

IMPLEMENTATION of TOTAL QUALITY MANAGEMENT (TQM) at STATE JUNIOR HIGH SCHOOL (SMP) 1 PALOPO, SOUTH SULAWESI

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Abstract: This study examines the implementation of Total Quality Management (TQM) at SMP Negeri 1 Palopo. The objectives are to determine: 1) the implementation of TQM, and 2) the supporting and inhibiting factors for the implementation of TQM. This is a qualitative descriptive approach. Data collection methods were conducted through interviews. Data processing and analysis were through three stages: data reduction, data presentation, and conclusion. Data validity was through source triangulation. The results of the study indicate that the implementation of TQM is implemented with the stages of planning, implementation, and evaluation. Planning is done by forming a school quality assurance team called the Internal Quality Assurance System (SPMI). The implementation is based on planning that has been made according to needs and user satisfaction. Evaluation is conducted to identify areas that need to be maintained and improved. Supporting factors for TQM implementation include strategic locations, superior human resources, adequate facilities and infrastructure, and quality output. Inhibiting factors include limited technology use by educators, educational policies, cost, and time. Based on the research findings, it is recommended that school principals enhance the understanding of all stakeholders in improving school quality to produce quality output in an effort to face the competitiveness of educational organizations. Educators are expected to improve their understanding of TQM by participating in training programs to improve their teaching abilities and skills.

Keywords: Implementation, Total Quality Management (TQM), Quality

INTRODUCTION

Educational quality management is a functional management approach with a continuous focus on quality improvement, ensuring that the resulting product meets the needs of the community in service and development. Total Quality Management is a people-centered management system that aims to increase customer satisfaction at a real, sustainable and ongoing cost (Hermanto, 2019). Total Quality Management (TQM) is an approach to running a business that seeks to maximize an organization's competitiveness through continuous improvement of its products, services, people, processes, and environment (Djiptono, 2013). The goal of TQM is to enhance the quality of performance, improve productivity, and enhance the efficiency of an institution or organization. TQM can also be defined as a procedure for achieving success within an organization (Juharni, 2017). Some of the principles of TQM in its application include: the organization as a center for quality development, products that are relevant to consumer needs, processes directed toward quality products as expected, strong leadership, and a commitment from the academic community and all educational stakeholders to realize the vision and mission of education. The implementation of TQM in educational institutions is based on quality improvement that must be carried out by all human resources in the school in an integrated and sustainable manner to meet the needs of customers or users of graduates now and in the future (Mulyadi, 2018). TQM focuses on a system for achieving educational institution goals, starting with a quality improvement process to reduce errors in producing high-quality graduates. Furthermore, TQM is also a government effort to instill quality into every activity in educational institutions, with activity management that must be considered by all members. The TQM philosophy focuses on teamwork (Nugroho, *et.al* 2013). School success is measured by the level of customer satisfaction, both internal and external. A school can be said to be successful if it is able to provide evidence of efforts to improve the quality of education through quality improvement. The components are: 1) Students, their readiness, motivation to learn; 2) Teachers, their professional abilities, work morale, and cooperation; 3) Curriculum, content relevance, and operationalization of the learning process; 4) Funds, facilities, and infrastructure, their adequacy, and effectiveness in supporting the teaching and learning process; 5) Community or parents participate in the development of educational programs at the school (Fauzi *et al.*, 2020). A quality school essentially has 5 elements, namely: 1) Focus

on customers; namely internal customers and external customers. Internal customers in question are teachers, students, and staff, while external customers are the community or parents of students, the government and the school committee. 2) Total involvement of the entire team and stakeholders; time for collaboration is essential in every decision-making process. Not only with the environment within the school but also with the environment outside the school such as parents of students and the community. 3) Measurement; Measurement aims to review the extent to which planning has been carried out. The success of the measurement process of an educational institution/institution is characterized by: a) The principal is able to create an organizational structure, b) The educational institution conducts regular observations to be able to determine the development of teacher and staff performance, c) The mechanism for teacher and staff performance is created by outlining each task such as weekly, monthly, and daily tasks, 4) Commitment, 5) Continuous improvement based on the PDCA cycle (Yanti & Aulia, 2021).

METHOD

This research is a qualitative descriptive study. The location of the study was SMP Negeri 1 Palopo, South Sulawesi Province. The research subjects were: the principal, vice principal for curriculum, vice principal for student affairs, vice principal for facilities and infrastructure, teaching staff, administrative staff, and students. Primary data was obtained from the principal, vice principal for curriculum, vice principal for student affairs, vice principal for facilities and infrastructure, teaching staff, and students. Secondary data consisted of personal data, photographs or documentation, and related documents that supported the research, such as teacher and staff performance reports, documentation, and interviews. Data collection techniques included observation, interviews, and documentation. The research instruments were observation guidelines, interview guidelines, and checklists. Data analysis techniques included data reduction, data presentation, and conclusion drawing. Data validity was tested through source triangulation (Sugiyono, 2013).

RESULT AND DICSUSSION

Total Quality Management is a people-centered management system that aims to improve customer satisfaction at a tangible cost on an ongoing and consistent basis (Hanik, 2011). Based on initial observations at SMP Negeri 1 Palopo, information was obtained that Total Quality Management has not been implemented optimally in schools. Among the problems are that stakeholders do not yet know TQM in depth in the world of education, so they do not understand PDCA (Plan-Do-Check-Action) for example, at the planning stage (Plan) the principal lacks communication with educators regarding the activities to be implemented, in the implementation stage (Do) customer needs have not been met properly because of inadequate facilities and infrastructure, for example there are still benches and study tables that are not suitable for use, at the evaluation stage (Check) does not involve the entire school academic community so that it will affect the evaluation that will be followed up. Then, the less than optimal teaching staff in carrying out the teaching and learning process is due to a lack of experience because it does not match the educational background, as well as a lack of understanding of science and technology for older teachers such as the use of LCDs and computers so that it can slow down and affect work results in the learning process. Based on the results of observations and interviews, the implementation of TQM is implemented through the planning, implementation, and evaluation stages. Planning is mandatory to determine the things needed and the main targets in the implementation of TQM at SMP Negeri 1 Palopo. The planning begins with the formation of a work team to improve the quality of the school called the SPMI team. Identifying customer needs, service standards, needs analysis, which is an important part of the planning development stage, because in advancing a plan without paying attention to these needs will not run effectively and efficiently for students and human resources in the educational institution. In this case, the first thing to prepare for TQM planning is to form a Total Quality Steering Committee team, namely the vice principals who join the quality management team, identify and analyze customer needs, conduct team training to improve service standards, (Djiptono & Diana, 2013). The implementation of TQM to improve the quality of teaching staff is quite good teamwork regarding teacher welfare and programs carried out to create quality teaching staff, because quality teachers have an important role to produce and support good quality students. Focus on customers is the hallmark of TQM, the main customer here is the service provided to students to

improve the quality of students so that it produces output as expected. In the implementation of TQM, the school strives to meet customer needs such as the need for teaching materials, adequate facilities and infrastructure, as well as quality teaching staff and education personnel in serving students. Identification of needs is carried out to see things that need to be maintained and improved continuously. The implementation of TQM has been implemented quite well in accordance with the principles of TQM, namely customer focus, involvement of the entire team, commitment, and continuous improvement. In accordance with the objectives of TQM implementation, namely improving the quality of products and services continuously. The strategy for implementing the TQM concept in schools includes customer orientation, resource management, and continuous improvement. Total Quality Management (TQM) evaluations are conducted every six months or annually during the new academic year by the SPMI team, which will coordinate directly with the BPMP. These will then be reported through school quality reports, so that evaluation results regarding deficiencies or things that need to be improved will be continuously improved. Evaluations are intended to assess the achievement of predetermined goals and assess the overall implementation process. Evaluations are not only carried out once to obtain maximum results so as not to make repeated mistakes. Evaluation or control activities in the implementation of TQM are examinations and controls on the selected improvements to see whether they are effective or not, so that in the evaluation activities all elements must participate in them. Supporting factors for the implementation of Total Quality Management (TQM) include a strategic location that is easily accessible to the community, superior human resources, adequate facilities and infrastructure, and quality output. Inhibiting factors include the limited use of technology by educators.

CONCLUSION

The implementation of TQM at SMP Negeri 1 Palopo was carried out through Total Quality Management (TQM) planning by establishing an Internal Quality Assurance System (SPMI) team consisting of the principal, vice principal for curriculum, vice

principal for student affairs, vice principal for facilities and infrastructure, and teaching staff. This team is responsible for TQM implementation. TQM planning can be used for Total Quality Management (TQM) implementation, which involves implementing the plan with a focus on customers, in this case the school community, by providing good facilities, teamwork through joint decision-making through good communication, commitment to improvements needed to enhance educational quality, continuous improvement, and maintaining educational quality. Total Quality Management (TQM) evaluations are conducted each new academic year or every six months, and are conducted in the form of meetings with all teachers, stakeholders, and parents. Supporting factors for Total Quality Management (TQM) implementation include a strategic location that is easily accessible to the community, superior human resources, adequate facilities and infrastructure, and quality output. Inhibiting factors include limited teaching staff in using technology, changing educational policies, and cost and time constraints.

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