

Power Five-P (Profile, Performance, Service, Achievement, and Participation) as a School Quality Management Model: A Case Study at Senior High School 4 of Bima City

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ABSTRACT

Improving the quality of education requires a management approach that integrates leadership, school culture, service quality, achievement, and stakeholder participation. This study aims to analyze the implementation of the Power Five-P Program to enhance the quality of education at Senior High School 4 in Bima City. The research uses a mixed-methods approach with an embedded design, in which qualitative data serve as the primary source and quantitative data provide support. Data were collected through observation, semi-structured interviews, document analysis, and analysis of school achievement data, involving 36 informants, including the principal, vice principals, teachers, education staff, students, and representatives of parents' and school committees. The results show that the Power Five - P Program serves as an integrated school quality management model through five interrelated dimensions: Profile, Appearance, Service, Achievement, and Participation. Quantitative findings show a 100% graduation rate during the 2017–2024 period, about 85% of graduates accepted into state universities, more than 90% continue to higher education, and an increase in the number of applicants from around 350 students in 2021 to over 500 students in the 2024/2025 academic year. The school climate survey also showed a good category in terms of security (73.47%) and diversity (67.37%). Qualitative findings indicate that strong leadership, data-based management, a collaborative culture, and stakeholder involvement contribute to improving education quality. The novelty of this research lies in the development of the Power Five - P Program as a form of operationalizing Total Quality Management (TQM) principles adapted to local policy and cultural contexts. Theoretically, this research offers an integrated school-quality management model that emphasizes the synergistic relationships among organizational culture, leadership, stakeholder participation, and continuous quality improvement in the educational context.

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1. INTRODUCTION

Education plays a strategic role in national development by developing students' cognitive, social, and character-building capacities to address the challenges of the 21st century. However, improving the quality of education is determined not only by academic achievement but also by the effectiveness of the overall school system, including leadership, organizational culture, learning quality, and stakeholder engagement [1]. In practice, policies to improve educational quality often face implementation challenges, particularly due to the gap between policy design and operational realities at the school level.

The Total Quality Management (TQM) approach has been widely used as a framework for managing education quality. TQM emphasizes continuous improvement, involvement of all organizational members, and data-driven decision-making [2]. Several studies have shown that implementing TQM contributes to improved school culture, student satisfaction, and institutional performance [2], [3]. However, previous studies have tended to be normative and generic, and have not examined how TQM principles are adapted to local policy contexts and translated into concrete school practices.

Furthermore, research on school culture emphasizes the importance of synergy between leadership, the learning environment, and community participation in creating sustainable educational quality [1], [4]. However, most of these studies still separate the analysis into managerial and organizational culture aspects, thereby failing to provide an operational, contextually integrated model. This indicates limitations in the literature regarding quality management models that can accommodate the complexity of local school contexts.

At the regional policy level, the West Nusa Tenggara Provincial Education and Culture Office developed the Power Five-P Program, which encompasses five main pillars: Profile, Performance, Service, Achievement, and Participation. This program is designed as a holistic approach to improving educational quality by strengthening school identity, service quality, and stakeholder engagement [5]. Although conceptually this program aligns with TQM principles, its implementation in the field shows significant variation across schools, both in understanding, implementation, and impact on educational quality [6].

Research Gap. Based on this review, three main gaps exist. First, there is little empirical research on the implementation of local policy-based quality management models that integrate TQM principles with schools' socio-cultural contexts. Second, previous studies tend to view TQM and school culture as separate concepts, rather than as interconnected systems within school management practices. Third, there is still limited empirical evidence on how regional policy programs, such as the Power Five Ps, are operationalized and how they contribute to strengthening a school-quality culture.

Novelty of the Study. This research offers novelty in three aspects. Conceptually, this study develops an integrative model that positions the Power Five-Ps Program as an operationalization of TQM principles in a local context. In this context, this study examines the implementation of regional policy-based programs that have received little attention in the educational management literature. In practice, this study provides empirical evidence on how the five pillars of the Power Five-Ps function as a mutually reinforcing system in building a school-quality culture.

Senior High School 4 in Bima City was chosen as the research location because it demonstrates a strong commitment to implementing the Power Five-Ps Program systematically and in a participatory manner. This school represents a relevant context for understanding the dynamics of locally based education quality policy implementation.

Based on this background, this study aims to analyze the implementation of the Power Five-Ps Program to improve educational quality at Senior High School 4 in Bima City, covering planning, implementation, and evaluation, and its contribution to strengthening the school's quality culture.

Specifically, this study answers the following questions:

1. How is the implementation of the Power Five-P Program planned at Senior High School 4 of Bima City?
2. How is the program implemented in school management and learning practices?
3. How are evaluation and monitoring conducted to support program sustainability?
4. How does the Power Five-P Program contribute to strengthening a culture of quality and improving school quality?

This research is expected to provide theoretical contributions to the development of a locally context-based education quality management model, as well as practical contributions in the form of recommendations for policymakers, principals, and educators on implementing appropriate education quality improvement strategies.

2. METHOD

This research employed a mixed-methods approach with an embedded design, in which qualitative data served as the primary (dominant) approach and quantitative data as supporting data [7]. This approach was chosen to gain a deeper understanding of the Power Five-P Program implementation process and to support the findings with quantitative data. Therefore, the research prioritized qualitative exploration, while quantitative data was used to a limited extent to illustrate trends in educational quality outcomes.

The data integration strategy was implemented by connecting and merging the qualitative analysis results with the quantitative data during the interpretation stage. Quantitative data was used to confirm, strengthen, or clarify the qualitative findings, resulting in a more comprehensive understanding.

This research is a case study focusing on a single case: the implementation of the Power Five-P Program at Senior High School 4 in Bima City. This approach allows researchers to understand phenomena contextually, including policy dynamics, organizational culture, and stakeholder involvement in improving educational quality. The research was conducted at SMAN 4 Bima City, West Nusa Tenggara Province, from April 2025 to February 2026. The location was selected based on the school's active and consistent implementation of the Power Five-P Program as a strategy to improve educational quality.

Research subjects were selected using a purposive sampling technique with the following criteria: (1) direct involvement in program implementation, (2) understanding of Power Five-P policies and implementation, and (3) willingness to provide information openly. The research informants consisted of 1 principal, 3 vice principals, 10 teachers, 5

education staff, 12 students, and 5 school committee/parent representatives, for a total of 36 informants [8].

Qualitative data collection was conducted through observation, in-depth interviews, and documentation studies. Observations were used to observe program implementation in learning activities, school services, and organizational culture [9]. Interviews were conducted semi-structured using a guide developed based on the five pillars of Power Five-P (Profile, Performance, Service, Achievement, and Participation). The interview guide was validated through expert judgment and limited trials to ensure the clarity and relevance of the questions. A documentation study was conducted on school documents, including work plans, activity reports, and program achievement data [8].

Quantitative data were obtained from school documents and analyzed descriptively. The quantitative variables analyzed included: (1) academic and non-academic achievement, (2) student attendance, (3) participation in school activities, and (4) achievement of the Power Five program indicators (P). The instruments used were documentation sheets and a school data recapitulation format. Data were analyzed using simple descriptive statistics in the form of percentages and tabulations, then presented in tables to show trends in educational quality achievement. Qualitative data analysis was conducted using an interactive model that included data reduction, data presentation, and conclusion drawing in an iterative, continuous manner. Meanwhile, the quantitative analysis results were integrated with the qualitative findings during interpretation to strengthen the validity of the findings.

Data validity was maintained through triangulation of sources and techniques, as well as member checking with informants to ensure data conformity with actual conditions. In addition, an audit trail was maintained to ensure transparency in the research process. Ethical considerations in the research include: (1) providing informed consent to all informants prior to data collection, (2) maintaining the confidentiality of informants' identities through the use of codes or anonymity, and (3) obtaining official permission from the school and relevant agencies prior to conducting the research [3].

The research procedure was carried out in four stages: (1) preparation (proposal preparation and permitting), (2) data collection, (3) data analysis and integration, and (4) report preparation. With these procedures, this research is expected to produce valid, comprehensive, and scientifically accountable findings [10].

3. RESULT AND DISCUSSION



Figure 1. Conceptual Model of the Power Five-P Integrated School Quality Framework

Note. Developed by the research team (2026), based on the Power Five-P policy framework of the West Nusa Tenggara Provincial Education and Culture Office.

3.1. School Profile in Accelerating Educational Quality

Senior High School 4 of Bima City articulates its institutional identity through a formal vision of "Excellence in Achievement, a Cultured Environment Based on Faith and Piety" and a 2023–2026 strategic plan that encompasses three operational objectives: strengthening the 7K discipline culture, increasing the number of Leading Teachers, and implementing the Pancasila Student Profile. These objectives guide the institution in four quality domains: academic achievement, character development, governance, and organizational culture [3].

The school operationalizes its identity through the BREEDING values (Harmonious, Participatory, Accommodative, Collaborative) integrated with a five-pillar quality framework called the Power Five - P. These values are embedded in daily routines, morning literacy sessions, and classroom-based character activities, which are periodically evaluated by an internal quality management team [11]. A vice principal described this alignment: "The values aren't just displayed on the walls; they're repeated in morning ceremonies, in how we handle tardiness, in how teachers greet students. It becomes second nature." [12].

In the 2024/2025 academic year, the school enrolls 1,150 students, supported by 82 qualified teachers, all with at least a bachelor's degree and four or more years of teaching experience, and 19 administrative staff. The implementation of Data-Based Planning (DBP) using the Education Quality Report marks a shift from experience-based to evidence-based management, and student enrollment figures reflect consistent community trust [13], [14].

Table 1. School Profile in Accelerating Educational Quality at Senior High School 4 of Bima City

No	Sub Focus	Summary of Findings	Analytical Meaning
1	Vision & Strategic Direction	Vision internalized by the school community in religious behavior, discipline, and environmental concern.	Profile as normative-strategic identity guiding policies and practices.
2	Mission & Strategic Goals 2023-2026	Targets include improvements to the National Education Standards, 7K culture, Guru Penggerak, and the Pancasila Student Profile.	Holistic quality orientation; sustainability of transformation.
3	School Culture (BREEDING & Power Five-P)	Values implemented through daily habits, morning literacy, class character, and routine evaluations.	School culture as foundation for character formation and institutional identity.
4	Independent Curriculum	Student-centered, project-based; Pancasila Student Profile strengthening.	Profile as adaptive, innovative, meaning-oriented school.
5	Human Resources	1,150 students; 82 qualified teachers; 19 educational staff (2024/2025).	Strong social legitimacy and community trust.
6	Principal Leadership	Instructional leader encouraging innovation, reflective supervision, quality culture.	Leadership as main driver of quality acceleration.
7	Data-Driven Management	PBD using Education Quality Report for program prioritization.	Good governance practices and evidence-based management.
8	Stakeholder Engagement	Teachers, students, parents, and staff involved through OSIS, extracurricular activities, and school committees.	Profile formed through collective partnership.

3.2. Appearance Indicators and Public Appeal

Clean, well-organized classrooms with adequate lighting, ventilation, and infrastructure characterize the physical environment of Senior High School 4 in Bima City. Motivational boards, illustrations of local culture, and visual media embodying character values are installed in areas frequently visited by school residents. The school implements the "SMANPAT Green Zone" and Zero Waste programs as part of its environmental governance strategy [15], [16], [17].

School climate was measured using a standardized internal instrument. The safety climate scored 73.47% (Good category), and the diversity and inclusivity climate scored 67.37% (Good category), indicating that students perceive the school environment as safe and inclusive [18].

Behavioral performance, including neatness of dress, discipline, and polite interactions, was observed during various classroom visits and during unstructured activities. A senior teacher stated: "Students know what is expected of them. However, compliance varies depending on who is supervising them." This statement indicates that behavioral standards are maintained more through informal cultural norms than formalized rubrics, a point discussed further in the Discussion section.

Evaluation of the physical and cultural environment is conducted through a multi-layered system that includes routine inspections, leadership monitoring, community satisfaction surveys, and digital-based cleanliness monitoring technology [3].

Table 2. Appearance Indicators and Public Appeal of Senior High School 4 of Bima City

Aspects	Indicators	Research Findings	Data Sources
Public Enrollment	Enrollment Growth	300%+ increase since 2021; high and rising public interest.	PPDB Documents
Safety Climate	Survey Score	Good category: 73.47%.	School Climate Survey
Diversity Climate	Survey Score	Good category: 67.37%.	School Climate Survey
Environmental Program	Implementation	Green Zone & Zero Waste; green classrooms, reading gardens.	Observation & Documentation
Physical Environment	Condition	Clean, functional, well-organized with adequate facilities.	Direct Observation

3.3 Academic and Administrative Services

3.3.1 Academic Services

Academic services are organized through four delivery channels: structured intracurricular learning, tutoring programs, enrichment and remedial activities, and guidance and counseling. Service delivery is planned through the academic calendar, teacher assignment schedules, and formative monitoring mechanisms. A guidance and counseling teacher explained the mentoring process: "We monitor students who are lagging after each midterm assessment and assign peer mentors and sessions with teachers before the next cycle." [3], [19].

3.3.2 Administrative and Environmental Services

Administrative operations are conducted through a digital management system that includes academic data and financial reporting. The school operates a child-friendly school program, a security system, and student welfare facilities. A school committee member stated: "Parents can now access report card data and administrative documents online. This has reduced the complaints we used to receive about waiting times." [17], [20].

A service culture characterized by responsiveness and openness to student aspirations is consistently observed in interactions between staff and students. The sustainability of this dimension in relation to reliance on informal norms rather than standardized protocols is examined in the Discussion section [16].

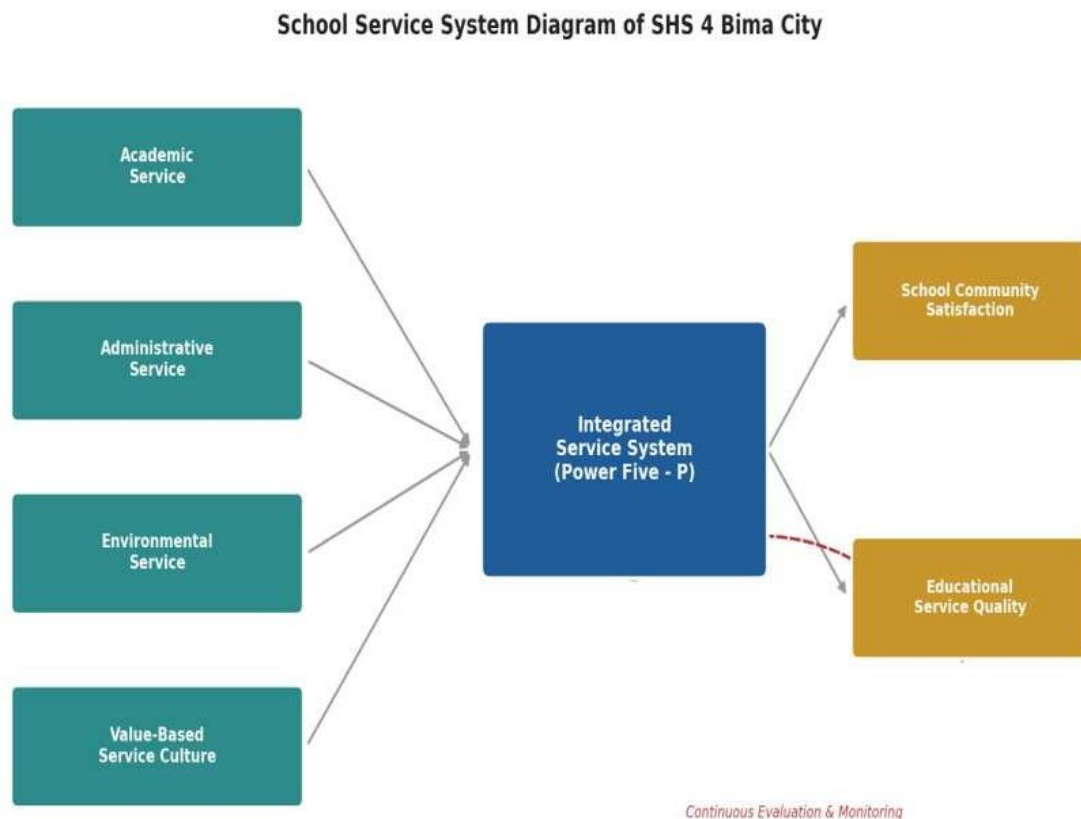


Figure 2. Integrated Service System of Senior High School 4 of Bima City

3.4. Achievements

3.4.1. Academic Achievements

Senior High School 4 of Bima City recorded a 100% graduation rate for seven consecutive academic years (2017–2024), with approximately 85% of graduates accepted into public universities and 90% continuing to higher education overall [21], [22]. The following graph illustrates the upward trend in college continuation rates alongside stable graduation rates over the period [10], [23]. Literacy and numeracy scores from the 2024/2025 Education Quality Report showed a moderate-to-improving trend, with learning quality classified as Good, characterized by increasingly interactive and contextual classroom learning practices [10], [23].

3.4.2. Non-Academic Achievements

Students compete at the district/city, provincial, and national levels in science, sports, arts, scouting, and technology. Notable results from the 2024–2025 period include first place (Gold Medal) in the National Science Olympiad (OSN) in Astronomy, Gold Medals at the Indonesian Science Championship and the Nusantara Science Olympiad Week, dominance in the district/city-level OSN in various subjects, and third place in the Bima City Appropriate Technology Competition for the Biogas Biodigester project. An Olympiad advisor stated: "We identify potential students early, around the end of 10th grade, and build a two-year preparation cycle with the support of alumni and professional mentors in the final semester." [24], [25].

The number of new student enrollments grew from approximately 350 in 2021 to over 500 in the 2024/2025 academic year, an increase of over 42%, reflecting a strengthening of the institution's reputation [24]. Achievement coaching was maintained through additional classes, mentoring by teachers, alumni, and professionals from outside the school, and access to adequate facilities. The reward system, comprising certificates, scholarships, achievement-based incentives, and the publication of achievements, is managed by the school quality management team [26].

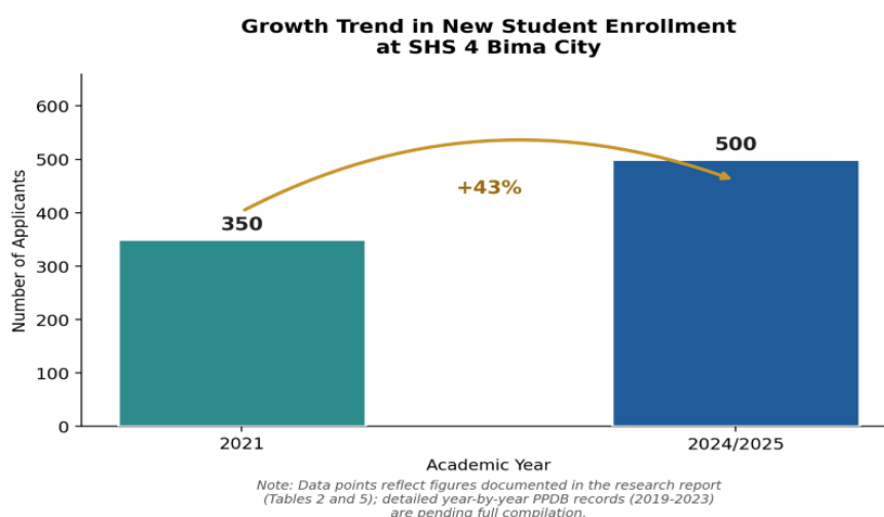


Figure 3. Growth Trend in New Student Enrollment at Senior High School 4 of Bima City

Note. Data points reflect figures documented in the underlying research report; detailed year-by-year enrollment records (2019, 2020, 2022, 2023) are pending full compilation from official PPDB documentation.

Table 3. Findings on the Achievements of Senior High School 4 of Bima City

Achievement Aspects	Main Findings	School Strategy	Impact on Quality
Academic Achievement	100% graduation rate (2017-2024); ~85% accepted to state universities; ~90% continuing to higher education.	Data-driven analysis, learning clinics, intensive mentoring.	Stable academic quality; competitive graduates.
National Science Olympiad (OSN)	1st Place Gold Medal, 2025 National Astronomy OSN; multi-subject district/city dominance.	Structured OSN coaching with professional mentors.	Formation of superior academic talent.
Non-Academic	National achievements in sports (O2SN), arts (FLS2N), Paskibraka, PMR.	Extracurricular activities with licensed coaches.	Character, discipline, self-confidence.
Research & Innovation	3rd Place, Bima City Appropriate Technology Competition (Biogas Digester).	Problem-based contextual learning.	Critical and solution-oriented thinking.
Enrollment Growth	Applicants grew from ~350 to >500 since 2021 (>42% increase).	Achievement as school branding strategy.	Increased community trust; institutional legitimacy.

3.5 Accelerating Educational Quality Through Stakeholder Participation

Community participation at Senior High School 4 of Bima City involves four stakeholder groups: the school committee, educators, students, parents, and external partners across all management phases: planning, implementation, evaluation, and follow-up [27], [28].

The school committee serves as a strategic governance partner, not simply a resource pool, and is involved from the early stages of annual program planning. The committee chair stated: "We are involved in the program roadmap from the beginning of the year, not just asked to sign off on what has been decided." Teacher participation occurs through professional learning communities, in-house training (IHT), MKKS forums, and cross-school collaboration [28], [29].

Student participation takes substantive forms, including serving as literacy ambassadors, implementing the Pancasila Student Profile Strengthening Project (P5), and participating in the Smanpat Back to Village community service program. PBD data for 2024/2025 shows an achievement rate of 57.89% for the independence character development indicator, providing quantitative evidence of the impact of the participatory program [30], [31]. Cross-sector partnerships with universities, businesses, arts communities, and government agencies are formalized through Memoranda of Understanding (MoUs) and program-based collaborations, including the Sister School network, in line with recommendations for 21st-century competency development [13]. Parent participation is facilitated through digital communication platforms and regular outreach activities designed to accommodate parents' diverse work schedules [31].

Table 4. Accelerating Educational Quality Through Stakeholder Participation at Senior High School 4 of Bima City

Actors	Forms of Participation	Stage	Dimension	Impact
Principal	Participatory forums, open communication	Planning-Follow-up	All dimensions	Collaborative governance
Teachers & Staff	Learning communities, IHT, MKKS, workshops	Planning-Evaluation	Appearance, Service	Increased professionalism
Students	Literacy ambassadors, P5, cultural agents	Implementation	Profile, Achievement	Character and leadership
Parents	Learning support, resources, evaluation	Implementation-Evaluation	Service, Profile	Increased learning motivation
School Committee	Program planning, policy input, evaluation	Planning-Evaluation	Participation	Public accountability
Alumni	Mentoring, networking	Implementation	Achievement	Career inspiration
Local Government	Policy, facilities	Planning-Implementation	Service, Achievement	Program sustainability
Universities & Business	PAR programs, Sister School, internships	Implementation-Evaluation	Achievement, Appearance	21st-century competencies

Challenges documented in field observations and interviews include parents' time constraints, differing priorities among stakeholders, limited resources, and variations in initial motivations among parents. One teacher coordinator stated: "Some parents are very active, others are only visible during end-of-year events. We try to bridge that gap through WhatsApp group communication and home visits for at-risk students." Sustainability considerations related to reliance on current leadership are discussed in the Discussion section.

4. DISCUSSION

Research findings indicate that the Power Five-P Program at Senior High School 4 in Bima City serves as an integrative school quality management model, where each dimension interacts with and strengthens the others systemically. Unlike approaches that view quality dimensions as parallel components, this study demonstrates that the interrelationships among leadership, learning processes, school culture, participation, and achievement yield multidimensional quality outcomes [3]. Thus, school quality is not solely determined by the success of a single aspect, but by the school's ability to build synergies among these dimensions.

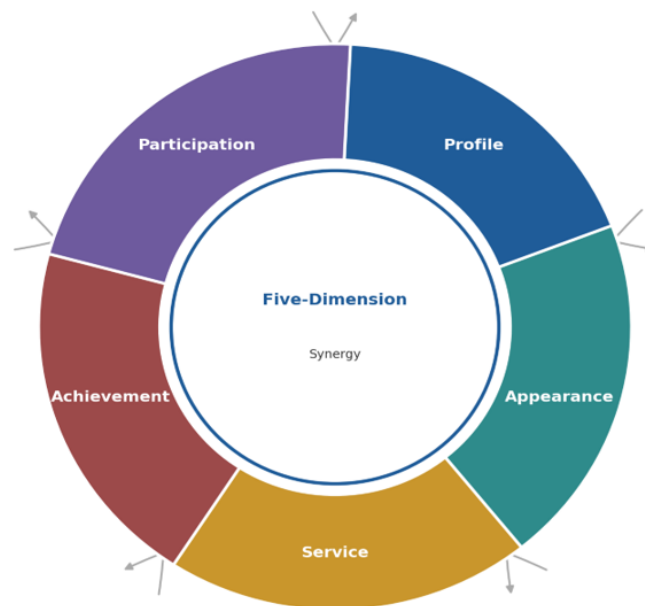
While these findings align with Total Quality Management (TQM) theory, which positions quality as the result of an integrated vision, processes, organizational culture, and stakeholder involvement, this study also demonstrates that the local social and cultural context heavily influences the implementation of TQM principles in schools. This indicates that the effectiveness of educational quality management depends not solely on the application of universal standards, but also on the institution's ability to adapt quality principles to the practices and values within the school environment.

Compared to international quality management frameworks, such as the Baldrige Criteria for Performance Excellence and ISO 21001, the Power Five-P model shares a common emphasis on leadership, process quality, and stakeholder orientation. However, this model differs through its participatory social capital dimension, rooted in the tradition of deliberation and consensus. This dimension enables stronger collective engagement and may explain why this approach is relatively effective in educational contexts in developing regions, where more technocratic models often face implementation challenges.

On the other hand, this study also identified several limitations and implementation challenges. First, school outcomes are likely influenced by selection effects, namely the influx of students with relatively high academic ability into schools with established reputations. This condition means that the quality improvements found may not fully reflect the program's effectiveness when applied to different school contexts. Second, the successful implementation of the Power Five-P remains highly dependent on the principal's leadership. This heavy reliance on a leader poses sustainability risks, especially in the event of leadership changes or changes in school policy direction. Third, the integration of character education and school culture is not yet supported by standardized evaluation instruments, making its achievements difficult to measure and compare with those of other schools objectively. Fourth, although the level of participation of school and community members is relatively high, this involvement still relies on interpersonal relationships and informal social

capital. This reliance on informal relationships has the potential to create sustainability issues if not accompanied by more institutionalized governance mechanisms. Therefore, replicating the Power Five-P model in other schools cannot be achieved simply by adopting the program structure; it also requires strengthening organizational culture, developing leadership, and institutionalizing governance systems that sustain the program.

Integration Model of the Five Power Five - P Dimensions



The five dimensions cyclically and continuously reinforce one another, producing an excellent, character-driven, and sustainable school.

Figure 4. Integration Model of the Five Power Five-P Dimensions

4.1. Theoretical Contribution

This study provides new insights into the education quality management literature by proposing a conceptual model of the Power Five-P as Integrated School Quality Management. The research findings indicate that locally formulated and systemically interconnected quality dimensions can operationalize TQM principles more contextually than the application of a universal standard framework. Thus, this study broadens the perspective on TQM by emphasizing the importance of embeddedness in the socio-cultural context and the interrelationships among quality dimensions in generating sustainable improvements in educational quality.

4.2. Practical Implications

In practical terms, the Power Five-P model can be used by school principals and education administrators as a structured quality management framework by establishing programs, performance indicators, and evaluation mechanisms for each dimension. For local governments and education offices, this model can serve as a reference for developing school

quality, provided it is supported by strengthening leadership capacity, providing adequate resources, and institutionalizing participatory governance to ensure sustainable implementation.

5. CONCLUSION

This research demonstrates that school education quality can be improved more efficiently through a holistic, context-based quality management approach. The Power Five-P program emphasizes that the relationship between leadership, school culture, educational services, learning outcomes, and stakeholder participation can create a quality system that focuses not only on improving academic outcomes but also on strengthening character, human resource capacity, and the sustainability of the school institution.

In its implications, this research emphasizes that educational quality management must go beyond simply implementing administrative standards and formal performance indicators. School quality should be built through collaboration across organizational dimensions and strengthening the social and cultural values within the school community. These findings offer a quality management model suitable for schools in areas with social and cultural diversity.

However, this research has limitations. It was conducted in a single school with a specific institutional context, so generalizations of the findings should be made with caution. Furthermore, this study did not measure the program's sustainability longitudinally following a change in leadership or use standardized instruments to assess the impact of character education and school culture.

Therefore, for future research, it is recommended that the Power Five-P model be applied across different types of schools and regions, using a comparative and longitudinal approach, and that more standardized evaluation tools be developed to measure the dimensions of culture, character, and participation. For the community and policymakers, this study contributes by presenting a school quality management framework that positions participation, leadership, and local values as strategic assets in ensuring quality, inclusive, and sustainable education.

6. RECOMMENDATIONS

Based on the analysis of research findings, it is recommended that the Power Five Ps Program be institutionalized as an integrated school quality framework across planning, implementation, and evaluation systems, supported by data-driven management that links academic and non-academic achievement, teacher professionalism, school climate, and stakeholder participation. Schools need to strengthen teacher professional development based on real needs, establish a tiered and sustainable system to promote student and teacher achievement, and institutionalize stakeholder participation as a strategic governance mechanism. Local governments are advised to facilitate the replication of this model and support the strengthening of character, inclusiveness, and school sustainability. Academically, the Power Five Ps need to be further developed as a conceptual model through further research and the development of standardized evaluation instruments.

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