Jurnal Dinamika Vokasional Teknik Mesin
Vol. 09, No. 1, April 2024, pp. 94-108
https://journal.uny.ac.id/index.php/dynamika/issue/view/73776
ISSN: 2548-7590, DOI: 10.21831/dinamika.v9i1.73776

Study of Vocational Quality Assurance Performance in Preparation For School Self-Evaluation in the Covid-19 Pandemic Era

Zainal Arifin[1], Syukri Fathudin Achmad Widodo[2], Giri Wiyono[3], Agus Sutikno[4], Darmono[5]
[1,2,3,4,5]Universitas Negeri Yogyakarta, Indonesia

Article Info

Article history:

Received Apr 01, 2024
Revised Apr 14, 2024
Accepted Apr 30, 2024
Published Apr 30, 2024

Keywords:

COVID-19
Performance
Quality Assurance System
School self-evaluation
Vocational High School

ABSTRACT (10 PT)

This research is based on the results of initial observations and field observations, such as: (1) the quality of SMK graduates is still low, especially with the current world problem, namely the COVID-19 pandemic. (2) there are still some educational quality standards that need to be improved and even improved their achievements. (3) many vocational high schools have implemented a school quality assurance system, but why is the quality of their graduates still low. The purpose of this study is to determine the assessment of school principals, teachers, school committees, and vocational students to photograph the efforts made by vocational quality assurance, especially in preparing the School Self Evaluation (SSE) as the main capital in the accreditation activities of the school concerned.

The research method used is the descriptive quantitative research method. The research population is Vocational High School, while the sample is taking 4 Vocational High Schools that have implemented a Quality Assurance System, especially QMS ISO 9001:2008 or QMS ISO 9001:2015, such as several Vocational High Schools located in the Province of D.I. Yogyakarta and Central Java. Research data were collected based on the results of the distribution of questionnaires (instruments), interviews, observations, documentation studies, and Focus Group Discussions (FGD). The filler of the research instrument is the principals, teachers, school committees, and the concerned vocational students. The research data were analyzed descriptively quantitatively to see how far the level of achievement of the eight National Education Standards (NES) that had been set in the RPS.

The results of this study are: (1) schools in implementing a school quality assurance system through their SSE have used four stages, consist of standard-setting, standard fulfillment, continuous evaluation, and quality improvement. (2) schools have taken correct and appropriate steps in achieving their vision and mission based on the formulated SPMI guidelines, (3) schools have implemented eight NESs starting from standards: graduates, content, process, educational assessment, educators and education personnel, educational facilities and infrastructure, education management, and financing standards properly. (4) each vocational high school has the same or different strategies and methods in achieving the school's vision and mission.

Corresponding Author:

Syukri Fathudin Achmad Widodo
Department of Mechanical Engineering Education, Faculty of Engineering
Universitas Negeri Yogyakarta
55281 Sleman, Yogyakarta, Indonesia
Email: syukri@uny.ac.id

INTRODUCTION (11 pt, available style: Heading 1)

This research is based on the results of initial observations and field observations, i.e. (1) the quality of vocational graduates is still low, especially with the current world problem, the Covid-19 pandemic, (2) there are still some quality standards of education that need to be improved and even increased their achievements, (3) many vocational high schools have implemented a school quality assurance system, but why is the quality of their graduates still low.

The Covid-19 pandemic has caused the government to set various policies to maintain physical distance, stay away from activities in all forms of crowds, gatherings, and avoid gatherings that involve many people (including WFH for the education process in schools).

Seeing such conditions, what is the role of the principal as a leader and manager in the school. Likewise, the role of teachers, school committees, school supervisors, parents/guardians, and students to collaborate to achieve and realize the school's vision and mission.

Activity plans have been designed in the School Activity Plan (SAP) and the School Activity Plan and Budget (SAPB) which of course are affected by the Covid-19 pandemic.

Therefore, this study will examine school quality assurance in preparing SSE in the context of preparing and preparing for vocational high school accreditation.

References

The target of quality assurance activities is a continuous cycle. The activity begins with the establishment of quality standards, followed by periodic monitoring and evaluation. The results of monitoring and evaluation will provide input for carrying out self-evaluation as feedback in setting standards for the next cycle. The essence of this activity is continuous quality improvement.

But one thing to remember is that the success of students is the success of their educational institutions (Sallis, 2008). Based on the basic understanding of quality mentioned above, it appears that quality is always focused on the customer (customer focus quality). Thus, products are designed, manufactured, and services are provided to meet customer desires.

According to Khoiri (2010) in ISO 8402 (Quality vocabulary), quality is defined as the totality of the characteristics of a product that support its ability to satisfy specified or defined needs. Quality is often defined as customer satisfaction or conformance to the needs or requirements. The product is the result of an activity or process. There are three product categories, that is: (1) goods, such as cars, computers, motorcycles, houses, etc., (2) software, for example, computer programs, procedures, and others. others., (3) services, for example, banking, education, health, and others.

According to Slamet PH (2012), quality assurance can be applied in education (schools), where schools seem to be a separate system of context, inputs, processes, outputs, outcomes (short-term impacts and long-term impacts), where the focus of quality assurance is on located on the input. The targets of quality assurance activities in the education sector are the stages: input, process, outcome, and impact. Targets in education include student selection and quality, curriculum, facilities and

infrastructure, teachers, and supporting staff, learning and assessment processes, graduate competencies, alumni and stakeholders, and academic management.

Quality assurance is an education quality management system. The main purpose of quality management is to prevent errors in the production process by ensuring that every step carried out during the production process is monitored from the beginning of the production process. If an error occurs during the production process, repairs are immediately carried out, so that a greater loss can be avoided. In the concept of quality management, the quality assurance system has an advantage, namely that the quality of the products produced will be guaranteed because the prevention of errors is closely monitored. The achievement to be obtained from quality management is to improve the quality of work, improve productivity, and increase efficiency through improving performance and improving work quality to produce products that satisfy or meet consumer needs standards. Quality management is a set of procedures and processes to improve performance and improve the quality of work. The essence of quality management is a management system that continuously strives and is directed to increase customer satisfaction at a low cost. Cheap costs because the products produced are of high quality and free from failures that result in losses so that the ratio between output and input is very high.

In the context of education, quality management is a way of managing all educational resources that are directed so that all people involved in it carry out their duties with enthusiasm and participate in improving the implementation of work to produce services that match or exceed consumer needs. So that in the context of education for the implementation of the context of quality management with the concept and paradigm of quality assurance, various changes are needed which include philosophy, objectives, and ongoing processes.

What is the product of education? There is some difference of opinion on this. Learners, students, and alumni are often considered a product of education. But producing students with certain quality assurance standards is impossible. As Linton Gray put it that "humans are not equal, and they are in educational situations with experiences, emotions, and opinions that cannot be generalized". But one thing to remember is that the success of students is the success of their educational institutions (Sallis, 2008).

Based on the basic understanding of quality mentioned above, it appears that quality is always focused on the customer (customer focus quality). Thus, products are designed, manufactured, and services are provided to meet customer desires. To be able to meet the quality required quality management. ISO 8402 defines quality management as all activities of the overall management function that determine quality policies, objectives, and responsibilities, and implement them through tools, such as (1) quality planning, i.e., the establishment and development of goals and requirements for quality and implementation of the quality system; (2) quality control, i.e., techniques and operational activities used to meet quality requirements; (3) quality assurance, i.e., all planned and systematic actions that are implemented and demonstrated to provide sufficient confidence that the product will satisfy the need

for a certain quality; (4) quality improvement, i.e., actions taken to increase product value for customers through increasing the effectiveness and efficiency of processes and activities through the organizational structure. Therefore, quality management is a capability or capability inherent in human resources and is a controllable process, and not a mere coincidence.

METHOD (11 pt)

This study uses an evaluative research design with a quantitative-descriptive approach. The design of this study was chosen with consideration to evaluate the performance of school quality assurance, especially in the preparation of SSE during the Covid-19 pandemic. The research population was all school residents who were the subjects of the study, consist of SMKN 2 Magelang, SMKN 2 Depok, SMKN 2 Yogyakarta, SMKN 2 Pengasih, and SMKN 2 Klaten.

Table 1. Number of Research Samples

No.	School	Number of Research Samples (Person)				
		Principal	Vice Principal	Teacher	School Committee	Student
1.	SMKN 2 Yogyakarta	1	3	30	2	36
2.	SMKN 2 Pengasih	1	3	30	2	36
3.	SMKN 2 Depok	1	3	30	2	36
4.	SMKN 2 Klaten	1	3	30	2	36
5.	SMKN 2 Magelang	1	3	30	2	36
	Total	5	15	150	8	178

RESULTS AND DISCUSSION (11 pt)

This research is dominated by quantitative data and supported by qualitative data. Therefore, the presentation of research results contains about:

1. Quality of SSE Content Standard

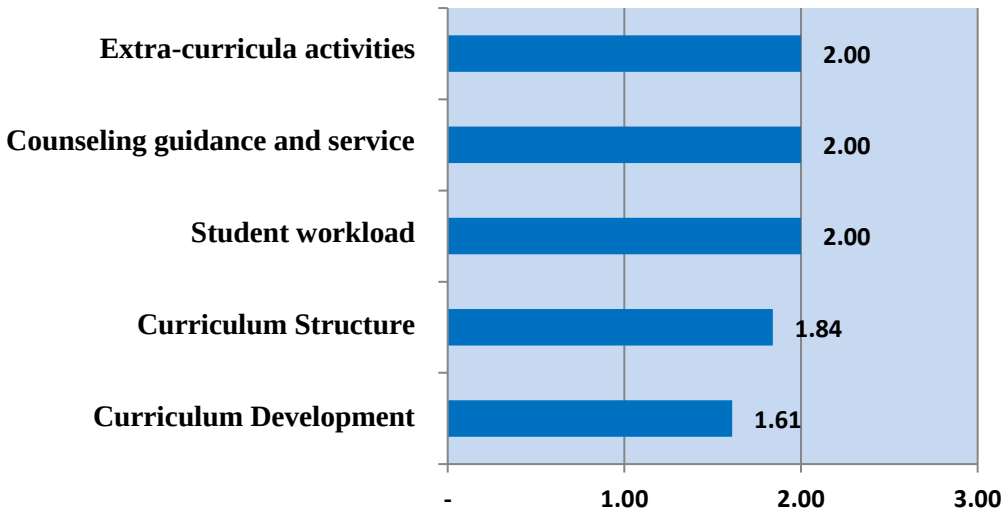

Figure 1. Quality of SSE Content Standard

Based on the data in Figure 1 shows that the lowest score is in curriculum development. Some of the factors for this low score due to the suitability of teaching materials with graduate competencies and the involvement of various parties in curriculum development. In addition, the less-than-optimal score of this content standard is also due to the high comparison of teacher and student learning activities, as well as the low percentage of local content subjects and self-development.

2. Quality of SSE Process Standard

The standard process used in this research consists of six sub-indicators including syllabus quality, lesson plan quality, learning resources, classroom management quality, learning implementation, and monitoring/supervision and evaluation implementation. In the range of the maximum score is 3, then the overall score of the Process Standard is at a rating of 1.48 or in the percentage of 49.33% with a sufficient category.

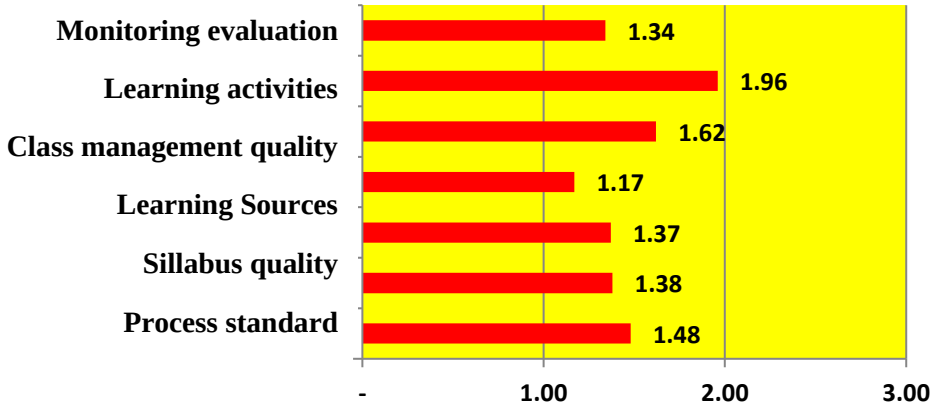

Figure 2. Quality of SSE Process Standard

Based on the data in Figure 2 shows that the lowest score is a learning resource. Some of the factors for this low score are due to the limited availability of books, guides, and learning resources owned by schools. Another factor is how the maximum utilization of these learning resources is used by teachers and students whose purpose is to provide independent study to students to explore learning assignments by optimizing learning resources owned by the school. This overall low average score is also influenced by the weak implementation of monitoring, supervision, and evaluation of learning. This cause is due to the low frequency in supervising principals in managing teacher learning in the classroom and the lack of follow-up steps for principals in guiding teachers in improving the findings found in learning supervision.

3. Quality of SSE Graduate Competency Standard

The Graduate Competency Standards used in this study consist of fifteen sub-indicators which are reflected in graduates including being confident and responsible, accustomed to using various learning resources, achievement, productive and responsible, habitual clean, healthy, fit, safe, and

sportsmanship, ready to continue to a higher level of education, communicate effectively and politely, carry out religious teachings, have a noble character, enforce rules, learn science and technology effectively, recognize and analyze natural and social phenomena, express art and culture, physical fitness and healthy living, and maintain body and environment. In the maximum score range is 3, then the overall score of the Graduate Competency Standard is at a rating of 1.18 or in the percentage of 39.33% in the low category.

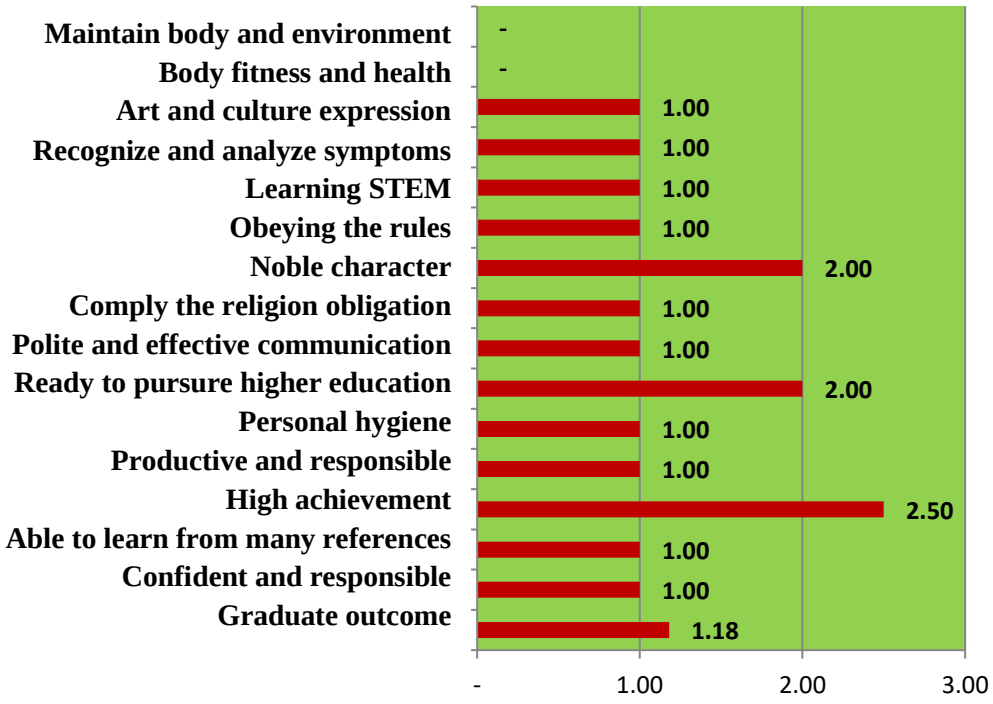

Figure 3 Quality of SSE Graduate Competency Standard

Based on the data in Figure 3 shows that the lowest score is reflected in students' self-efficacy, which is reflected in artistic and cultural expressions, ability to analyze symptoms, low levels of learning science and technology, inconsistency in law enforcement, lack of application of religious teachings, low effective but polite communication, low habits for clean, healthy, fit. lack of productivity and lack of sense of responsibility. The cause of the low competency standards of graduates is due to the limitations of school achievements and awards as well as the ability to get used to a healthy lifestyle both inside and outside which will later reflect the graduate's self-character which can be confirmed by graduate users on the beliefs and responsibilities of graduates to be productive, analytical, and able to solve problems.

4. Quality of SSE Educators and Staff Standard

The Standards of Educators and Staff used in this study consist of fourteen sub-indicators covering. teacher qualifications, teacher competencies, education staff qualifications, and education staff competencies. In the range of the maximum score is 3, then the overall score of the Educators and Staff Standards is at a rating of 2.00 or in the percentage of 66.67% in a good category.

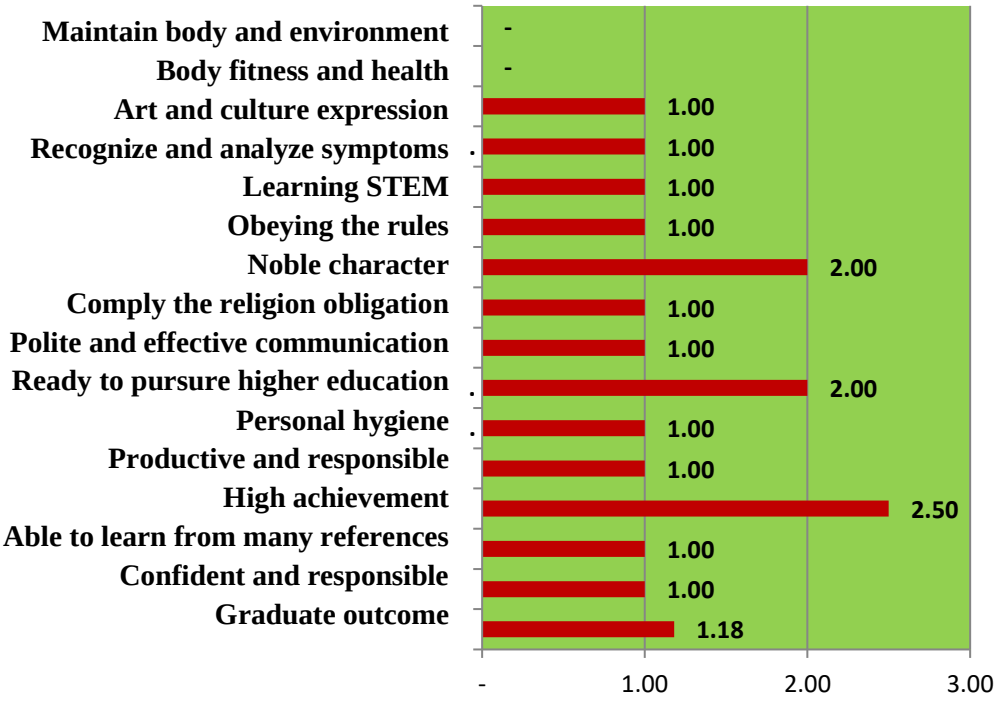

Figure 4 Quality of SSE Educators and Staff Standard

Based on the data in Figure 4. shows that the mean scores for all sub-indicators are the same. This indicates that the quality of Educators and Staff tends to show good results. This consistency is due to the appropriate Educators and Staff qualifications, some teachers already have competency certificates, and the teacher's role in optimal learning.

5. Quality of SSE Facilities and Infrastructure Standard

The standard of facilities and infrastructure used in this study consists of sixteen sub-indicators which include the condition of the Education Unit, Land, Building, Classroom, Library, Science Laboratory, Leadership Room, Teacher's Room, Place of Worship, UKS Room, Latrine, Warehouse, Circulation room, Play/exercise area, Language Laboratory, and ICT Laboratory. In the range of the maximum score is 3, then the overall score of the Facilities and Infrastructure Standard is at a rating of 1.97 or in the percentage of 65.67% with a good category.

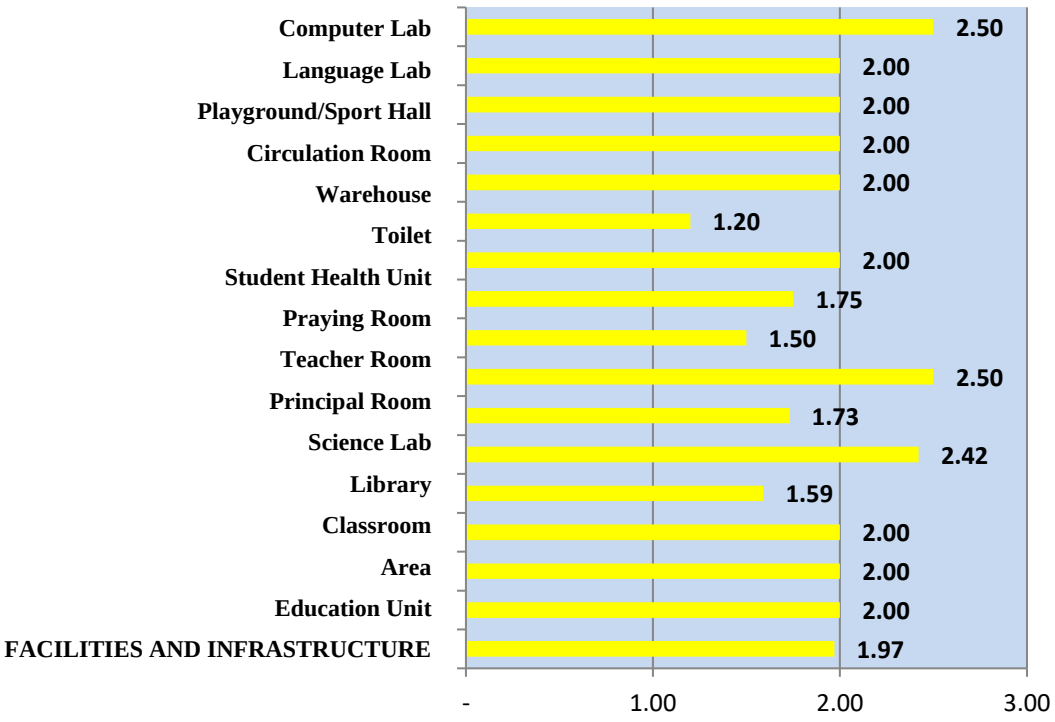

Figure 5. Quality of SSE Facilities and Infrastructure Standard

Based on the data in Figure 5 indicates that the lowest score is the quality of school latrines. This lowest score can be an input to schools that the smallest things such as latrines also need to be considered for quality and quantity. Based on the graph above, it has also been reflected that school facilities and infrastructure tend to show good grades. Awareness of improving facilities and infrastructure by schools and the culture that emerges from schools reflects progress in paying attention to the physical environment that is useful for supporting the learning process. In general, it is also seen that the quality of infrastructure in the leadership room and ICT laboratory has shown good quality.

6. Quality of SSE Management Standard

The Management Standards used in this study consist of fifteen sub-indicators which include: the scope and mechanism of establishing the school's vision, mission and goals, socializing the school's vision, mission, and goals, ownership of school work plans, school quality improvement programs, realization of vision and mission into school work plans, schools prepare school management guidelines, schools create a conducive environment for learning activities, schools provide access to school financial management reports in a transparent and accountable manner, schools establish partnerships with other institutions, schools evaluate school work plans 2 times a year, the principal evaluates the utilization of educators, the school has carried out accreditation in accordance with applicable regulations, the participation of school residents, the principal applies effective leadership, and the school implements a management information system that is easily accessible by school residents. In the range of the maximum score is 3, then the overall score of the Management Standards is at a rating of 1.47 or in the percentage of 49.00% with a sufficient category.

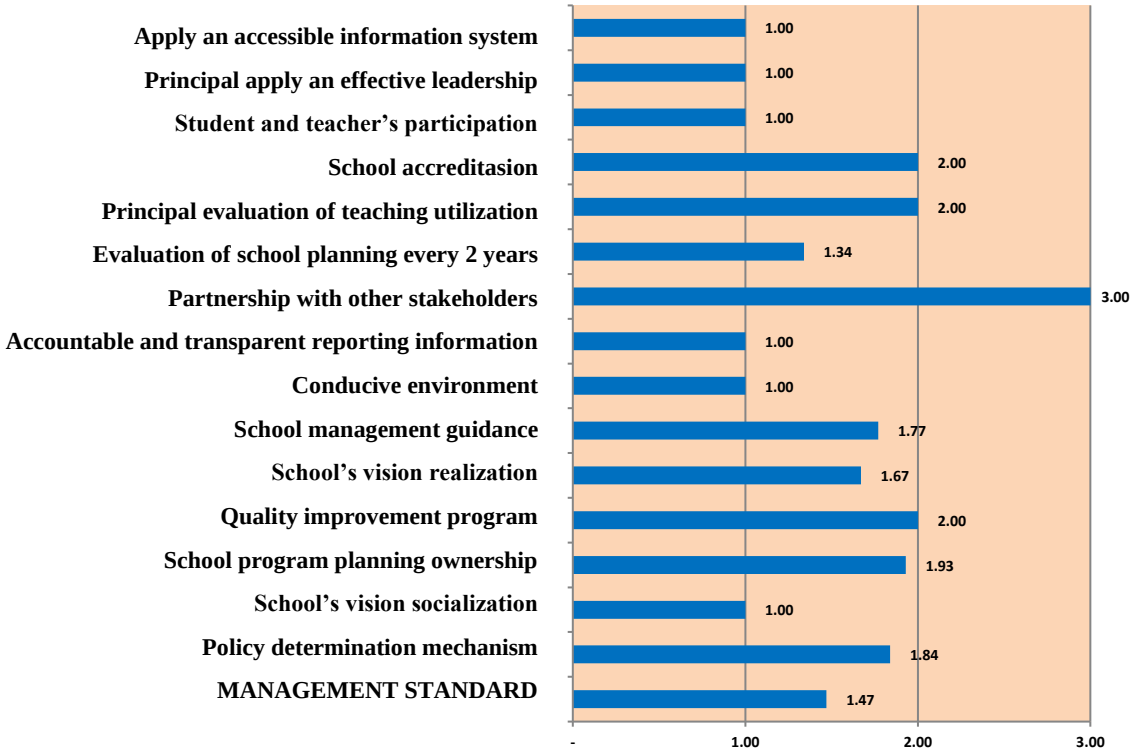

Figure 6. Quality of SSE Management Standard

Based on the data in Figure 6 shows that the lowest score in school management in implementing information systems, lack of understanding in implementing effective leadership, low participation of school residents in school management, accountable and transparent reporting information for all parties, low in creating a conducive environment, and low vision socialization. and mission by the school so that the basic values of the organization are less reflected in daily behavior. The low scores are because, in management, schools do not understand the management values shown in the quality of education. For example, the principal's leadership as the driving force of the school organization needs to function optimally through effective and efficient managerial functions. From the positive side of management standards, it was found that all schools in the respondents had collaborated with various relevant institutions even though the follow-up activities had not yet realized concrete and sustainable results.

7. Quality of SSE Financing Standard

The financing standards used in this study consist of six sub-indicators which include: RAPBS and RAKS compiled together with the School Committee and taking into account the economic capabilities of students' parents, Standard Amount of Non-Personnel Operating Costs, Realization of Financing Amounts other than Non-Personnel Operations, ATS and BAHP, Realization Non-personnel Operations Financing Management, Non-Personnel Operations Financing Report Documents, and Non-Personnel Operations Financing Report Documents. In the maximum score range is 3, then the overall score of the Financing Standard is at a rating of 1.84 or in the percentage of 61.33% with a good category.

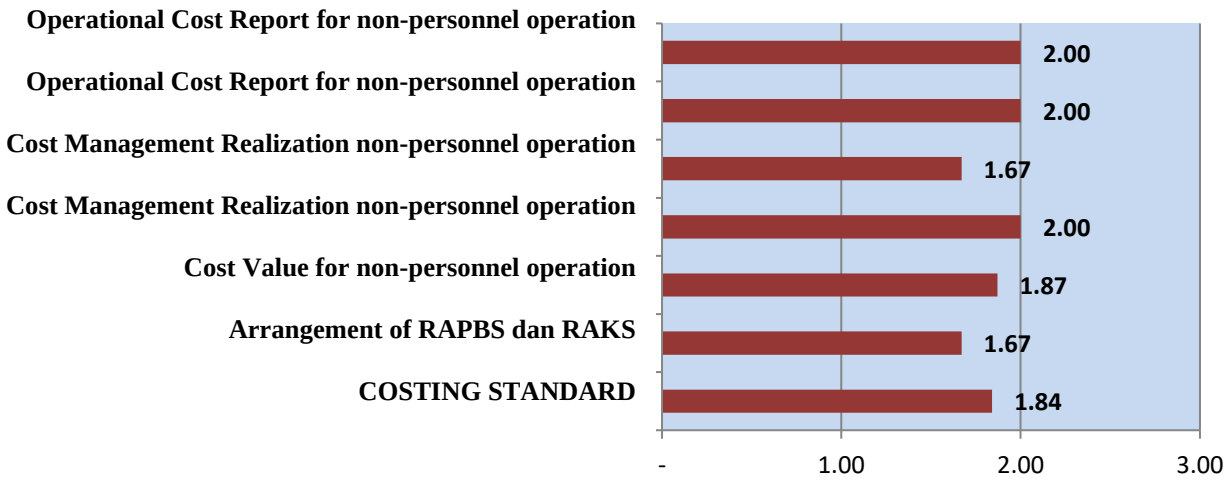

Figure 7. Quality of SSE Financing Standard

Based on the data in Figure 7 shows that the lowest score is the realization of less-than-optimal financing management and the joint preparation of the RAPBS and RAKS. This is due to the minimal presence of the community in the preparation of the RAPBS and RAKS. The transparency and credibility of the preparation of the development plan is one of the factors for the low score. In addition to that, the lack of accuracy in budget realization with activities due to incidental implementation so that some work programs may not run because of other programs that swell or there are many incidental programs outside the plan.

8. Quality of SSE Assessment Standard

The assessment standard used in this study consists of twelve sub-indicators which include: the assessment is valid, the assessment is carried out objectively, the assessment is carried out fairly, the assessment is carried out in an integrated manner, the assessment is carried out openly, the assessment is carried out comprehensively and continuously, the assessment is carried out in an integrated manner. accountability, assessment techniques, mechanisms and procedures, assessment by educators, assessment by education units, and assessment by the government. In the range of the maximum score is 3, then the overall score of the Assessment Standard is at a rating of 1.66 or in the percentage of 55.33% with a good category.

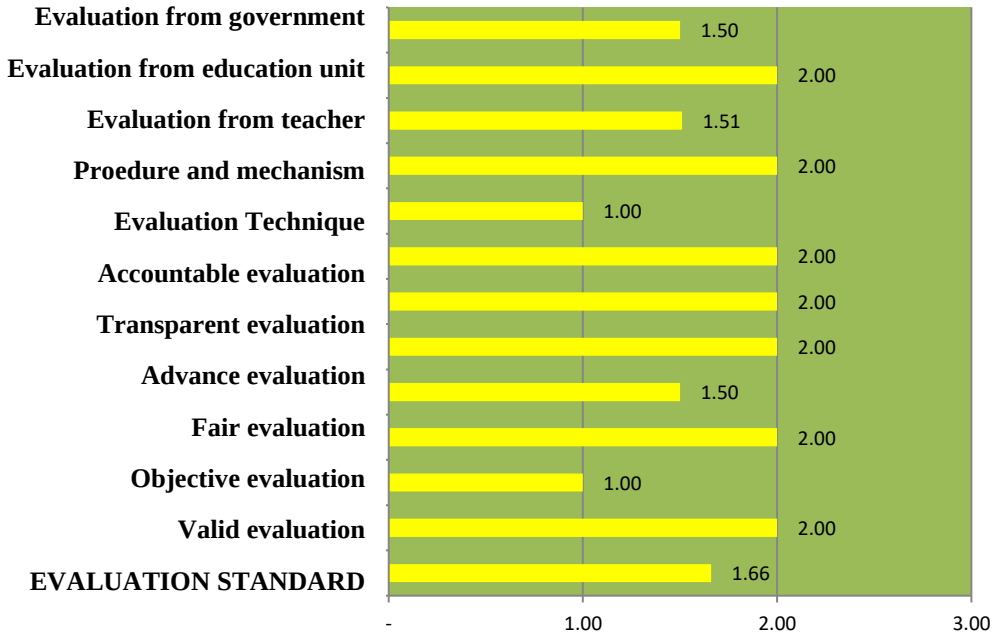

Figure 8. Quality of SSE Assessment Standard

Based on the data in Figure 8 shows that the lowest score is the application of assessment techniques used by teachers is very limited and tends to be more cognitive measurement assessments. For measuring attitudes and skills, it is difficult for teachers to apply. In addition, the objectivity of the assessment also affects the validity and credibility of the teacher. Even though the lesson plans have been stated in the RPS, difficulties in implementing the assessment have hindered teachers in carrying out learning assessments. Broadly speaking, the teacher has made a valid, accountable, and procedural assessment.

DISCUSSION

The quality of education is influenced by 8 Education Quality Standards which include: Content Standards, Process Standards, Graduate Competency Standards, Educators and Staff Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards, and Assessment Standards. Percentage (Table 4.1.) shows a clear difference, especially in quality output, namely the low Graduate Competency Standards (39.33%) with other standards. With this unsatisfactory output, the reflection of graduates' competence in the presence of the Covid-19 pandemic will result in low-quality graduates.

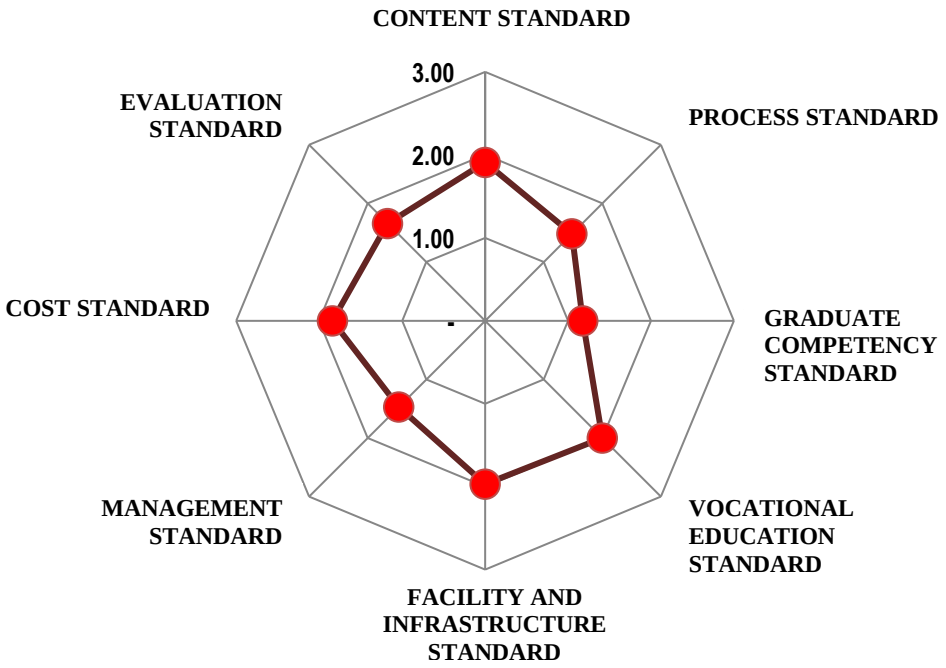

Figure 9. Education Quality Net

Figure 9 shows that the critical value is in the Graduate Competency Standards. The existence of online learning reduces the quality and quantity of teaching. This has an impact on filling the SSE which is less than optimal because all face-to-face learning activities become non-variant, especially in the implementation and management of learning. Supervision of school principals with limited online supervision is also the cause of how the SSE becomes less than optimal and tends to be difficult to increase scores in graduate quality assessments.

In general, the quality of education contained in the SSE is of sufficient quality. The impact of the Covid-19 pandemic has caused a decrease in the quality of education which has an impact on educational output and outcomes. Strategies and policies at the micro, meso, and macro levels are needed to improve the quality and performance of the education ecosystem in schools so that they can provide in-depth SSE filling and measure it validly and reliably.

CONCLUSION

The conclusions of the research are as follows. Stakeholder assessment of school quality assurance performance in the preparation of EDS during the Covid-19 pandemic resulted in an average score of 1.69 with the percentage of achievement being 56.29. The lowest score in filling out the EDS is the Graduate Competency Standard with a score of 1.18 or in the percentage of 39.33% and is included in the low category.

REFERENCES

Ahmad Tanzeh dan Suyitno. (2006), Dasar-Dasar Penelitian. Surabaya: Lembaga Kajian Agama dan Filsafat (eLKAF).

Ahmad Tanzeh. (2009). Pengantar Metode Penelitian. Yogyakarta: Teras.

Ali, Moh., (2000). Sistem Penjaminan Mutu dalam Manajemen Mutu Pendidikan", Jurnal Mimbar Pendidikan. No.1 Tahun XIX, hal. 28-31.

Bass, M., & Bass, R. (2008). The Bass Handbook of Leadership Theory, Research, & Managerial Applications. Fourth Edition. New York: Free Press.

Burhan Bungin. (2005). Metodologi Penelitian Kuantitatif: Komunikasi, Ekonomi, dan Kebijakan Publik Serta Ilmu-Ilmu Sosial Lainnya. Jakarta: Kencana.

Bush, T. & Glover, D. (2003). School Leadership: Concept and Evidence. Nottingham: National College for School Leadership.

Bush, T. (2010). Leadership and management development in education. London: Sage Publication, Ltd.

Cunningham , W.G., & Cordeiro, P.A. (2009). Educational leadership a bridge to improved practice. New York: Pearson.

Donald Ary, et. all. (2005). Pengantar Penelitian Pendidikan, Terjemahan: Arief Furchan, Yogyakarta: Pustaka Pelajar.

Fattah, Nanang. (2003). Landasan Kependidikan. Bandung: PT. Remaja Rodaskarya.

Gempur Santoso. (2005). Metode Penelitian Kuantitatif. Jakarta: Prestasi Pustaka Publisher.

Gulo, W. (2002). Metodologi Penelitian, Jakarta: Grasindo.

Gurr, D., & Drysdale, L. (2008). Instructional Leadership in Three Australian Schools.

Melbourne, Australia: Centre for Organisational Learning and Leadership, The University of Melbourne.

Hallinger, P. (2003). "Leading Educational Change: Reflections on the practice of instructional and transformational leadership", dalam Cambridge Journal of Education Vol. 33, No. 3, November, p. 35-70.

Hamalik, Oemar. (2003). Perencanaan Pengajaran Berdasarkan Pendekatan sistem. Yogyakarta: Andi Offset.

Hammond, L. D., Meyerson D., LaPointe, M., & Orr, T. M. (2010). Preparing Principals for Changing World Lesson from Effective School Leadership Programs. San Francisco: Jossey-Bass.

Hasibuan, Malayu SP. (2003). Organisasi dan Motivasi. Jakarta: PT. Bumi Aksara.

Herman, J.L, dan Herman, J.J, (1995). Total Quality Management (TQM) for Education" (Jurnal of Educational Tecnology).

Hoy. W.K., & Miskel, C.G. (2013). Educational administration: theory, practive, and research. 9th Edition. New York: McGraw-Hill.

Huber, G. S. (2010). School Leadership International Perspective. London: Springer.

Husaini Usman. (2013). Manajemen: Teori, praktik, dan riset pendidikan. Edisi 4. Jakarta: Bumi Aksara. https://www.kompasiana.com/ariasdi/552934f1f17e61264c8b45ec/sekolah-perlumengevaluasi-diri

Kementerian Pendidikan Nasional (2010). Permendiknas Nomor 63 Tahun 2009 tentang Sitem Penjaminan Mutu Pendidikan. Jakarta: Kemendiknas.

Khoiri, Muhammad (2010). Makalah Seminar Nasional VI SDM Teknologi Nuklir Yogyakarta, 18 November 2010 - ISSN 1978-0176. Yogyakarta: STTNBATAN & Fak. Saintek UIN Sunan Kalidjaga.

Koentjoroningrat. (1980). Metode-metode Penelitian Masyarakat, Jakarta: Gramedia.

Leitwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). Learning from leadership project review of research how leadership influences student learning. Minnosita: Carey, OISE, dan The Wallace Foundation.

Levin, B. (2012). How to change 5000 schools a practical and positive approach for Leadingchange at every level. Third Printing. Cambrid-ge, Massachusetts: Harvard University Press.

Lexy J. Moleong. (2002). Metode Penelitian Kualitatif. Bandung: Remaja Rosdakarya.

Lichman, M. (2010). Qualitative Research in Education A User's Guide. Edition 2. London: Sage Publication, Ltd.

Lunenburg, F.C., & Orstein, A.C. (2000). Educational administration concepts and practices. Third Edition. Belmont: Wadsworth.

Luthans, Fred. (2008). Organizational Behaviour. New York: McGraw-Hill Inc.

Makhfud, Muhammad. (2010). Kompetensi Manajerial Kepala Sekolah dalam Meningkatkan Kinerja Guru di Sekolah Menengah Atas (SMA) Negeri 1 Purwosari Pasuruan. Tesis. Malang: Program Studi Manajemen Pendidikan Islam Universitas Islam Negeri (UIN) Malang.

McMillan, J.H. (2013). Educational research fundamedntals for the consu-mer. Sixth Edition. New York: Pearson.

Meirawan, Danny (2010). Penjaminan Mutu Satuan Pendidikan sebagai Upaya Pengendalian Mutu Pendidikan Secara Nasional dalam Otonomi Daerah. Makalah Konaspi VI UPI Bandung.

Muhammad Nisfiannoor. (2009). Pendekatan Statistik Modern Untuk Ilmu Sosial Jakarta: Salemba Humanika.

Mulyasa, E. (2008). Standar Kompetensi dan Sertifikasi Guru. Bandung: Remaja Rosdakarya.

Nana Syaodih Sukmadinata. (2009) Metode penelitian Pendidikan. (Bandung: Remaja Rosdakarya.

Nasution, S. (2009). Metode Research: Penelitian Ilmiah, Jakarta: Bumi Aksara,

Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan. Jakarta: CV. Eko Jaya.

Riduwan. (2006). Metode Dan Teknik Menyusun Tesis. Bandung: Alfabeta.

_____. (2009). Belajar Mudah Penelitian untuk Guru, Karyawan dan Peneliti Pemula, Bandung: CV. Alfabeta.

Risnawati. (2009). Hubungan Kompetensi Pedagogik dan Profesional dengan Kinerja Guru PAI pada SMP se-Kota Palangka Raya. Tesis. Tidak Dipublikasikan. Banjarmasin: IAIN Antasari.

Robbins, S. P. & Judge, T. A. (2007). Perilaku Organisasi. Alih Bahasa oleh Diana Angelina. Jakarta: Salemba Empat.

Sagala, Saiful. (2006). Kemampuan Profesional Guru dan Tenaga Kependidikan. Bandung: Alfabeta

Sallis, Edward (2008). Total Quality Management in Education. Alih Bahasa: Ahmad

Ali Riyadi & Fahrurrozi. Cetakan VIII. Jogyakarta: Penerbit IRCiSoD.

Santoso, Kurniawan Adi. 02 September 2013. Guru, Jagalah Profesionlismemu. Malang Post, hlm 1.

Schleicher, A. (2012). Preparing teacher and developing school leaders for the 21 st century lessons from around the world. Paris: OECD Publishing.

Slamet, PH. (2012). Hand Out Perkuliahan Quality Assurance in Education pada Program Pasca Sarjana Konsentrasi Manajemen Kepengawasan Pendidikan di MM UGM Yogyakarta Angkatan ke-02.

Sugiyono. (2011). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: CV. Alfabeta

Suharsimi Arikunto. (2005). Prosedur Penelitian: Suatu Pendekatan Penelitian. Jakarta: Rineka Cipta.

Sunarno, Agus. (2005). Pengaruh Motivasi Kerja, Kepemimpinan, Kepala Sekolah, dan Lingkungan Kerja terhadap Kinerja Guru. Tesis. Surakarta: Program Pasca-sarjana Universitas Muhammadiyah Surakarta.

Tilaar, H. A. R. (2002). Membenahi Pendidikan Nasional. Jakarta: PT. Rineka Cipta.

Toha, Muhammad. (2010). Pengaruh Gaya Kepemimpinan Kepala Sekolah, Motivasi Kerja Guru, dan Iklim Sekolah terhadap Semangat Kerja Guru SMK Negeri di Kabupaten Banjar. Tesis. Tidak Dipublikasikan. Banjarmasin: PPs IAIN Antasari, 2010), h. 270-271

Undang-Undang Republik Indonesia Nomor 12 Tahun 2005 tentang Guru dan Dosen.

Usman, M. Uzer. (2010). Menjadi Guru Profesional. Bandung: PT. Remaja Rosda Karya.

Yamin, M. (2007). Profesionalisme Guru & Implementasi KTSP. Jakarta: Gaung Persada Press.

Zaini (2010). Perbandingan Kinerja antara Guru PAI Yang Belum Menerima Tunjangan Sertifikasi dan Guru PAI yang Sudah Menerima Tunjangan Sertifikasi pada Sekolah Menengah Umum (SMU) se-Kota Palangka Raya. Tesis. Tidak Dipublikasikan. Banjarmasin: IAIN Antasari.

Zuliati, Fitria. (2009). Studi Komparasi antara guru yang Telah Mengikuti Sertifikasi dan yang Belum terhadap Kompetensi Profesional di Wilayah Kecamatan Gedeg Kabupaten Mojokerto. Skripsi. Malang: Universitas Islam Negeri (UIN) Maulana Malik Ibrahim.