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INTERNATIONAL JOURNAL of ACADEMIC RESEARCH Vol. 7. No. 3. May, 2015 200 | PART B. **SOCIAL SCIENCES AND HUMANITIES** www.ijar.eu Fauziah Zainuddin. The Implementation of Total Quality Management at STAIN Palopo Sulawesi Selatan. International Journal of Academic Research Part B; 2015; 7(3), 200-205. DOI: 10.7813/2075-4124.2015/7-3/B.30 Library of Congress Classification: JK1717-2217 THE IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT AT STAIN PALOPO SULAWESI SELATAN Fauziah Zainuddin Lecturer at STAIN Palopo (INDONESIA) Email: fauziahzain73@gmail.com DOI: 10.7813/2075-4124.2014/6-3/B.26 Received: 02 Jan, 2015 Accepted: 14 May, 2015 ABSTRACT This paper aims to describe the implementation of total quality management at STAIN Palopo.

Respondents are the academic-civil wh aken „S stratified Sampling ? tegy . Data was collected by using a questionnaire. Data were analyzed by frequency tabulation. The results are: (1) the TQM implementation, both as the program implementation and the quality results regarding of service administrative variable, curricular services, service infrastructure and quality attributes which used as a reference are still being in the "Medium" category.

(2) In the administrative services, the relevance level of STAIN public policy leadership on some good things but are less effective and efficient, including leadership factors that its high-level „attion? but less accommodating to the subordinate, and public administration is still less effective and efficient. (3) For the curricular services field, indicators of academic regulations, curriculum, and the course were relevant but the effectiveness and the efficiency is low, including learning resources, human resource development, and comprehensive evaluation.

The same situation occurred in the infrastructure services field, where the degree of relevance has been good but **less effective and efficient**. Key words: implementation, total quality management, STAIN, policy. INTRODUCTION In the last decade, higher education in Indonesia in terms of various indicators occupies the the bottom rank in the higher education in Asia.

One effort **to improve the quality of higher education** is to initiate partnerships or networking. **The main target of** any discretion universities fundamentally involves four kinds of processes, namely the processes of teaching and learning operations for the production, marketing process and therefore the quality of the product must be developed, in order to streamline the process management, and process bureaucracy to enforce management.

McCorkle, et.all., revealed **some of the challenges faced by** universities from the management perspective. (1) The limited budget **management of Higher Education** provided by the government or donors, so that most of the financing of Higher Education directly charged to the student. (2) The decrease in **the number of people aged** 18 years in some countries.

In 1992 for example, the population aged 18-24 years **in the United States** plunged 25 percent. Meanwhile, the population of the same age in developing countries, on the contrary is exploded. (3) The protection and improvement of the institutional quality of Higher Education. (4) Independence and viability financial resources.

This mean that the independence College at the mercy of others, and the ability of its own generative sources. If there is any other external source, the source shouldn't binding and doesn't spoil. (5) Maintenance of human resources, physical resources, especially intellectual resources.

(6) Increasing the **active participation of every** community of universities and maintenance of effective human relations between people. (7) Increased efficiency and productivity. (8) Improving **and maintaining good relations with the** environment, and improve public relations with each group of stakeholders (consumers, etc.).

(9) Maintain the trust sponsors, supporters and sympathizers. (10) Learning to live in uncertainty.[1] In pursuit of quality reaching, **it needs to be** seen from the factors a college education management. One model for the management of universities in this modern era, is the Integrated Quality Management.[2] In the quality management, there are three evolving systems: (1) Quality Control, (2) Quality Assurance. (3) Quality Management.[3] The **Total Quality Management is a** management approach that seeks

to maximize the competitiveness of the organization through continuous improvement on products, services, people, process and environment. 200 | PART B. SOCIAL SCIENCES AND HUMANITIES INTERNATIONAL JOURNAL of ACADEMIC RESEARCH Vol. 6. No. 3.

May, 2014 204 | PART B. SOCIAL SCIENCES AND HUMANITIES www.ijar.eu Continuous improvement is the soul and spirit which became the basic assumptions of quality management.[4] This is in contrast with the previous input-output view which states that the quality of the interaction of inputs and outputs in the sense that the higher quality output due to input quality.

STAIN Palopo prepares a cadre of qualified scholars, in order to meet the challenges and demands of the progress of time in the third millennium.[5] Connection with this, STAIN Palopo is expected to prepare and produce quality output, skilled and professional cadre of scholars who have intellectual insight, religious knowledge ability, general knowledge and competence, so that they can participate in the society and the development process.[6] The first thing to note is the quality of reliable and quality management.

Now , STAIN Palopo improves itself, preparing and developing the potential management quality standards required in the era of globalization. RESEARCH METHOD This is a descriptive research based on survey approach and tend to generalize[7]. By ingtified sampling technique, there are 30 respondents of lecturers and employers of STAIN Palopo [8]. The data was collected by using questionnaire.

The questions scale use Likert.[9] Then, the data is analyzed by using frequency tabulation and percentage technique.[10] RESULTS 1. Administrative Service In this variable, some parts are used as the focus of analysis concerning aspects: 1) the general policy, 2) leadership, and 3) public administration. Table 1. Tmrix v,,admtivsic Variables Wordings of Questionnaire and Measures 1. Common Policy ? ? ? ? ? ? how t,,w wolutocc ? ? ? ? ? ? 201 | PART B.

SOCIAL SCIENCES AND HUMANITIES INTERNATIONAL JOURNAL of ACADEMIC RESEARCH Vol. 6. No. 3. May, 2014 204 | PART B. SOCIAL SCIENCES AND HUMANITIES www.ijar.eu (1) Very bad: 0%, (2) Bad: 10%, (3) Normal: 36,67%, (4) Good: 40%, (5) Excellent: 13,33%. 3. Public administration ? Relevance Q: how is the relevance of the public administration? (1) Very bad: 6,67%, (2) Bad: 13,33%, (3) Normal: 26,67%, (4) Good: 33,33%, (5) Excellent: 20%.

Efficiency Q: how is the efficiency of the public administration? (1) Very bad: 0%, (2) Bad: 16,67%, (3) Normal: 23,33%, (4) Good: 46,67%, (5) Excellent: 13,33%. Effectivity Q: how is

the effectivity of the public administration? (1) Very bad: 13,33%, (2) Bad: 6,67%, (3) Normal: 33,33%, (4) Good: 33,33%, (5) Excellent: 13,33%. Accountability Q: how is the accountability of the public administration? (1) Very bad: 3,33%, (2) Bad: 16,67%, (3) Normal: 13,33%, (4) Good: 46,67%, (5) Excellent: 20%.

Creativity Q: how is the creativity of the public administration? (1) Very bad: 6,67%, (2) Bad: 13,37%, (3) Normal: 33,33%, (4) Good: 33,33%, (5) Excellent: 13,33%. Win-win Solution Q: how is the win-win solution of the public administration? (1) Very bad: 3,33%, (2) Bad: 16,67%, (3) Normal: 30%, (4) Good: 36,67%, (5) Excellent: 13,33%. ? Attention Q: how is the attention of the public administration? (1) Very bad: 10%, (2) Bad: 0%, (3) Normal: 33,33%, (4) Good: 43,34%, (5) Excellent: 13,33%.

Response Q: how is the response of the public administration? (1) Very bad: 0%, (2) Bad: 20%, (3) Normal: 20%, (4) Good: 43,33%, (5) Excellent: 16,67%. Appearance Q: how is the appearance of the public administration? (1) Very bad: 0%, (2) Bad: 3,33%, (3) Normal: 26,67%, (4) Good: 56,67%, (5) Excellent: 13,33%. Productivity Q: how is the productivity of the public administration? (1) Very bad: 0%, (2) Bad: 23,33%, (3) Normal: 20%, (4) Good: 56,67%, (5) Excellent: 0%.

Resource: questionnaire analysis. Based on Table 1 above, generally the quality of "public policy" of STAIN Palopo are in „ neutral; position. There are some policies which still not up its implementation. These policies such as the lack of relevance between technical determination of educational needs objectively with **the needs of students** and work, the bi- directional educational planning is mal hat unfavorable to students, the implementation of the maximum socialization of college policy by the leaders of the other academic community is less, and optimally unfunction of highest institution in setting policies of STAIN Palopo.

Consequently, the policies issued lacked legal charge and responsibility for implementation. There are also some common policies are considered to have done well, such as: vision, mission, and principles of STAIN Palopo that has modernity relevance showed accommodative to the trend of the times, **the needs of the** community and students and not in conflict with government policy.

Similarly, the establishment of a strategic plan which still refers to the vision and mission STAIN, and institute life setting does not lead to inefficiency and ineffectiveness. In general, the "leadership" quality categorized as "neutral". There are various quality criteria that haven ? t been executed in the process of leadership in the area study.

For example, the effectiveness of leadership deemed to be lacking due to the usual

system used is not utilized properly. Similarly, the problem of creativity leaders who still retain the old ideas and rarely give birth to advanced ideas. Quality of "public administration" are in a position of ' neut . There are several quality criteria which have good quality and low.

Accountability in terms of financial administration were deemed to be low, the registration of new students and college information system that hasn't been run efficiently and effectively. 2. Curricular Service There are six indicators in this variable, namely: (1) academic ruler. (2) curriculum. (3) lectures process. (4) learning resource. (5) people empowerment. (6) total evaluation. Table 2. The atof ariable ircerve? Variables Wordings of Questionnaire and Measures a.

Academic Ruler ? 202 | PART B. SOCIAL SCIENCES AND HUMANITIES INTERNATIONAL JOURNAL of ACADEMIC RESEARCH Vol. 6. No. 3. May, 2014 204 | PART B. SOCIAL SCIENCES AND HUMANITIES www.ijar.eu 23,33%, (5) Excellent: 6,67%. Accountability Q: how is the accountability of the academic ruler? (1) Very bad: 0%, (2) Bad: 0%, (3) Normal: 26,67%, (4) Good: 73,33%, (5) Excellent: 0%. 2.

Curriculum ? Relevance Q: how is the relevance of the curriculum? (1) Very bad: 0%, (2) Bad: 13,33%, (3) Normal: 16,67%, (4) Good: 70%, (5) Excellent: 0%. Effectivity Q: how is the effectivity of the curriculum? (1) Very bad: 0%, (2) Bad: 23,33%, (3) Normal: 40%, (4) Good: 30%, (5) Excellent: 6,67%. 4. Lectures ? Relevance Q: how is the relevance of the lectures? (1) Very bad: 20%, (2) Bad: 13,33%, (3) Normal: 33,34%, (4) Good: 50%, (5) Excellent: 3,33%.

Win-Win Solution Q: how does - (1) Very bad: 0%, (2) Bad: 10%, (3) Normal: 20%, (4) Good: 66,67%, (5) Excellent: 3,33%. Effectivity Q: how is the effectivity of the lectures? (1) Very bad: 0%, (2) Bad: 6,67%, (3) Normal: 26,66%, (4) Good: 56,67%, (5) Excellent: 10%. Efficiency Q: how is the efficiency of the lectures? (1) Very bad: 0%, (2) Bad: 10%, (3) Normal: 33,34%, (4) Good: 53,33%, (5) Excellent: 3,33%.

Accountability Q: how is the accountability of the lectures? (1) Very bad: 3,33%, (2) Bad: 6,67%, (3) Normal: 23,33%, (4) Good: 36,67%, (5) Excellent: 10%. Creativity Q: how is the creativity of the lectures? (1) Very bad: 0%, (2) Bad: 16,67%, (3) Normal: 26,67%, (4) Good: 50%, (5) Excellent: 6,67%. Attention Q: how is the attention of the lectures? (1) Very bad: 0%, (2) Bad: 0%, (3) Normal: 23,33%, (4) Good: 66,67%, (5) Excellent: 10%.

Response Q: how is the response of the lectures? (1) Very bad: 0%, (2) Bad: 0%, (3) Normal: 40%, (4) Good: 60%, (5) Excellent: 0%. Appearance Q: how is the appearance of the lectures? (1) Very bad: 0%, (2) Bad: 0%, (3) Normal: 23,33%, (4) Good: 66,67%, (5)

Excellent: 10%. Productivity Q: how is the productivity of the lectures? (1) Very bad: 0%, (2) Bad: 0%, (3) Normal: 33,34%, (4) Good: 60%, (5) Excellent: 6,67%. 5.

Learning Resource ? Relevance Q: how is the relevance of the learning resource? (1) Very bad: 0%, (2) Bad: 0%, (3) Normal: 13,33%, (4) Good: 66,67%, (5) Excellent: 20%. Efficiency Q: how is the efficiency of the learning resource? (1) Very bad: 0%, (2) Bad: 16,67%, (3) Normal: 50%, (4) Good: 33,33%, (5) Excellent: 0%. Effectivity Q: how is the effectivity of the learning resource? (1) Very bad: 6,67%, (2) Bad: 6,67%, (3) Normal: 33,33%, (4) Good: 40%, (5) Excellent: 13,33%. 6.

People Development ? Relevance Q: how is the relevance of the people development? (1) Very bad: 0%, (2) Bad: 6,67%, (3) Normal: 20%, (4) Good: 53,33%, (5) Excellent: 20%. win-win solution Q: how is the win-win solution of the people development? (1) Very bad: 3,33%, (2) Bad: 10%, (3) Normal: 43,33%, (4) Good: 33,34%, (5) Excellent: 10%. Effectivity Q: how is the effectivity of the people development? (1) Very bad: 0%, (2) Bad: 13,33%, (3) Normal: 23,33%, (4) Good: 56,67%, (5) Excellent: 6,67%.

7. Total Evaluation ? Win-win solution Q: how is the win-win solution of the total evaluation? (1) Very bad: 0%, (2) Bad: 0%, (3) Normal: 3,33%, (4) Good: 70%, (5) Excellent: 26,67%. 203 | PART B. **SOCIAL SCIENCES AND HUMANITIES** INTERNATIONAL JOURNAL of ACADEMIC RESEARCH Vol. 6. No. 3. May, 2014 204 | PART B. **SOCIAL SCIENCES AND HUMANITIES** **www.ijar.eu** Excellent: 26,67%.

? Creativity Q: how is the creativity of the total evaluation? (1) Very bad: 0%, (2) Bad: 13,33%, (3) Normal: 23,33%, (4) Good: 56,67%, (5) Excellent: 6,67%. Productivity Q: how is the productivity of the total evaluation? (1) Very bad: 0%, (2) Bad: 23,3%, (3) Normal: 26,67%, (4) Good: 40%, (5) Excellent: 10%. Academic capability Q: how is the academic capability of the total evaluation? (1) Very bad: 0%, (2) Bad: 6,67%, (3) Normal: 33,34%, (4) Good: 36,66%, (5) Excellent: 23,33%. Resource: questionnaire analysis.

In the aspect of 'academic regulations, the overall results of calculations obtained the degree of implementation aspects categorized as "neutral". There are a variety of quality criteria which have been executed in the process of leadership in the study area. For example, regarding the academic regulations has any relevance to the strategic policies of universities and the implementation is in conformity with the target.

The same thing happened on the aspect of 'curriculum' which is categorized as "neutral". The quality of curriculum implementation is based on quality criteria that the level of relevance of the curriculum tailored **to the needs of the** students as customers. Only the low effectiveness which is less socialized curriculum for students to know their

achievement targets each semester.

In contrast both the above aspects, the aspect of 'curriculum' actually came closer to 'high' level. In the organization of the course with 9 criterias of quality found some low quality criteria such as the students don't have a design course, the discipline of time by the lecturer both in presenting the material and the use of media, and less attention to the administrative class lecturers.

Regarding 'learning resources', this aspect categorized as "neutral". Learning resources such as libraries, Arabic and English laboratory this moment is developed and promoted its function in STAIN. Nevertheless, the level of relevance, efficiency, and effectiveness of the library is still in process.

Except computers and the Internet laboratory, while still being developed though it can be used by students. In the aspect of 'human resource development' is categorized as neutral. This aspect isn't maximized, such as the development of understanding of the value, and the attitude of teamwork within each faculty, and the welfare system and the system's ability to improve the quality of lecturers.

While things are considered to be rather good as the system acceptance lecturer objective and procurement work each lecturer. Regarding 'comprehensive evaluation', position in the level of 'neut'. The aspects "thorough evaluation" concerning the final evaluation studies, evaluation of all curricular activities, awards to outstanding students and graduates each year to calculate.

These four items are generally always done, except the evaluation of all curricular activities have not been used as a sustainable basis for planning the next curricular activities. 3. Facilities and Infrastructures Service Table 3. The matrix of variables and measures relevance Q: How is the relevance of facilities and infrastructures service? (1) Very bad: 0%, (2) Bad: 13,33%, (3) Normal: 20%, (4) Good: 60%, (5) Excellent: 6,67%.

Win-win solution Q: How is the win-win solution of facilities and infrastructures service? (1) Very bad: 0%, (2) Bad: 0%, (3) Normal: 16%, (4) Good: 46%, (5) Excellent: 36%.

Accountability Q: How is the accountability of facilities and infrastructures service? (1) Very bad: 10%, (2) Bad: 3,33%, (3) Normal: 16,67%, (4) Good: 63,33%, (5) Excellent: 6,67%.

Effectivity Q: How is the effectivity of facilities and infrastructures service? (1) Very bad: 0%, (2) Bad: 6,67%, (3) Normal: 20%, (4) Good: 63,33%, (5) Excellent: 10%. Resource:

questionnaire analysis. This aspect explains that it is categorized as "neutral". The cause is the procurement of a number of specific facilities and infrastructure unefficiently.

However, there are also some great facilities and other infrastructures that its functions effectively and efficiently. For example, the procurement of a language laboratory, library construction. In addition, well-built infrastructure support such as structuring and maintenance of the campus environment, including streets and parks were enhanced.

DISCUSSIONS Based on the tables description above, the implementation of quality management of three areas, namely: administration services, curricular services, and infrastructure services in STAIN Palopo is in „ neut position. 204 | PART B. SOCIAL SCIENCES AND HUMANITIES INTERNATIONAL JOURNAL of ACADEMIC RESEARCH Vol. 6. No. 3. May, 2014 204 | PART B. SOCIAL SCIENCES AND HUMANITIES www.ijar.eu The quality of „ criteria ? and the value obtained aspect of "creativity" is the smallest, while other aspects aren ? t much different.

This aspect can ? t be separated from the other factors for example, leaders haven ? t completely let go of the old mindset in a number of fields to follow the demands of society fast changing times increasingly. This is why they are less innovative in finding a solution to the problem of the institution. The "Win-win solution" criteria or mutual benefit of all parties is categorized „ low ? .

In some cases, there is a tendency that the opposite situation occurs that is "selfish" in the academic community. This situation also occurs in the policy-making by leaders who by certain parties are considered less useful and even harmful, as well as the leaders are less open to faculty, administrators and students in all respects. In the "appearances" case, STAIN Palopo current physical well being has increased.

Such as increasing the quantity of buildings and lack of concern for the natural environment more beautiful campus, comfortable, clean, beautiful, and harmonious prove that STAIN is tidying. Including the academic community who also started keeping the "appearance" of their physical are always clean, attractive, smile, sympathetic, and honest.

In the "productivity" aspect, STAIN Palopo produces more graduation every time. Moreover, the alumni of the output coming from disciplines needed by the community as a program extension. The same thing happened on the number of students accepted each academic year, their village built, the activities of the academic community STAIN on government agencies, social institutions also prove that STAIN Palopo is categorized have good productivity.

These results empowered Powresh hat TQM is a potential source of sustainable competitive advantages.[11] CONCLUSION Policy relevance level is still low which causes the policy isn't functioning effectively and efficiently, comprehensively leadership tends to maintain the old idea and do not give birth to new ideas, as well as the lack of financial accountability and information systems so that educational activities tend to be less effective and efficient.

Implementation curricular activities is not maximized, although in terms of commitments already have relevance as academic regulations with STAIN policy. Likewise, aspects of which have not been so effective curriculum implementation, so that it effect to the lack of effectiveness, efficiency, and creativity of students in the learning process.

Infrastructures physically increase the efficient and effective with a high degree of relevance of such procurement language laboratory, library construction, arrangement and maintenance of roads and beautify the park campus. REFERENCES (1) McCorkle, et.all., Management and Leadership in Higher Education. California Univ., Davis.; Ford Foundation, New York, NY. 1982. pp. (2) Santoso, Thomas. B. "Mem anajemeni Sekolah di Masa Kini "dalam Network : Internet. 2001. (3) Tampubolon, Daulat P.,

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