



## **MODELS OF IMPROVING THE QUALITY OF EDUCATION FROM THE PERSPECTIVE OF EDUCATION MANAGEMENT**

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### **Abstract**

Quality of education is one of the main indicators of the success of education implementation and has a strategic role in human resource development. The low quality of graduates, weak relevance of education to the needs of the community, and lack of effective management of educational institutions show that quality improvement cannot be separated from education management. This article aims to examine the concept of education quality, describe various models for improving the quality of education, and analyze these models from the perspective of education management. This study used a qualitative approach with a literature review method. Data were obtained from national and international journal articles, proceedings, research reports, and other relevant academic documents. Data were analyzed using content analysis techniques through conceptual grouping, model categorization, and theory synthesis. The results of the study show that quality of education is the result of a planned and sustainable management process, which includes the dimensions of input, process, output, and outcome. Various models of education quality improvement, such as total quality management, school-based management, continuous improvement, the input-process-output model, and internal quality assurance, have a strong theoretical and relevant foundation to be applied in education management. The perspective of education management helps us understand that quality improvement requires a systemic approach, effective leadership, supportive organizational culture, and the participation of all stakeholders.

**Keywords:** Quality of Education; Education Management; Quality Improvement Model

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## A. Introduction

The quality of education is a strategic issue that has a direct relationship with human resource development (Jannah & Aziz, 2025; Suwar, 2022). Quality education not only functions as a means of knowledge transfer but also as a vehicle for character building, skill development, and increasing the competitiveness of individuals and nations. In a global context marked by rapid social, economic, and technological changes, the demand for quality education is increasing. Educational institutions are expected to produce graduates who have academic competence and are also relevant to the needs of society and the world of work. Therefore, the quality of education is an important indicator of the success of the education system as a whole.

Nevertheless, efforts to improve the quality of education still face complex challenges. One of the main challenges is the quality of graduates, which does not fully reflect the expected competency standards (Farid et al., 2024). In addition, there is the issue of the relevance of education to the needs of the times, in terms of the curriculum, learning methods, and skills developed. Other challenges relate to the effectiveness of the management of educational institutions, including the planning, implementation, and evaluation of educational programs (Tumanggor et al., 2021). Inefficiencies in management often have an impact on the low quality of educational processes and outcomes, making it difficult to optimally achieve educational goals.

In this context, educational management plays an important role in ensuring and improving the quality of education. Educational management is a strategic process that integrates resources to achieve its goals. Through systematic planning, effective organization, directed implementation, and continuous supervision, educational management can be the main instrument for maintaining the quality of the educational process. Improving the quality of education cannot be separated from the application of appropriate and sustainable management principles.

Along with the development of education management studies, various models for improving the quality of education have been developed and applied in various contexts. These models offer a systematic conceptual and operational framework to improve the quality of education. Some models emphasize continuous improvement, participation of all stakeholders, strengthening of the quality culture, and orientation on the satisfaction of users of educational services (Najiah & Baharun, 2025; Paizaluddin et al., 2025; Pukada et al., 2025). The existence of these models is important because they provide a more structured guide for educational institutions to design, implement, and evaluate quality improvement programs consistently.

However, the diverse models for improving the quality of education developed in the literature often cause difficulties in comprehensively understanding their

characteristics and relevance. The concepts and approaches used are scattered across various sources with different perspectives; therefore, synthesis efforts are needed to obtain a complete understanding of the topic. Therefore, a literature review is a relevant approach to study, classify, and analyze existing models for improving the quality of education. Through this study, we hope to obtain a systematic picture of the concepts, characteristics, and implications of the application of these models in the context of education management.

Based on this background, this study focuses on the study of models for improving the quality of education reviewed from the perspective of education management. This study is not limited to one level of education or one specific type of institution but is general and conceptual. Thus, this discussion is expected to make a relevant theoretical contribution to the development of education management. The problems studied in this article include understanding the concept of education quality from an education management perspective, identification of models for improving the quality of education that develop in the literature, and analysis of the characteristics and relevance of these models in education management. In line with these problems, the purpose of this article is to describe the concept of education quality, examine various models of improving the quality of education, and analyze these models from the perspective of education management in an effort to strengthen theoretical understanding of improving the quality of education.

## **B. Method**

The research method used in this study was qualitative research with a library research approach. The qualitative approach was chosen because this study aimed to understand and interpret the concepts, theories, and models of improving the quality of education that developed in the literature, and not to test hypotheses or measure variables quantitatively (Luthfiyah, 2018). Literature studies were used as the main method because the source of research data comes from various relevant scientific works, thus allowing the author to conduct an in-depth study of the thoughts and findings of experts in the field of education management and education quality improvement.

The data sources in this study were obtained from various scientific literature relevant to the study topic. The main sources include scientific journal articles that discuss the quality of education, education management, and models for improving the quality of education. In addition, this study utilized seminar proceedings, research reports, and other academic documents that are considered credible and make theoretical contributions to the discussion. The data sources were selected by considering the topicality, clarity of methodology, and relevance of the substance to the focus of the study.

The data collection technique was carried out through a systematic literature search using various journal databases and other academic sources. The literature found was then selected based on its level of relevance to the research theme and credibility of the author and publisher. After the selection process, a record was made of concepts, theories, definitions, and important findings related to the quality of education and models of improvement. This process aims to ensure that the data used support comprehensive analysis and discussion.

The collected data were analyzed using content analysis techniques. The analysis was carried out by identifying, grouping, and categorizing concepts and models for improving the quality of education found in the literature. Furthermore, theoretical synthesis is carried out to connect various views and findings to obtain a complete and systematic understanding of models for improving the quality of education from the perspective of education management. This analysis is expected to produce conclusions that are conceptual and relevant to the research objectives.

## **C. Finding and Discussion**

### **1. Research Results**

The results of the literature review show that the quality of education is a concept that has a broad and multidimensional meaning. Education experts generally view the quality of education as the level of conformity between the educational process and outcomes with the standards, goals, and needs of stakeholders (Fadhli, 2017; Siswopranoto, 2022). The quality of education is not only measured by the academic achievements of students but also by the quality of the learning process, the management of institutions, and the impact of education on individuals and society. From the perspective of education management, quality is understood to be the result of a series of processes that are systematically planned, implemented, and evaluated to achieve the educational goals that have been set (Andi Rasyid Pananrangi, 2017; Mustari & Rahman, 2014).

The literature shows that the quality of education can be understood through several main dimensions: input, process, output, and outcome. The input dimension includes all resources used in the implementation of education, such as students, educators, education personnel, curriculum, facilities and infrastructure, and funding support. The quality of the input greatly determines the quality of the educational process that takes place in educational institutions. The process dimension relates to how educational activities are carried out, including the learning process, interaction between educators and students, application of learning methods and strategies, and academic climate and organizational culture. A quality process is characterized by active, participatory, and developmental learning that is oriented towards developing students' potential.

Furthermore, the output dimension refers to the direct results of the educational process, such as academic achievement, skills, and attitudes of graduates. Output is often the easiest indicator to measure, for example, through test scores or pass rates. However, the literature also emphasizes the importance of the outcome dimension, which is the long-term impact of education on the lives of graduates and society. Outcomes include graduates' ability to adapt to the work world, contribute to social life, and develop sustainably (Royani et al., 2025; Sihotang & Wijayanto, 2025). Thus, the quality of education cannot be assessed partially but must be viewed in its entirety through these four dimensions.

In the context of educational institutions, quality indicators are used to assess the success of educational implementation. These indicators include the quality of educators, learning effectiveness, availability and utilization of infrastructure, institutional leadership, and satisfaction of students and parents. Some studies also emphasize the importance of non-academic indicators, such as quality culture, discipline, and values developed in an educational environment (Mutawakkil, 2025). These indicators form the basis for educational institutions to evaluate and improve on an ongoing basis.

The results of the study also show that educational management is a key factor in achieving quality education. Educational management is defined as the process of effectively and efficiently managing all educational resources to achieve educational goals. This definition emphasizes that education management is not only related to administrative aspects but also includes aspects of leadership, decision-making, and organizational development. In the education management literature, quality is seen as a direct result of the quality of management applied by educational institutions.

The function of education management is the basic framework of quality management. The planning function determines the vision, mission, goals, and strategies for improving the quality of education. Good planning allows educational institutions to have a clear direction and measurable program. Organizational function is related to the division of duties, authority, and responsibilities between elements in educational institutions. Through effective organization, resources can be optimally utilized to support quality achievement. The implementation function includes the implementation of educational programs and activities in accordance with the plan that has been set, whereas the supervision function aims to ensure that the implementation runs according to the expected standards and objectives. These four functions are interrelated and form a unit in the education management system.

The literature shows that there is a close relationship between educational management and the quality of education. Effective management can create a conducive learning environment, improve the performance of educators and education personnel,

and encourage the participation of stakeholders. However, weak educational management often has an impact on the low quality of educational processes and outcomes. Therefore, various models for improving the quality of education have been developed by making management principles the main foundation.

One of the widely discussed models in the literature is total quality management (TQM) in education. TQM emphasizes comprehensive and sustainable quality improvement efforts involving all components of educational institutions (Ismail 2018). In the context of education, TQM is oriented towards the satisfaction of education service users, students, parents, and the community. This model emphasizes the importance of visionary leadership, teamwork, and a strong high-quality culture in educational institutions. TQM views quality as a shared responsibility, not just a task of leaders or educators.

Another model often found in literature reviews is school-based management (Hadziq, 2017). This model gives schools greater autonomy in managing resources and making decisions related to the implementation of education. School-based management emphasizes the active participation of school residents and the community in efforts to improve quality. With broader authority, schools are expected to be able to adapt educational programs to local needs and potentials so that the quality of education can be improved contextually.

In addition, the literature discusses the continuous improvement model. This model emphasizes that improving the quality of education is a process that never stops (Abdurrohman & Fahmi, 2021). Every educational activity needs to be evaluated periodically to identify weaknesses and opportunities for improvement. Continuous improvement encourages educational institutions to always learn from experience, adapt to changes, and innovate in education management. This model is relevant to the ever-evolving dynamics of education.

The input-process-output (IPO) model is also a framework used to understand and improve the quality of education. This model views education as a system consisting of interrelated inputs, processes, and outputs (Ibad, 2023). The quality of the output and outcome is largely determined by the quality of the inputs and processes that take place. Therefore, improving the quality of education must be carried out comprehensively for each component of the system, not just focusing on the final results.

Finally, the literature review shows the importance of an internal quality assurance model of education. This model emphasizes the systematic efforts of educational institutions to set quality standards, conduct self-evaluations, and continuously improve based on evaluation results. Internal quality assurance functions as a mechanism for control and quality improvement and is carried out independently by educational

institutions. This model strengthens the role of educational management in ensuring that the entire educational process operates according to the set standards.

Overall, the literature review results show that the concepts of education quality, education management, and quality improvement models are closely interrelated. The various models developed in the literature provide an overview of the systematic approaches that educational institutions can use to improve quality sustainably. These findings serve as an important basis for further discussion of the characteristics, relevance, and implications of the application of models for improving the quality of education from the perspective of educational management.

## **2. Discussion**

This discussion focuses on the analysis of models for improving the quality of education from the perspective of education management by emphasizing the relationship between the concept of quality and the management practices of educational institutions. The various models presented in the results section show that improving the quality of education cannot be separated from the application of systematic, contextual, and sustainable management principles.

### **a. Analysis of Quality Improvement Models in the Perspective of Education Management**

Each model for improving the quality of education has a clear relationship with the functions of education management, namely planning, organizing, implementing, and supervising. The Total Quality Management (TQM) model places quality planning as the main foundation through the establishment of clear vision, standards, and quality goals (Najiah & Baharun, 2025). Organizing TQM involves all elements of educational institutions, including leaders, educators, education staff, and students, in an effort to improve quality. Quality is realized through the consistent application of educational service standards, and supervision is carried out through the continuous evaluation of educational processes and outcomes. This model shows that quality is not achieved instantly but rather through an integrated managerial process.

The School-Based Management Model (SBM) shows a strong linkage with management functions, especially in planning and organizational aspects (Hadziq, 2017). By giving schools greater autonomy, the planning of quality improvement programs can be adjusted to local needs and potential. Organizing in the SBM is characterized by a more participatory division of roles and the involvement of the community and parents in decision-making. Meanwhile, the Continuous Improvement model emphasizes the function of supervision and evaluation as the basis for making continuous improvements. Evaluation is not seen as the end of the process but rather as the basis for planning and implementing the next cycle of quality improvement. The input-process-output (IPO)

model places the four management functions as a single system, where the quality of inputs and processes is managed in a planned manner to produce quality outputs and outcomes (Ibad, 2023). The internal quality assurance model also integrates management functions systematically through the establishment of standards, implementation of self-evaluation, and follow-up of quality improvement.

The success of education quality improvement models is greatly influenced by the roles of leadership, organizational culture, and stakeholder participation. Education leadership has a strategic role in determining the direction of quality policy, building a shared commitment, and mobilizing all resources towards the goal of improving quality. Visionary and participatory leaders can create a conducive work climate and encourage innovation in education management. Additionally, an organizational culture that upholds the values of quality, openness, and cooperation is an important prerequisite for the successful implementation of these models. Without a strong quality culture, various quality improvement models have the potential to become formal documents with no real impact. The participation of stakeholders, such as educators, education staff, students, parents, and the community, is also a determining factor. Models such as TQM and MBS explicitly emphasize the importance of the active involvement of all stakeholders in the process of improving the quality of education.

Although each model for improving the quality of education has great potential, it also has its strengths and limitations. TQM excels at building a culture of quality and long-term commitment but requires adequate organizational time, resources, and readiness. School-Based Management has the power to increase the participation and relevance of educational programs, but it can face obstacles if the school's managerial capacity is still limited. The Continuous Improvement model is effective in encouraging innovation and adaptation, but it is often constrained by weak evaluation and follow-up systems. IPO models provide a clear systemic framework but tend to be descriptive and require the support of other models to make their implementation more operational. Meanwhile, internal quality assurance has the power to maintain consistency in quality standards, but it can become bureaucratic if it is not balanced by flexibility and commitment to continuous improvement.

#### **b. The Relevance of Education Quality Improvement Models**

The models studied to improve the quality of education have a high level of relevance to the changing dynamics of educational institutions. Technological developments, changes in people's needs, and the demands of globalization require educational institutions to adapt and improve the quality of their services. Models such as Continuous Improvement and TQM are relevant in this context because they emphasize flexibility, organizational learning, and continuous innovation. Meanwhile,

school-based management is relevant in the context of decentralizing education and strengthening the role of educational institutions as decision-making centers.

In the context of formal educational institutions, these models can be applied integratively and complement each other. No single model is universal and can be applied in its entirety without customization. Educational institutions need to consider internal characteristics, such as human resources, organizational culture, and leadership, as well as external factors, such as government policies and the social conditions of the community. Implementation challenges in education management practices often arise in the form of resistance to change, limited resources, and weak commitment to quality culture. Therefore, implementing a quality improvement model requires a mature and sustainable managerial strategy.

### **c. Managerial Implications**

Improving the quality of education requires a systemic approach that involves all components of educational institutions. Partial and sectoral approaches tend to be ineffective at producing significant quality changes. Education management needs to view quality as the result of the interaction between inputs, processes, outputs, and outcomes that are managed in a planned and sustainable manner. In addition, the adaptation of the quality improvement model in accordance with the institutional context is necessary, considering the differences in characteristics and challenges faced by each educational institution.

The role of education managers is strategic in maintaining the sustainability of the quality of education. Education managers not only play the role of administrators but also as change leaders who are able to build a vision of quality, drive participation, and ensure consistency in the implementation of quality improvement models. With effective leadership and adaptive management, educational institutions have greater opportunities to achieve and maintain the quality of education in a sustainable manner.

### **D. Conclusion**

This study emphasizes that the quality of education cannot be understood as a naturally arising result, but as a product of a planned, systematic, and sustainable education management process. The quality of education is highly determined by how educational institutions manage all their resources, ranging from program planning, task organization, and implementation of educational activities to continuous supervision and evaluation. With effective management, the educational process can run optimally and produce outputs and outcomes in accordance with educational goals and community requirements.

The results of the study show that various models for improving the quality of education developed in the literature have a strong theoretical foundation and

complement each other. Models such as total quality management, school-based management, continuous improvement, and input-process-output models offer different approaches to improve the quality of education. The perspective of education management helps us understand that the implementation of such models is not only related to technical aspects but also involves managerial functions, leadership, organizational culture, and the participation of all stakeholders in educational institutions.

This study also confirms that there is no single model for improving the quality of education that is universal and can be applied equally to all educational institutions. Each institution has different characteristics, challenges, and contexts; therefore, it is necessary to integrate and contextualize existing quality improvement models. Therefore, the role of education management is important in selecting, adjusting, and combining these models to suit the needs and conditions of the institution. With adaptive management and continuous improvement, the quality of education can be improved more effectively and sustainably.

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