Pandey, *Barriers in implementing total quality management in Higher Education*,(Journal of Education & Research for Sustainable Development, Online, Volume-1 (1) October, 2013) p. 8-9, June 16th 2016

international level, should be defined. Due attention should be paid to the specific institutional, national and regional contexts in order to take into account diversity and to avoid uniformity. Stakeholders should be an integral part of the institutional evaluation process. Quality also requires that higher education should be characterised by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances.[30]

2. Quality

a. The Definition Of Quality

According to Edward Sallis, quality or considered as something that is confusing and difficult to measure.[31] Quality or is something as a tug of war between absolute and relative concepts. However, he insists that quality is now more used as an absolute concept. Therefore, the quality has the same sense of goodness, beauty, and truth; or harmony that no compromise. Quality standards that include two, namely; based on the quality standard of products /services and based on the quality of the customer (customer).Then Sumayang stated quality is the degree to which the design specification of a goods and services in accordance with the functions and consumer, besides that quality is the level at which a

[30] John C. Friend-Pereira and friends, European Student Handbook on Quality Assurance in Higher Education, ESIB Chair 2002,(online) Handbook,p. 13
[31] Edward Sallis, *Integrated Quality Management In Education* , (Jogjakarta : IRCisoD) 2011,23

product of goods and services in accordance with the design specifications.[32]

Quality must be built into the product at all stages in order to achieve a high level of excellence. Quality as a predictable degree of uniformity and dependability, at low costs and suited to the market. Developing chain reaction; as quality improves, costs will decrease and productivity will increase, resulting in more jobs, greater market share, and long-term survival. It is the worker who will ultimately produce quality products. Quality become worker pride and satisfaction rather than the establishment of quantifiable goals.[33]

Others said that the quality is the degree (level) the benefits of a product (work/effort) in the form of goods or services, whether tangible or intangible. According to Juran, quality is fitness for purpose or benefit. While Crosby believes that quality is conformance to requirements covering availability, delivery, reliability, maintainability, and cost effectiveness. Meanwhile Deming suggested that the quality must aim to meet the needs of students now and in the future. Elliot, stated that the quality is something different to different people, and depending on the time and place or is said to be fit for purpose. Likewise with Goetch and Davis, the quality is a dynamic condition associated with the service, people, processes and environments that meet or exceed what was

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[32] Lalu Sumayang, *Production and Operation Management,* (Jakarta: Salemba Empat, 2003),p.321.
[33]Wiiliam Edward Deming, *Quality, Productivity, and Competitive Position*, (Cambridge: Mass),1982, 14

expected.[34]

According to Umaedi, in the framework of the general, the quality implies a degree of excellence of a product (yield/work/effort) in the form of goods or services that are tangible and intangible. The quality is a comprehensive overview and characteristics of the goods or services which show the ability to formulate the expected demand. In the context of education, the notion of quality is include input, process and output of education.[35]

Deming proposes fourteen grains of thought that can be used to improve the quality and productivity of an organization and also it can be done in the field of education,if the institution or school hold quality activity or programs so the institution or school will get quality assurance predicate. The Deming's thought are:

1) Create a goal steady to repair products and services, this thought have to do in the institution or school with the aim that the school will be more competitive and keep it running maximally and provide wider job vacancies.

2) Adoption of a new philosophy. The purpose of this thinking is the management must establish and accept the challenge, must learn to be responsible, and using leadership to create a fundamental change in doing any work activity, so that the products or services produced will be flawless or zero deffect.

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[34] Rusman, *Curriculum Management,* (Jakarta: Raja Grafindo Persada, 2009), p. 554-555

[35] Imam Mujtaba, 2015, *Study Problem and Studying Early Childhood*. Article. http//: www. *fipumj.ac.id/*artike*la87ff679a2f3e71d9181a67b7542122c. June 16th 2016*

3) Avoid dependence on mass inspection to achieve quality. It mean that theinstitution or school have to eliminate the need for a fundamental examination in bulk or in large quantities, institutions or schools should create a quality product from the beginning was to be the main thing

4) End the practice of business respect to the price. In this case, the school or institution must eliminate the low contract which will cause the failure of quality, and move towards a single supplier for any one item, create long-term relationships based on loyalty and trust

5) Increase the constant production systems and services to improve quality and productivity. It mean that the institutions or schools must improve the quality and productivity into the maximum using the work programs which apply a quality program, and it will make the cost of production decline continuously

6) Instituted vocational training. This thought has a meaning that the istitututions or schools should conduct training to employees, so that employees become skillfully and competent to do in every job he does, create a clear program of training for employees

7) Institutionalized leadership. A leader provides encouragement, motivation, feedback, stimulation and supervision so that employees can work with the maximum power. Interest of supervision should be to help people, machines, and equipment to do a better job. Improve

the quality of management oversight and supervision of production workers.

8) Remove the fear that everyone can work effectively so that everyone can work effectively for the company or schools

9) Describe the barriers between departments. It mean that the people who are in every department as on the research, design, sales, and production must work as a team orin the school we call it curriculum affairs, students affairs, human relation affairs and equipment affairs, to anticipate the results of the production and use, so the problem can be detected early in the process to produce a product or service.

10) Eliminate slogans, exhortations and targets and increase productivity without increasing the workload. A leader must provide supervision and advice. Oversight is rigid and authoritarian only create the opposite relationship, supervision of this model is a major part of the causes of low quality and low productivity belong to the system and thus the work will be beyond the power of labor.

11) Eliminate work standards using a numerical quota, change with leadership

12) Remove barriers that deprive pride of empoyee as expertise. The responsibility of supervisors must be changed from sheer numbers to quality.

13) Instituted various educational programs that improve morale and work quality improvement, the intention of this thougt is an institution doing educational programs to create improved quality of the results.

14) Put everyone on the team work in order to transform. Transformation is the duty of everyone. Then an institution must make a decicion to make a clear job description about the duties and functions of each employees, and make all the employees can work well and be responsible for each job.[36]

Quality as fitness for use in terms of design, conformance, availability, safety, and field use, more closely incorporates the point of view of the customer, measure everything and relies on systems and problem-solving techniques. Ten steps to quality improvement are:[37]

1) Build awareness of opportunities to improve.

2) Set goals for improvement.

3. Organize to reach goals.

4. Provide training.

5. Carry out project to solve problems.

6. Report progress.

7. Give recognition.

8. Communicate results.

9. Keep score.

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[36] Fandy Tjiptono & Anastasia Diana, *Total Quality Management*, (Yogyakarta: Publisher ANDI, 2001), p. 50-53
[37] Joseph M Juran, *Quality Control Handbook*, (New York: McGraw-Hill,1986), p.19

10. Maintain momentum by making annual improvement part of the regular systems and processes of the company.

Quality is free because the small costs of prevention will always be lower than the cost of detection, correction, and failure.[38] Like Deming, he has his own fourteen points:

1) Management commitment: Top management must become convinced of the need for quality and must clearly communicate this to the entire company by written policy, stating that each person is expected to perform according to the requirement or cause the requirement to be officially changed to what the company and the customers really need.

2) Quality Improvement Team: Develop a team composed of department heads to oversee improvements in their departments and in the company as a whole.

3) Quality Measurement: Establish measurements appropriate to every activity in order to identify areas in need of improvement.

4) Cost of Quality: Estimate the costs of quality in order to identify areas where improvements would be profitable.

5) Quality Awareness: Raise quality awareness among employees. They must understand the importance of product conformance and the costs of nonconformance.

6) Corrective Action: Take corrective action as a result of steps 3 and 4.

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[38] Philip B Crosby, *Quality is Free*, (New York: Mcgraw-Hill,1979),p.15

7) Zero Defects Planning: Form a committee to plan a program appropriate to the company and its culture.

8) Supervisor Training: All levels of management must be trained in how to implement their part of the quality improvement programme.

9) Zero Defects Day: Schedule a day to give a signal to employees that the company has new standard.

10) Goal Setting: Individuals must establish improvement goals for themselves and their groups.

11) Error Causes Removal: Employees should be encouraged to inform management of any problems that prevent them from performing error-free work.

12) Recognition: Give public, non-financial appreciation to those who meet their quality goals or perform outstandingly.

13) Quality Councils: Composed of quality professionals and team chairpersons, quality councils should meet regularly to share experiences, problems, and ideas.

14) Does It All Over Again: Repeat steps 1 to 13 in order to emphasize the never ending process of quality improvement.

The following are a few definitions of the word *quality* that should provide a basis for developing many more. Quality is:

1) When a product is consistently represented.

2) An attitude of excellence with an objective of error-free performance shared by all employees.

3) Achieved through dedicated and Skilled employees, modem facilities, controlled manufacturing processes, continuing education, and a positive work environment.

4) Directly related to superior value and performance and is provided to customers in terms of productivity improvements, reduced operating costs, and outstanding service.[39]

Based on expert's opinion can be concluded that the quality is a philosophy and methodological about size and the level of good and bad of an object, which helps institutions to plan change and set the agenda a draft specification of goods and services in accordance with the functions and consumer agenda in the face of external pressures excessive.

b. Standards or parameters of quality education standards

Parameter Standard/parameter is the size or the barometer by which to judge or measure something. It will be important for us to know, especially in order to realize a quality education. If we refer to the Government Regulation (PP) No. 19 of 2005 on National Education Standards. National education standards above, there are eight (8) things that must be considered to achieve quality education, are:[40]

1) The Standard content, is the scope of material and level of competence as outlined in the criteria concerning the competence of graduates, competence competence subjects of study materials, and planning for

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[39] Jack, P, Pekar, *Total Quality Management: Guiding Principles for Application*, (Philadelphia: ASTM Manual Series, 1995), p. 9

[40] Government Regulation (PP.) No. 19 Year 2005 on National Education Standards, Chapter I,

learning that must be met by learners at the level and type of education.

2) The standard process is a national education standards relating to the implementation of learning in the educational unit to achieve competency standards.

3) The standard of teachers and education are Pre-and eligibility criteria physically and mentally, as well as education in the office.

4) The standard of facilities and infrastructure is a national education standards relating to the minimum criteria of the study, where sports, places of worship, libraries, laboratories, workshops, a playground, a place to be creative and recreation, as well as other learning resources, needed to support the learning process, including the use of information and communication technology.

5) Management standard is the national standard of education related to the planning, implementation and supervision of educational activities at unit level of education, district / municipal, provincial, or national level, in order to achieve efficiency and effectiveness of education.

6) Standards of the governing the financing of components and the cost of operating the educational unit that applies diving one year.

7) Educational assessment standards are national standards relating to the mechanisms, procedures, and assessment instruments learning outcomes of students. The national education standards serve as a basis for planning, implementation, and monitoring, education in

order to realize the national qualified education[41]. also has an aims to guarantee the quality of national education in the context of national life and form the character and civilization which noble.[42] The standard above most it is important to note that educators and educational standards. Where an educator must have the competence as agents of learning in primary and secondary education as well as early childhood education, are:[43] peadagogik competence, The personal competence, professional competence, social competence.

There are four standard of the quality of education in order of priority are as follows: the teacher, curriculum, academic atmosphere and a source of knowledge.

1) Teacher

Quality education is determined the quality and commitment of a teacher. The teaching profession less attractive in many areas because it does not promise financial well-being and professional awards. Therefore, with the formulation of a clear level of professionalism, the quality of teachers can be maintained properly. Of course this is also related to the award of professionalism gained in each of the levels. Teachers should also be responsible for building the academic atmosphere in the classroom. The atmosphere is in fact aims to shape the character of students is mainly concerned with the

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[41] Supriyanto Journal of Science Education Quality Education Journal of Science Education Quality Education Primary Schools in Region Dissemination November 1997, Volume 4, 225.

[42] Supranto, J, *Statistic, Theory and application*, (Jakarta: Erlangga.2001),p.288

[43] Supranto, J, *Statistic, Theory and application*, (Jakarta: Erlangga.2001),p.292

academic values main scientific and creative attitude. Teachers need to emphasize the core values associated with the development of scientific and creative attitude in every task given to students, guiding students in solving a problem or also in answering questions from the students. To teach effectively, teachers will be trained continuously (bukanhanya once) and will primarily be equipped with knowledge about good teaching and how to assess effective. So expect the teachers to develop their own way of teaching, can improve their own knowledge and also be able to collaborate with other teachers.

2) Curriculum.

The curriculum here is not just a collection of activities, he should be coherent between one activity to another. In the curriculum, should also be considered how to keep the materials provided can challenge students so that did not make them feel bored with the repetition of material. Of course this does not mean varying the topic at hand but rather to use a variety of alternative ways of learning to deepen a topic or apply a topic on a variety of real problems that are relevant. The curriculum must also include clear about the ways of learning (learning) and method of evaluation (assessment) which is used in the classroom. How learning run must make students understand correctly the fundamental things. This understanding is not only based on the results of teaching in one direction from the teacher to the student, but rather an understanding of emerging from student

activity in establishing his own knowledge by assembling the classroom learning experience and knowledge have had before.

3) Atmospheric Academic

Academic atmosphere aims to shape the character of students is mainly concerned with the academic values main scientific and creative attitude. The atmosphere is built from the interaction between the students, of the interaction between students and teachers, interaction with parents and also the atmosphere created a physical environment. Teacher plays a central role in building the academic atmosphere in teaching activities in the classroom and apply to all involved in the education system. The next question is how to develop a scientific attitude and creative in the operational activities of daily education? For this we need to be aware of the core values that should be instilled into all the components involved in educational activities organized. Scientific attitude in question is the attitude that respects intellectual results either from himself or others, as well as critical in accepting the intellectual hasilhasil. While the intention here has a creative attitude attitude to constantly mengembangkankemampuan solve problems and develop knowledge independently. To build a Scientific Attitude needs to be instilled values of honesty (honesty), and the value of the criticality (skeptics). As for building a creative attitude needs to be instilled the value of persistence (perseverence), and the value of curiosity (curiosity) Further core values need to be

translated into the various codes of conduct that guide the operational activities of everyday education, such as the strict prohibition of cheating, the urge to express opinion and asked, respect for differences, respect for hard work, the drive to solve their own problems, openness to correction and so on. These activities further should be done every day and continuously monitored developments by their duly authorized.

4) Scientific Source

Scientific Source here is in the form of infrastructure in teaching activities, namely books, visual aids and technology. All these things should be exploited properly to support any teaching process and also in building the academic atmosphere to be created. Moreover, to adopt approaches concrete teaching, the teacher should be able to use common things around us such as: currency and clocks, as props.

c. Efforts to improve the quality of education

1) Improving the teacher's quality

Teachers who have a very important position and strategy in the development potential of peerta learners. In the self gurulah dignity and safety of a future nation with the planting of the basic values that lofty as the ideals of national education by establishing a prosperous and inner personality, which is taken through religious education and general education.

Therefore, it should be able to educate diperbagai it, so he became an educator proportional. So as to educate students in creativity and their daily lives. To increase the professionalism of educators in learning, needs to be improved through the following ways:

a) Hold Upgrading, According to Roestiyah, upgrading is all business education and experience to improve the skills of teachers to pair their knowledge and skills in accordance with the progress and development of knowledge in the respective each fields.[44] While upgrading activity itself is addressed:

   (1) Enhance the quality of personnel as their own profession.

   (2) Increasing the efficiency of work towards achieving optimal results.

   (3) Development and increased employment excitement upgrading prosperity.[45] So it can increase the effectiveness and efficiency of work, expertise and improvement of education especially to face the globalization stream.

b) Classes follow-Education Course This will add insight, while courses usually include education Arabic and English and computer skills.

c) Multiply Reading Being a professional teacher not only master or read and only guided by one or several course books, teachers berprofesial be a lot of reading various kinds of books to add resource materials to be delivered so as educators will not lack the

[44]Akhmad Sudrajat, 2013, Guidance and Councelling In School, Journal. *https://akhmadsudrajat.files.wordpress.com. June 15th 2016*

[45] Ibid .., 116.

knowledge-knowledge and informasiinformasi emerging and developing in society.

d) Held for other school visits (comparative study). A very important thing a teacher visits between schools that will broaden knowledge, exchange ideas and information about the progress of the school. It will add to and complement yangdimilikinya knowledge and to speak against the problems and shortcomings so that the improvement of education will be achieved quickly.

e) Relationships with students hold the mayor held a meeting with the student trustee is important, because with these teachers and parents will be able to communicate with each other, knowing and keeping learners and can lead to positive actions. Because of hours of education provided in schools is small when compared to hours of education in the family.

2). Improved material

Method is a tool used to achieve the goal, then as one indicatordalam improving the quality of education needs to be an increase in the use of methods. improved methods here, not invent or create a new method, but how its application, or its use in accordance with the material presented, so get satisfactory results in the learning process. The use of these methods should vary according to the subjects being taught so that students will not feel tired and bored or

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monotonous. For that reason in the delivery methods educators should pay attention to the following matters:

a) Always goal oriented

b) Not only attached to an alternative course

c) Use various methods as a combination, for example: lecture with a question and answer session. So the effort is an attempt to improve the quality of education learners increasingly modern era.

3). Improved Means

Means are tools or methods and techniques used in order to improve the effectiveness of communication and educational interaction between educators and learners in the process of education and teaching in school.[46] terms of these facilities need to be considered their quest to improve as follows:

a) Understand in depth about the functionality or usability of media education

b) Understand the proper use of media education in teaching and learning interactions

c) Making the media should be simple and easy

d) Choosing the right media in accordance with the purpose of danisi material that will be taught. All schools includes equipment and supplies on infrastructure.

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[46]Akhmad Sudrajat, 2013, Guidance and Councelling In School, Journal. *https://akhmadsudrajat.files.wordpress.com. June 15th 2016*

4) Improving the Quality of Learning

In any learning process experienced by learners forever smoothly as expected, sometimes experiencing difficulties or obstacles in studying these obstacles need to be overcome by a variety of businesses as follows:

a.) Interest in learning students stimulation

In touch with one's feelings. Education should use the appropriate method to stimulate interest in learning and studied both in terms of language or mimic of the face by varying each of the methods used. From here raises the name of love to the field of study, because teachers are able to provide stimulation to the learners to learn, because it served really about or lead to self-learners who performed in daily life. Furthermore, after the students turned to the education of the educators provide motivation kontinew stay.

b) Providing Motivation

Motivation is a driving learners useful to foster talent and drive the learners are integral in the world of learning, ie the value of life is taken from sisitem learners and addressed to the explanation tasks.

d. Religius Culture

School culture has a strong impact on the job performance. School culture is a more important factor in determining the success or failure of the school. If the performance is caused by the creation of a school culture

that departed from and inspired by the Islamic teachings and values, it will get double values, ie from the school view itself. its will have competitive and comparative advantage while maintaining religious values and on the other hand, the school's stakeholders such as school's principals, teachers, other education personnel, parents and learners have been practiced the God's values, so they not only get the quality of the world but also get "reward" from God reward and will make an effect to the next life.

Development of religious culture in schools is part of habituation application of religious values in the social life of the school and in the student's community. Habituation has the goal to implant the values of Islam which is obtained by the students from the school to be applied in daily activities. According Muhaimin, Religious cultural development strategy within the school community through three levels, namely shared values level, daily practices level, and cultural symbols level[47]. At the shared values level, need to be jointly formulated about religious values and needs to be developed in the school, the next step is build the commitment and loyalty together among all citizens of the school to reach the vertical values and horizontal values and also the relationship with the natural surrounding.

e. Quality In Islamic Perspective .

Islam teaches Muslims to compete in goodness (*Fastabiqul Khairot*), to be able to compete in doing good (quality), the first thing is must

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[47] *Benny Prasetya*, Quality Culure Development In The School, (Probolinggo, *STAI Muhammadiyah Probolinggo, 2014) p. 280*

understand what goodness, why is good to do and how to do good. The concept of quality (good) appears in the message of Allah, as stated in the Qur'an:

وَقُلِ اعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ ۖ وَسَتُرَدُّونَ إِلَىٰ عَالِمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ

"And say, "Do [as you will], for Allah will see your deeds, and [so, will] His Messenger and the believers. And you will be returned to the Knower of the unseen and the witnessed, and He will inform you of what you used to do.[48]

God created human beings as a perfect, given intellect and mind to live. God decides to created man to Earth is not in vain, then the man was given the ability to be a capability in the earth which also proves that human quality is not arbitrary when compared with other creatures, however there is a pre-condition or a condition in order man is said to be a superior human. As Allah says in Holly Qur'an, which means:

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

"And I did not create the jinn and mankind except to worship me".[49]

This verse implies that the man was required to worship Allah SWT to improve the quality of life. In addition, Allah also says:

وَإِذَا قِيلَ انْشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

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[48] Al Qur'an, Surah At-Taubah: 105
[49] Al-Qur'an, Surah Adh-Dzariyat verse 56

"...... And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do",[50]

From the verse above, the implications with quality is that people will be more quality of life when he has faith and knowledge. Related with the concept of assurance in respect to knowledge or insight, decency, courtesy, confidence of service providers, as well as respect for the consumer. If the service provider showed great respect, great courtesy and gentleness will increase the positive perception and value for the consumer to the provider agency. This assurance will boost confidence, sense of security, free from risk or danger, so make consumers feel satisfaction and be loyal to the service providers. Both the poor services provided will determine the success of the institution or company service providers. With giving good service shows courtesy and gentleness will be a sense of security to consumers and institutions that impact on the success of service providers. In this regard, Alloh states in Al-Qur'an:

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\text{فَبِمَا رَحْمَةٍ مِّنَ اللّهِ لِنتَ لَهُمْ وَلَوْ كُنتَ فَظًّا غَلِيظَ الْقَلْبِ لاَنفَضُّواْ مِنْ حَوْلِكَ}
$$

$$
\text{فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللّهِ}
$$

$$
\text{إِنَّ اللّهَ يُحِبُّ الْمُتَوَكِّلِين ﴿١٥٩﴾}
$$

"So by mercy from Allah, [O Muhammad], you were lenient with them. And if you had been rude[in speech] and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them and consult them in the matter. And when you have decided, then rely upon Allah . Indeed, Allah loves those who rely [upon Him]".[51]

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[50] Al-Qur'an, Surah Al-Mujadalah verse 11
[51] Al-Qur'an, Surah Ali Imran verse 159

Efforts towards customer satisfaction are not easy. But the effort to continually improve customer satisfaction can be implemented with a variety of strategies. And it needs to be remembered, that customers are essentially Guests must be respected, as stated in one one hadits:

مَنْ كَانَ يُؤْمِنُ بِاللهِ وَٱلْيَوْمِ ٱلْأَخِرِ فَلْيُكْرِمْ ضَيْفَهُ

"Whoever believes in Allah and the Last, let him speak good or keep quiet. Whoever believes in Allah and the Last, let him honor his neighbor. And whosoever believes in Allah and the Last, let him glorify his guests"[52]

Due to glorify a person's faith is a requirement, then as a manager of educational institutions shuld be responsive against the wishes and expectations of customers. Especially today where the competition among educational institutions is very high.

3. Quality Assurance

The key purpose of improving work processes is to ad value, to make the process and therby its product closer to customer requirements and so of higher quality. Adding value is a matter of listening to customers and making modifications in the light of their feedback. Each improvement, each development makes it more likely that the producy or process willcoform to expectations of customers and so retain their loyalty.[53]

a. Definition of Quality Assurance

Quality assurance is different from quality control. It is a before and during the event process concerned to prevent faults occurring in the

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[52] Narrated by Bukhari and Muslim
[53] John west-Burnham, *Managing Quality In Schools*, (Wiltshire, Redwood Book, 1997),p.56

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first place. Quality assurance is about designing quality into the process to attempt to ensure that the product is produced to a predetermined specification. Put simply, quality assurance is a means of producing defect-and fault-free products. The aim in the words of Philip B Crosby is 'zero defects'.Quality assurance is about consistently meeting product specification or getting things right first time, every time.

The quality of the good or service is assured by there being a system in place, known as a quality assurance system, that lays down exactly how production should take place and to what standards. Quality standards are maintained by following the procedures laid down in the QA system. Quality assurance is the responsibility of the workforce, usually working in quality circles or teams, rather than the inspector, although inspection can have a role to play in quality assurance. Total quality management incorporates quality assurance, and extends and develops it. TQM is about creating a quality culture where the aim of every member of staff is to delight their customers, and where the structure of their organization allows them to do so. In TQM the customer is sovereign.[54]

The requirement is a reflection of the needs of customers. Quality assurance usually requires continuous evaluation and is usually used as a

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[54] Edward Sallis, *Total Quality Management in Education*, (London: Taylor & Francis e-Library, 2005), p. 17. E-Book

tool for management. a quality assurance activities to provide evidence to establish confidence that the quality of the effective functioning.[55]

Vroeijenstijn said that quality assurance procedures can serve two major purposes: improvement and accountability. There is an uneasy balance between both purposes, which frequently raises the question of incompatibility. Quality procedures for accountability purposes are based on criteria set down by external authorities and institutions. They aim at strengthening external insight and control, with possibility of undertaking external corrective action, if necessary. Quality assurance for accountability purposes implies the use of a summative approach. Quality procedures for improvement purposes aim at promoting future performance rather than making judgements on past performance. The criteria and procedures used are intended to strengthen the conditions, motivations, scope and level of information of HEIs towards quality improvement. Procedures lead to ends that are specifically in the interest of the higher education institutions, and towards the specification of quality according to goals and criteria that are internal or may be made internal by the institutions.[56]

Quality assurance consists of a variety of processes. The starting point of quality assurance is defining quality. It means spelling out what we understand by 'quality' derived from what is most valued and

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[55] Juran, J. M. Frank M. Gryna, R. S. Bingham, *Quality Control Handbook Edition 3*. (New York : McGraw – Hill, Inc. 1979), p.256

[56]Viktoria Kis, *Quality Assurance in Tertiary Education*, (Paris, 2005), Online Paper, p. 12*, https://www.oecd.org/education/skills-beyond-school/38006910. June 13rd 2016*

important in education, and, objectives that one aims to achieve. Quality assurance proposes ways to link these educational objectives and their match results. Quality assurance also implies development and learning. Its key ingredients are:

1) Comparison of how things are with how things should be; this is the self-evaluation process that, in time, becomes ongoing, and a way of reflecting about practice.

2) Taking measures to close the gap between aspiration and practice, with reference to key priorities and agreed objectives. Thus, the development planning process (SDP).[57]

The *quality tools* originally developed to support kaizen are aimed at identifying and solving problems and improving processes. The most commonly used are use The PDSA cycle; this is the basic methodology of continuous improvement.[58]
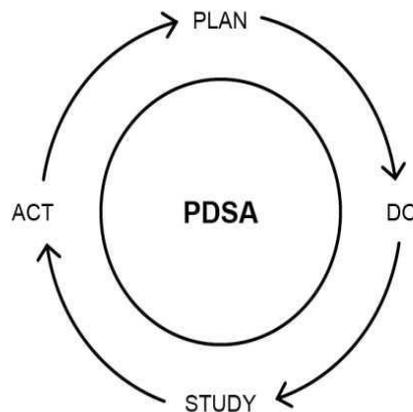
Picture 2.2 PSDA Cycle

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[57]César Birzea and friends, T*ool for Quality Assurance of Education for Democratic Citizenship in Schools*, (Paris, United Nations Educational, Scientific and Cultural Organizations*, 2005), p. 35.* http://www.adcl.org.pt/observatorio/pdf/Tool_Teacher_Training. *June 13rd 2016*

[58]Geoffrey Doherty, *Quality Assurance in Education, Prof. Mehmet Savsar*, (Croatia, Intech, 2012), p. 82-83. Journal. http://www.*cdn.intechopen.com/pdfs/33263. June 12nd 2016*

Plan = a change or a test aimed at improvement; Do = carry out the change or the test (preferably on a small scale); Study = what did we learn? What went wrong? Act = adopt the change, or abandon it, or run the cycle again (Deming, 1993).

b. The Quality Assurance of Educational Product

The product of education is an area of difficulty. There are a number of different candidates for it. The pupil or the student is often spoken about as if they fulfil that role. In education we often talk as though learners are the output, especially with reference to the institution's perceived performance over discipline and behaviour. Terms like 'the supply of graduates' make education sound like a production line with students emerging from the end of it. The problem with this definition is that it is difficult ficult to square it with much educational practice.

For a product to be the subject of a quality assurance process the producer needs firstly to specify and control the source of supply. Secondly, the 'raw material' must pass through a standard process or set of processes, and the output must meet predetermined and defined specifications. Such a model does not easily fit education, although there are those who might wish it would. Such a model would clearly require an initial selection of learners to be made. Some sectors of education do

this, but many, following the comprehensive principle of open access, do not. However, it is from there on that the analogy begins to fall apart.[59]

c. The Quality Service

Service quality characteristics are more difficult to define than those for physical products. This is because they include many important subjective elements. The causes of poor quality and quality failure are materially different for services and products. Products often fail because of faults in raw materials and components. Their design may be faulty or they may not be manufactured to specification. Poor quality services, on the other hand, are usually directly attributable to an organization's behaviours or attitudes. They often result from lack of leadership, care or courtesy. Indifference, lack of training or concern are the principal reasons for a breakdown of service.

Services differ from production in a number of important ways. There are major differences between delivering a service and manufacturing goods. The first difference between the two is that services usually involve direct contact between the provider and the end-users. Services are delivered directly by people to people. There is a close relationship between the customer and the person who delivers the service. The service cannot be separated from the person delivering it or from the person receiving it. Every interaction is different, and the customer in part determines the quality of the interaction. The quality of

[59] Edward Sallis, Total Quality Management in Education, (London: Taylor & Francis e-Library, 2005), p. 17. E-Book

the service is determined both by the person delivering and the person receiving the service. Unlike prod ucts, there can be no absolute consistency or homogeneity in service delivery. The consistency of the service can only be within boundaries. Time is the second important element of service quality. Services have to be delivered on time, and this is as important as their physical specification. Additionally, as a service is consumed at the moment of delivery the control of its quality by inspection is always too late. The close personal interactions found in services allow multiple opportunities for feedback and evaluation and these provide the main, but not the only, means of judging whether customers are satisfied with it.

The third difference, unlike a product, a service cannot be serviced or mended. A poor meal is a poor meal. It cannot be repaired. For this reason it is important that the standard for services should be right first time, every time. Paradoxically, it is the high possibility of human error and failing that makes it difficult if not impossible to achieve the right first time standard. Nevertheless, this should always be the aim.

Fourth, services face the problem of intangibility. It is often difficult to describe to potential customers exactly what is being offered. It is equally difficult on occasions for customers to describe what they want from the service. Services are largely about process rather than product. It is usually more important how an outcome is arrived at than what the outcome is.

Last, it is very difficult to measure successful output and productivity in services. The only meaningful performance indicators are those of customer satisfaction.[60]

d. Basic Principles of Quality Assurance In Higher Education

If we talk about basic principles to higher education, we can see the example from europe. The standards and guidelines are based on a number of basic principles about quality assurance, both internal in and external to higher education in the Europe high Education. These include:[61]

1) Providers of higher education have the primary responsibility for the quality of their provision and its assurance;

2) The interests of society in the quality and standards of higher education need to be safeguarded;

3) The quality of academic programs need to be developed and improved for students and other beneficiaries of higher education across the Europe;

4) There need to be efficient and effective organizational structures within which those academic programs can be provided and supported;

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[60] Edward Sallis, *Total Quality Management in Education*, (London: Taylor & Francis e-Library, 2005), p. 20-21. E-Book

[61] European Association for Quality Assurance, *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, (Helsinki, 2009), p. 14. .International Journal, available: http://www.enqa.eu/pubs.lasso

5) Transparency and the use of external expertise in quality assurance processes are important;

6) There should be encouragement of a culture of quality within higher education institutions;

7) Processes should be developed through which higher education institutions can demonstrate their accountability, including accountability for the investment of public and private money;

8) Quality assurance for accountability purposes is fully compatible with quality assurance for enhancement purposes;

9) Institutions should be able to demonstrate their quality at home and internationally;

4. Management

a. Definition of management

Management has been widely referred to as "the art of work done through others". This definition stated by Mary Parker Follett, this definition implies that managers achieve organizational objectives through setting up other people to carry out various jobs as needed, or in other words by not doing the work itself. Ricky W. Griffin defined that management is a process of planning, organizing, coordinating, and controlling resources to achieve the objectives (goals) effectively and efficiently. Effective means that the objective can be achieved in accordance with the planning, while efficiently means that the existing

task done correctly, organized, and according to schedule. [62] From the description above it can be concluded that management is a state composed of the process indicated by the line leading to the process of planning, organizing, leadership and control, in which the four processes have their respective functions to achieve an organizational goal.

So it can be inferred that the quality assurance management is how to lead the process of planning, organizing, actuating and controlling to ensure the graduates is produced to be predetermined and have a fixed specification as workworld and society need.

5. Formulation

a. Definition of Formulation

According to the Indonesian Big Dictionary, the word formulation means a fixed form or also formula.[63] Formulation is a form of simplification of the real situation into a mathematical form. Formulations have five stages of the implementation of the following:

1) Collection and analysis of strategic information. The task of executives to assess trends in the current and forthcoming.

2) Strategy formulation. Strength formulation is highly dependent on the strength of the process through or experienced by the team in making decisions.

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[62] Hani, T Handoko, Personel Management and Human Resource Management (Yogyakarta, BPFE, 2014), p. 3

[63] Indonesian Big Dictionary. 1991. *Indonesian Big Dictionary*, Jakarta : Balai Pustaka

3) Main project planning strategy. Plans are developed, described, prioritized, phased, scheduled, be powered and implemented and monitored

4) Strategy Implementation. This stage is the implementation phase of a project

5) Monitoring, review, and renewal strategy. This phase requires indicators of internal, external indicators and feedback.[64]

6. Evaluation

a. Definition of Evaluation

The definition about evaluation according to MacDonald, "*Evaluation is the process of conceiving,obtaining, and communicating information for the guidance of seducational decision making with regard to a specified proggrame*". The same thing was stated by Stake on responsive evaluation, which is essentially responsive evaluation, if it is directly oriented to the program of activities, addressing the information required by the audience, and value perspectives presented in the report on the success of the program. According to Morrison, is an act of judgment based on the evaluation of a set of agreed criteria and accountable. In this case there are three main factors, they are; 1)

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[64] Rachmat, Manajemen Strategik, (Bandung,CV Pustaka Setia, 2014), p. 125-126

consideration, 2) a description of the object of research, 3) criteria that can be accounted for.[65]

b. Model of Evaluation

The models evaluation with each other did seem to vary, but the same intent and purpose is to do the data collection activities or information relating to the object being evaluated. Furthermore, the information collected may be provided to decision makers in order to precisely determine the follow-on program that has been evaluated.

According to Kaufman and Thomas were quoted by Suharsimi Arikunto and CEPI Safruddin Abdul Jabar, differentiate into eight evaluation model, they are:[66]

1) Goal Oriented Evaluation Model, developed by Tyler.

2) Goal Free Evaluation Model, developed by Scriven.

3) Summatif Formative Evaluation Model, developed by Scriven.

4) Countenance Evaluation Model, developed by Stake.

5) Responsive Evaluation Model, developed by Stake.

6) CSE-UCLA Evaluation Model, emphasizes the "when" evaluation.

7) CIPP Evaluation Model, developed by Stufflebeam.

8) Discrepancy Model, developed by Provus.

Selection of the evaluation model that will be used depending on the purpose of evaluation. In the evaluation of the quality assurance program management of graduates is using goal oriented evaluation

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[65] Rusman, *Curriculum Management,* (Jakarta: Raja Grafindo Persada, 2009), p. 93
[66] Zainal Arifin,Program's Evaluation Models, (Bandung, UPI, 2010),p.3

models. This evaluation models use objectives as a criteria for success. Evaluation is defined as the measurement process to achieve program objectives. This model is considered more practical to design and develop a program for determining the desired result with the formulation that can be measured, thus it can be said that there is a logical relationship between activities, outcomes, and results measurement procedure.[67]

B. Theoritical Review

Related with the research focus that would writers do, as long as I know no one has ever studied it. As for some previous research results that are relevant to this study are as follows:

First, the research (thesis, 2006) conducted by Abd. Rahman Tumanggor, entitled "Implementation of school management in improving the quality of graduates (qualitative study on the principal in SMP Negeri 1 Binjai)".[68] He is a student of Universitas Negeri Medan. This research is a qualitative research whose results showed that the SMP Negeri 1 Binjai has implemented improvements in the terms of quality management graduates.

Second, the research (thesis, 2010) conducted by Moh. Abdul Muchlis student of UIN Sunan Kalijaga Yogyakarta, entitled "Implementation of Education Quality Quality assurance management of graduatesin Pondok

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[67]Zainal Arifin,Program's Evaluation Models, (Bandung, UPI, 2010),p.3
[68] Abd. Rahman Tumanggor, 2006. *Implementation School Management To Improve Quality of Graduates (Qualitative Study to the Principal of State Junior High School 1 Binjai)*

Pesantren Darul Ulum Jombang East Java Rejoso Peterongan".[69] The method which used was using descriptive techniques, analytics, and qualitative and then connect it.

Third, the research (thesis, 2009) conducted by Choirun Ahmadi student of UIN Sunan Kalijaga Yogyakarta, entitled "Implementation of Quality Management System in MKN 2 Wonosari Gunungkidul".[70] The method which used was using descriptive analytics.

After looking at the literature review above, it is increasingly apparent difference between the researcher that will be carried out with the authors of existing research. It was seen on the idea that the author will focus on the management of quality improvement do with research that has been conducted by Abd. Rahman Tumanggor, Moh. Abdul Muchlis and research that has been done by Choirun Ahmadi. The reason are the research Abd. Rahman Tumanggor although using the same theme on improving the quality of graduates, but the object of research conducted more focus on the management of the principal, while the research conducted by Moh. Abdul Muchlis, although equally discuss about management quality improvement but it has different from the places and objects of the research. Moh. Abdul Muchlis focused in boarding school. While the research conducted by Choirun Ahmadi although both use management quality but the research Choirun Ahmadi more focus on service to the external customer primer

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[69] Moh. Abdul Muchlis, 2010. *Implemenation Quality Improvement Management In Pondok Pesantren Darul Ulum Rejoso Peterongan Jombang Jawa Timur*

[70] Choirun Ahmadi, 2009. *Implemanation Quality System management In Wonosari Gunungkidul 2 State Vocatioal High School*

(students) and the implementation from the point of view of Total Management (TQM), satisfaction the primary external customers and analyzed with the SWOT technique.

The reserach was of course different from the research that the author will do, namely quality assurance management of graduates activities to improve the quality of graduates in Maarif NU Bobotsari vocational high school and Muhammadiyah 2 Purbalingga vocational high school. Thus, it can be concluded that this research is a new one.

C. Research Design
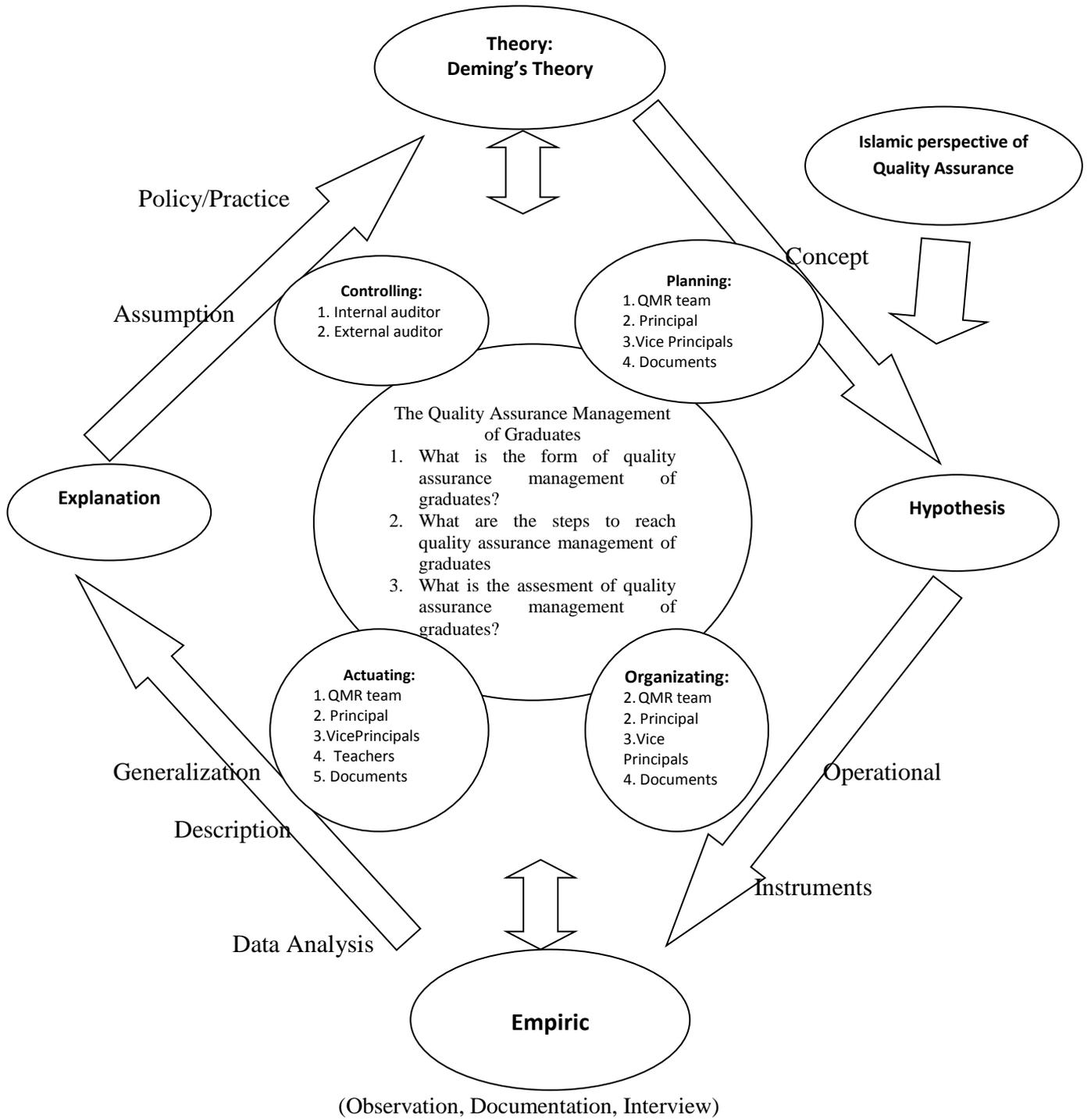
Picture 2.3 Research Design.

RESEARCH METHOD

A. Setting of the Research

Place of the research are in Ma'arif NU Bobotsari vocational high school and Muhammadiyah 2 Purbalingga vocational high school, in Bobotsari District, Purbalingga Regency.

1. Ma'arif NU Vocational High School Bobotsari

Maarif NU Vocational High School Bobotsari, located at Kampung Baru Street Bobotsari Purbalingga 53353, Telp. 0281759123/082138391291. The vision Maarif NU Vocational High School Bobotsari is: "Educating human to be Faithful, noble, Smart and Qualified". To realize this vision Ma'arif NU Vocational High School Bobotsari draw up a few grains of missions, among others: a. Being able to present yourself as a man of faith and devoted to God Almighty, b. Able to vir TUous and steady personality and independent, c. Being able to be middle-level manpower that can compete in filling the needs of business and industry at present and fu TUre. Besides this, Ma'arif NU Vocational High School Bobotsari has a wide variety of majors for students conformed to the talents and interests of each, which are; a. Electronics Engineering/TAV, b. Automotive Engineering / TKR, c. Computer Engineering and Information / Multi Media, d. Automotive Engineering / TSM. The number of students in Maarif NU Vocational High School Bobotsari are as follows:

Tabel. 3.1 Number of group learning and Students in Academic Year 2015/2016

No	Class	Number of Group Learning	M	W	Sum
	10	15	427	113	540
	11	13	372	96	468
	12	14	393	119	512
Sum		42	1192	328	1520

Tabel. 3.2 Number of Teachers and Education Staff in Academic Year 2015/2016

No	Subject	Government Employees			Private Teacher			Certificated Teacher		
		M	W	M+W	M	W	M+W	M	W	M+W
1	Civics				1		1	1	1	2
2	Religious education				3	1	4			
3	Language and Indonesian literature					1	1	1	1	2
4	English				1	3	4			
5	National History and General					1	1		1	1
6	physical education				3		3			
7	Mathematics				1	3	4			
8	Physics				2	1	3			
9	Biology									
10	Chemistry				1		1		1	1
11	economy									
12	Sociology									
13	Geography							1		1
14	Culturehistory									
15	Consti TUtional									
16	Anthropology									
17	Computer Information				1		1			

No	Subject	Sum	Large		Sum	Large		Sum	Large	
	Engineering / KKPI									
18	Arts Education				1	1	2			
19	Other Foreign Languages									
20	Guidance and Counseling				2	2	4			
21	Local Subject				1	1	2			
22	PKK									
23	Electronics									
24	Art				2		2			
25	Entrepreneurship				2	1	3			
26	Integrated science								1	1
27	Integrated IPS									
28	Competence / Earning (SMK)				8	1	9	9		9
29	Headmaster	1		1						
29	A craft				1		1			
30	more				2	8	10			
	Sum	1		1	32	24	56	12	5	17

Tabel. 3.3 Data of Infrastructure

No	Room Name	Class Condition					
		Good		Light Damaged		Heavy Damaged	
		Sum	Large	Sum	Large	Sum	Large
1	Theory classes	42	2624			2	126
2	Science Laboratory						
3	Chemistry lab						
4	Physics laboratory						
5	Biology lab						

6	Language laboratory						
7	laboratory Social						
8	Computer lab						
9	Multimedia laboratory	1	64				
10	Conventional Library Lounge	1	64				
11	Multimedia Library Room						
12	space Skills Room						
13	Multipurpose Room / Hall						
14	UKS room	1	12				
15	Workshop	1	81				
16	Cooperatives / Shop						
17	Councelling Room	1	12				
18	Principal's office	1	56				
19	Teacher's room	1	116				
20	TU Room	1	51				
21	the student council room	1	6				
22	Bathroom / WC Tecaher (Man)	1	6				
23	Bathroom / WC (Woman)	1	6				
24	Bathroom / WC (Students)Man	8	16				
25	Bathroom / WC (girls)	3	9				
26	Warehouse	1	27				
27	Praying room	1	94				
28	Student Housing						
29	unit Production						
30	Multimedia room	1	128				
31	Parking Bicycle / Motor	2	192				

32	School canteen	6	6				
33	Other Room						

2. Muhammadiyah 2 Vocational High School Purbalingga

Muhammadiyah 2 Purbalingga Vocational High School, located at RS. Yosomiharjo Street No. 8, Bobotsari, Purbalingga 53353, Telp. (0281) 758240. The vision Muhammadiyah 2 Vocational High School Purbalingga is: "Courteous, Modern, Competitive, Independent, Superior, based Islamic". To realize this vision Muhammadiyah 2 Vocational High School Purbalingga draw up a few grains of missions, among others: a. Develop an organizational structurethat is open and constructive management in the era of globalization and information, b. Implementing the learning process and the Islamic competency-based education, knowledge and skills enabling effective and dynamic in order to produce graduates who have the knowledge, technology and high competition, not forgetting the teachings of his religion, c. Provide and encourage human resource development for teachers, and employees to be more professional in carrying out the functions and duties, d. Meet and optimize the assets owned by the school and the foundation for the implementation of the learning process and dual education system that effectively and efficiently. Besides this, Muhammadiyah 2 Vocational High School Purbalingga has a wide variety of majors to learners accord with talent and interest, respectively, which are;

a. Accounting, b. Administrative, c. Lightweight Vehicle Engineering, d. Motorcycle Engineering, e. Computer Network.

The number of students in Muhammadiyah 2 Vocational High School Purbalingga are as follows:

Tabel. 3.4 Number of Students Academic Year 2015-2016

No	Expertise Program	Class X		Class XI		Class XII	
		Number of group learning	Number of Students	Number of group learning	Number of Students	Number of group learning	Number of Students
1	Accounting	4	119	4	155	4	132
2	Adm. office complex	3	103	3	117	3	110
3	Automotive Engineering Vehicle light	2	64	2	46	2	63
4	Motorcycle Engineering	1	46	1	30	1	34
5	Computer network Engineering	1	44	2	74	2	57
	Sum	11	376	12	422	12	396

Tabel. 3.5 Data of Teachers and Education Staff

No	Teacher	Education Grade					Upgrading Master	Age			
		>S1	S1	D3	<D2	Sum		<22	20-50	56-59	Sum
1	Normative	3	16	-	-	19	Normative	-	18	-	19
2	Adaptive	0	15	0	-	15	Adaptive	-	15	-	15
3	Productive	0	17	0	-	17	Productive	-	17	-	17
4	Counceling	1	3	-	-	4	Counceling	-	4	-	4
	Sum	4	49	0	-	53	Sum	-	55	-	55

Tabel 3.6 Data of Administration Staff

No	Education Staff	Educational level					Upgrading Teacher	Age			
		>S1	S1	D3	<D3	Sum		<22	20-50	56-59	Sum
1	Administ	-	0	1	7	8	Administ	1	7	-	8
2	Servant				3	3	Pesuruh	-	3	-	3
	Jumlah	-	-	1	10	11	Jumlah	-	10	-	11

Tabel. 3.7 Data of Infrastructures

No	Type	Existance		Large	Function	
		Yes	No	(m2)	Yes	No
1	Lounge Chair Skills Program	√		24 m2	√	
2	Teacher's room	√		128 m2	√	
3	Administration room	√		32 m2	√	
4	Guidance and Counselling room	√		12 m2	√	
5	Living room	√		24 m2	√	
6	UKS room	√		24 m2	√	
7	Space School Committee	√		12 m2	√	
8	Space Stock KerjaKhusus	√		24 m2	√	
9	the student council room	√		16 m2	√	
10	Postal Security Space		√	216 m3	√	
11	Arts Centre and on cul TUre	√		192 m2	√	
12	Warehouse	√		30 m2	√	
13	Hall / multipurpose building	√		192 m2	√	
14	Warehouse	√		30 m2	√	
15	Schoolyard	√		2267 m2	√	

Tabel 3.8 Class room's Data

Conditions Classroom	Total Classroom
Good	33
Light damaged	3
Heavy Damage	0
Sum	36

Tabel 3.9 Library's Data

Type Books	Number of Books
Textbooks	5000
Support book	423
Reading books	100
Sum	5.523

This research was conducted using the method of qualitative research, conducted research stages, namely:

1. Stage One: An exploratory stage includes defining the location of research and observation objects. The first stage lasts for two week, the first and the second week of May 2016. During these two weeks, the research aimed at the implementation of quality assurance management of the graduates done by Ma'arif NU Bobotsari vocational high school and Muhammadiyah 2 Purbalingga vocational high school.

2. Stage Two: Doing the preparation of research by interview with the Principal as well as collecting secondary data relating to the implementation

of quality assurance management of the graduates. The second stage lasts for one month, from the third week of may until the forth week of May 2016.

3. Third Stage: Doing Thesis preparation by means of in-depth interviews to the principal, teachers, students, staff and vice principal curriculum affair as key informants. This third stage lasts for one month, at the month of June 2016.

B. Type and Aproach of the research.

The type of this research is descriptive qualitative research. The form of the research is a field research or fieldwork. Qualitative research is an observation that makes the researcher as a key instrument or a key person in doing research.

Methods of qualitative research is a research method based on the philosophy postpositifism, used to examine the condition of natural objects (as his opponent was an experiment) where the researcher is as instrument key, sampling sources and data is purposive and snowball, data collection techniques done by triangulation (combined) data analysis is inductive/qualitative and the research results more focus on meaning rather than generalization.[71]

The definition of the descriptive method according to Nazir (2003: 54) is a method in researching the status of human groups, an object, a set of

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[71] Sugiyono, *Research Method Management* (Bandung: Alfabeta, 2014), p. 347

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conditions, a system of thought, or a class of events in the present.[72] This descriptive study on efforts to reveal the problem or situation or event as what it is that is simply revealing facts. While the approach is will uses a management approach, in order to obtain more precise data and accurate.

Therefore, in this study the authors or researchers to be the most important aspect when the process of data collection and processing of research data.

C. Data source

Data Source is the source of the data from the subject of research. The subject of research is the source of the data held information according to research problem. As is the source of the data in research is the subject from which the data was obtained. To get the right data, it can determine the informant who had competence and in accordance with the needs of the data (purposive).

The source of the data in this research were informants as mentioned in the subject of research, The data source can be inferred become two kinds, are; The first is the primary data. Primary data is the source in the form of words or deeds of informants led to the focus of the research. In this research the primary data are the principal, vice principal (curriculum, student affairs, public relations, etc), teachers, employees and others who can provide information related to the research. Second, is the secondary data. The secondary data also uses in this thesis research such as Ma'aarif and

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[72] Annisa Az Zahra, 2014, Public Service Performance Management Supervisory of Jamkesmas In Hasan Sadikin Hospital Bandung, repository.widyatama.ac.id/xmlui/.../Bab%203%20part%203.pdf. June 16th 2016.

Muhammadiyah Vocational high School work masterplan (RKS), Principal Handbook, Vice Principal handbook, School Curriculum Document, The Minutes meeting books and photos of all activities in the school.

In determining the informant subject of research, researchers use the technique of sampling purpose sampling. Technique purpose sampling of the research is data collection techniques by appointing some people as informants that are based on certain considerations such as; the designation of the subject of research on the basis that the person considered most knowledgeable about the process of implementation of the Quality Assurance management of graduates at both schools are principals, vice principals, staffs, and teachers.

D. Data collection

1. The data collection technique.

Data collection techniques in this reserach are as follows:

a. Observation

Observation is a method of data collection by the systematic observation and recording of the phenomena under investigation.. Because observations are not always the object of man but also the objects of the other natural. Sutrisno Hadi argues that the observation is a complex process, a process that is composed of a variety of biological and psychological processes. Two of the most important is the processes of observation and memory.[73]

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[73] Sugiyono, *Research Method Management* (Bandung: Alfabeta, 2014), p. 235

In conducting the observation phase, the researchers then performed activities ranging from the beginning until the end of the observation process. ranging from the complex to the simple one. Merriam in Alwasilah describe the steps as a way to make observations observation research, namely; a) Researchers to view and adjust settings for answers about the physical environment in the context of the Maarif NU Bobotsari vocational high school and Muhammadiyah vocational high school 2 Purbalingga, b) Researchers view and determine the participants Maarif NU Bobotsari vocational high school and Muhammadiyah vocational high school 2 Purbalingga, c) Researchers pick and choose activities (interactions) teacher in Maarif NU Bobotsari vocational high school and Muhammadiyah vocational high school 2 Purbalingga, d) Researchers pay attention and set it another things that appears related to these activities as a form of implementation of Quality Assurance Management of graduate.

b. Documentation

Documentation is a means used by researchers to gather information such as notes, books, newspapers, and so forth which contains information that will be required authors in research activities. the method of documentation is seeking data such as notes, transcripts, books, newspapers, magazines, inscription, minutes of meetings, legger, agenda, etc.[74] The document into evidence occurrence of an event. The

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[74] Suharsimi Arikunto, *Research Methodology,* (Jakarta: PT. Rineka Cipta,1991), p. 188

note describes the content of an event or process they have lived. Thus, the record is evidence of an event or process that has taken place and is not forgotten.

In this study, the authors collected data on the authentic more secure truth through recording, copying important documents as supporting research such as; a) QMR Documents, b) Principal handbook c) Vice principal handbook, d) Job Description Document, e) structure of the school, f) The teacher and employee data, g) Student and student's achievement data, h) Data of graduation, i) Infrastructure data, j) teaching and learning timetable k) Teacher presence document, l) Pictures of activities undertaken which will then be documented by the author using the camera and copier device.

c. Interview

The interview is a way of collecting data used to obtain information directly from the source.[75] The interview is a way to collect the information material done by a question and answer verbally unilaterally face to face and with the direction and goals have been set. there are several advantages of collecting data through interviews, including the interviewer can make direct contact with the participants who will assessed, the data obtained in depth, were interviewed can

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[75] Sugiyono, *Research Method Management* (Bandung: Alfabeta, 2014), p. 224.

revealed the contents of his heart, more broadly, the question is not clear to repeated and directed more meaningful.[76]

Sutrisno Hadi believes that the interview is a method of data collection debriefing unilaterally undertaken systematically and based on the purpose of the investigation. In this case, the researchers conducted interviews with the principal, educators and education personal and learners.[77]

With this method, the author will conduct interviews using unstructured interviews. This interview can freely ask the subject matter that are tailored to the circumstances that were interviewed but adhering to the guidelines for the interview. This interview was conducted directly with principals, vice-principals, teachers, on the concept of implementation quality assurance management of graduates, this case to get a complete and accurate data. Tool which used for this interview is a recording device.

2. Data Collection Instrument.

In this reseach, the authors plan to use the research instruments or tools of research in the process of collecting data research. The research instruments or tools of research that will be used by the writer in the research process are:

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[76]Anas Sudijono , An introduction of Eduation Evaluation. (Jakarta: PT Raja Grafindo Persada,1996), p. 82

[77] Sutrisno Hadi, *Research Methods II,* (Yogyakarta: Andi Offset, 2000), p.193.

a. Guidelines of the Interviews

The focus of this interview guidelines contain a process of, formulation, implementation, and evaluation of quality assurance management of graduates made by the the school of Ma'arif NU Bobotsari vocational high school and Muhammadiyah 2 Purbalingga vocational high school.

b. Field Notes

The author will use the field notes related with quality assurance management of graduates implemented by Ma'arif NU Bobotsari vocational high school and Muhammadiyah 2 Purbalingga vocational high school as a material data collection research.

E. Data analysis technique.

In this study, the data analysis performed since before entering the field, while in the field, and after its completion in the field. In this case, Nasution said "analysis was started to formulate and explain the problem, before plunging into the field, and continue until the writing of the research results. Analysis of the data becomes a handle for further research to if possible, grounded theory ".[78] However, in this study researchers focused more during the process of data analysis in conjunction with the field data collection. *In fact, data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process.*

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[78] Sugiyono, *Research Method Management* (Bandung: Alfabeta, 2014), p. 402

Researchers conducted the data analysis techniques such as what the researchers quoted from Sugiyono ie, the data collection phase (data collection), data reduction (data reduction), presentation of data (data display), and conclusion (conclusion drawing / verifying). Analysis steps shown in the following figure:[79]
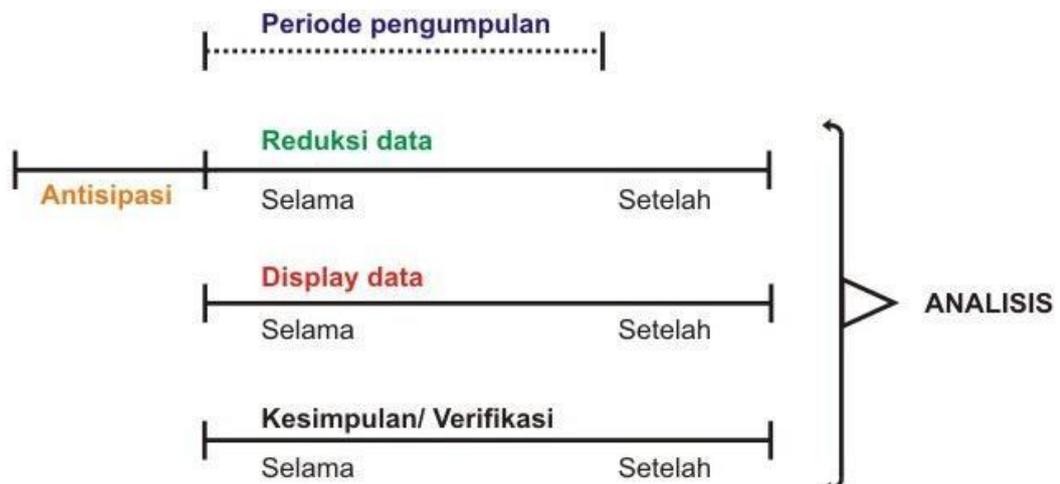

Picture 3.1 Component in the data analysis (flow model) (Miles and Huberman in Sugiyono)

Once the researchers collecting data, the researcher anticipatory before performing data reduction. *Anticipatory data reduction is occurring as the research decide (often without full awareness) which conceptual frame work, which sites, which research question, which data collection approaches to choose.*

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[79] Sugiyono, *Research Method Management* (Bandung: Alfabeta, 2014), p. 404

Furthermore, interactive models for data analysis, this study addressed the following picture:[80]
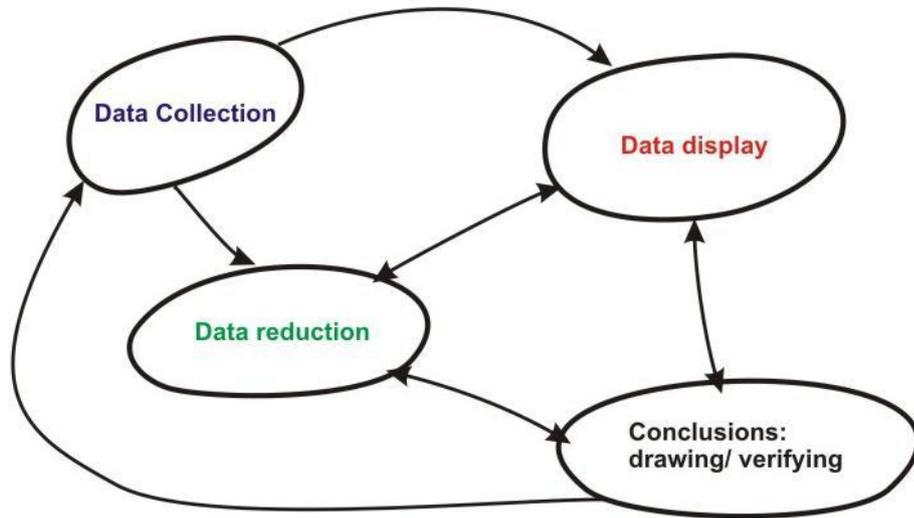
Picture 3.2 Components in the data analysis/interactive model

The authors plan to use methodical steps as follows:

1. Reduction of data.

Data reduction is a sensitive thought process that requires intelligence and insight into the extent and depth of high.[81] Data reduction means summarizing, selecting subject matter, focusing on things that are important, look for themes and patterns and discard unused. The purpose of qualitative research is the finding. Therefore, are the focus of this research is seen as something alien, unknown, and yet has a pattern. Thus the reduced data will provide a clearer picture, and facilitate researchers to conduct further data collection, and search when needed. Here, researchers

[80] Sugiyono, *Research Method Management* (Bandung: Alfabeta, 2014), p. 405
[81] Ibid...p. 405

will choose, pay attention, simplifying the raw data or the data that emerged from the written records field. Data reduction takes place continuously during the data collection takes place. Data obtained in Ma'arif NU Bobotsari vocational high school and Muhammadiyah 2 Purbalingga vocational high school directly typed or neatly written, detailed and systematic each timeafter finishing collecting data.

2. Display Data or Data Presentation.

Presentation of data is a set of structured information that is easy to understand what is happening, to plan further work based on what it understood. Miles & Huberman in Sugiyono said *"the most frequent form of display data for qualitative research data in the past has been narrative text"*. The most often used to present data in qualitative research is the narrative text.[82] Display data in this research is narrative text.

The Display data of the researchers used to present themes or classifications composed when researchers reduce the data into a pattern of relationships between all parts of the Quality Assurance management of Graduates from both schools in the form of a rough display. From the rugged display is further reduced to soft display, authors sorting based on the pattern, based on the theme of relations as well as the similarities and differences that exist related to the process of implementing a Quality Assurance management of Graduates.

3. Conclusion.

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[82] Sugiyono, *Research Method Management* (Bandung: Alfabeta, 2014), p. 408

Conclusions in qualitative research may be able to answer the problem reseach which formulated from the beginning but maybe not. This is due to a problem and the problem in qualitative research is temporary and will be developed after research in the field.[83]

Researchers will draw conclusions in a manner to be verified first by examining the truth, strength, and suitability of meanings that emerge from the data to test the validity of these meanings. If the display data that has been presented previously was supported by solid data, it can be concluded that the reserach is credible.

F. Data Validity Checking

The author will analyze the validity of the data, it will use a triangulation method, that is a technique that utilizes data checking something else outside of the data to compare to the main data. In the qualitative research, triangulation is defined as a data collection method is combining various techniques or ways of data collection and data sources that already exist. Wiliam Wiriesma in Sugiyono said that "*Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures"[84].* Triangulation in testing the credibility is interpreted as checking data from various sources in various ways, and various times. Triangulation techniques used in this research is the source

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[83] *Sugiyono, Research Method Management (Bandung: Alfabeta, 2014), p. 412*
[84] Sugiyono, *Research Method Management* (Bandung: Alfabeta, 2014), p. 439

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triangulation, triangulation techniques, and triangulation of time. The aim is to test the validity or the level of credibility of the data that has been obtained. Triangulation techniques will author used to test the credibility of the data obtained from the documentation with the data from interviews with the QMR Team, principal, vice principal, teachers of Ma'arif NU Vocational High School Bobotsari and Muhammadiyah 2 Vocational High School Purbalingga.

From the source, then the researcher will clasiify the same perspective and different perspectives related to the theme of quality assurance management of graduates. Based on the collected data and the classified one, then researchers conclude the level of legality and validity of the information that had been obtained earlier.