

Total Quality Management In 3 and 8 Yogyakarta State Senior High Schools

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Abstract—The objective of this research is to identify the application of total quality management based on the five pillars of total quality management; total involvement, measurement, commitment, customer focus and continuous improvement in 3 and 8 Yogyakarta State Senior High Schools. The type of research used in this thesis is qualitative with a case study. The data sources are principals, vice principals, teachers, education personnel, and students. The techniques of collecting data are observation, interview, and documentation. The validity of the data used in this thesis is observational persistence and triangulation. This research uses three components of interactive analysis; data reduction, data exposure or presentation and conclusion. The results show that (1) Every member in the school shows cooperation, active participation, and good communication, (2) Schools evaluate through SWOT analysis to measure the achievement of quality standard, (3) School members are responsible to the task given in supporting quality improvement, (4) Services delivered according to standards of customer satisfaction, (5) Schools using PDCA pattern.

Keywords—total quality management, TQM

I. INTRODUCTION

Education should be able to support the realization of learning process atmosphere and develop the potential of learners due to the advanced global challenges. Learners are equipped with a quality education in order to survive and compete in the global world. The government itself has strived to increase the education budget by 20% of the State Budget (APBN). Reported by Kompas Harian (August 8, 2017), the central government issued a budget for education amounting to Rp7,663,6 billion to improve and ensure the quality of education. However, problems in education are still a load of work, especially for the government and schools. The issue is about the education quality in Indonesia, which still represents the main focus.

The demands of people's needs on education products and services continue to change and evolve with the rapid progress of science and technology. Because of this situation, the quality of education products and services should always be improved and developed.

It is getting harder for Indonesia to compete in the world due to the low quality of education. Based on the Human Development Index (HDI) of the United Nations Development Program (UNDP) in 2016, Indonesia gained a score of 0.689. This gives Indonesia a ranking of 113 out of 188 countries in the category of medium human development. The main focus of UNDP is the inequality and quality of education; Indonesia having higher gaps of inequality than other countries in East Asia and the Pacific.

From the resulting achievement of PISA (Program for International Student Assessment), Indonesia's position is still low, which ranks it 69th out of 76 countries. This shows that the quality of education in Indonesia is still lacking. The quality of education can be seen from the output of learners; if the output of learners is good, then the quality of education is good enough. Conversely, if the output of students is not good, then the quality of education is less good.

The output of learners cannot be separated from the value of the national exam. The value gap is still happening at State Senior High Schools in Yogyakarta. This becomes a phenomenon in the society who thinks that a State Senior High School with the highest score of the national exam is the best school. According to Rivai and Murni [9], favorite or superior schools can be interpreted as a high-quality school. People's expectation about the high-quality school is very important, that is, the product or output of the school has the ability and skills to compete.

Based on the result of pre-observation, students who have graduated from junior high school will gather to register in favorite senior high school. Based on the data from PPDB of Special Region of Yogyakarta, the number of students interested in studying in Yogyakarta State Senior High School is 7,383 students, with 5,111 local students and 2,272 students from outside Yogyakarta. Referring to the data, high school enthusiasts for the city of Yogyakarta are quite a lot, even from outside the city. The society still considers that the quality of education is related to schools with the favorite label, so they compete to get seats in Yogyakarta State Senior High School.

Quality education can be seen from how much influence the education itself has on the development of knowledge, attitudes, and behavior. The quality education can be measured by the improvement of these aspects. Thus, the good quality of education must increase in knowledge, attitudes, and behavior.

The quality of education should be able to reach a predetermined standard. Indonesia has the eight National Education Standards (NES) as an indicator of educational quality achievement [6]. The quality standard is a reference to control education in Indonesia, so that the points of educational matters can be achieved.

In the same line, Law no.20 Article 5 paragraph (1) states that "Every citizen has the same right to obtain a quality education", and article 11, paragraph (1) states that "the Government and the Regional Government shall provide services and facilities, as well as guarantee the implementation of quality education for every citizen without discrimination". However, in its implementation, there are still disparities between regions in the field of education. Gaps exist in urban areas with periphery areas, such as the phenomena mentioned above. Education standards have been formulated. If all schools put them well, then education will have the best quality.

Quality cannot be separated from education services. According to Creech [3], commitment in services among human resources within an organization of education is important in improving quality. In fact, education services by schools still get a lot of complaints from students and parents. As in the Special Region of Yogyakarta, reported in *Harian Antara* (January 5, 2017), the case of complaints received by the Bureau of Education Youth and Sport in 2016 is dominated by the education service matters. Based on the reporting agency, most reports are from Sleman District Government with 49 reports, and the Government of Yogyakarta with 41 reports, followed by Bantul District Government with 23 reports, Gunung Kidul Regency Government with six reports, and Kulon Progo Regency Government with four reports. The Sleman District Government and Yogyakarta City Government occupy the highest number of reports among other regions because they have a large number of educational institutions. The complaints concern the deviation of education service procedures.

Yogyakarta 3 and 8 State Senior High Schools get the highest interest among other schools in Yogyakarta. In addition, they ranked top in the National Exam score of 2017. Those two schools got awarded as the favorite State High School in Yogyakarta City. Moreover, they have made many achievements both from academic and non-academic, and in national and international level. Based on preliminary observation, Yogyakarta 3 State Senior High School always prioritize customer satisfaction in

school, which are the students. There are facilities that enable students and teachers to submit a complaint or a dissatisfaction. It is the same with Yogyakarta 8 State Senior High School. There is a container which allows students to convey things that hinder teaching and learning activities in schools. Based on the explanation above, Yogyakarta 3 and 8 State Senior High Schools have the quality education of the best schools. Therefore, the researcher wants to identify the total quality management in Yogyakarta 3 and 8 State Senior High Schools based on five pillars, namely total involvement, measurement, commitment, customer focus and continuous improvement

II. LITERATURE REVIEW

Quality according to Juran [5] is a product feature that meets customers needs and hence provides customers satisfaction. According to Kotler [6] quality is the overall picture and characteristics of goods and services that demonstrate its ability to meet satisfaction and needs. Juran [5] argued that school quality is based on the development of programs and services that can meet customers needs.

Quality control of education leads to the concept of PDCA (Plan, Do, Check, and Act). According to Alma and Hurriyati [1], PDCA is in conformity with total quality management because the PDCA process generates continuous improvement in the quality of education.

According to Sallis [2], Total quality management is a philosophy of continuous improvement that provides a practical tool for educational institutions to meet the expectations, desires and needs of customers in the present and the future. Meanwhile, according to Mathis and Jackson [8], Total Quality Management is a comprehensive management process which focuses on the continuous improvement of the organization's activities to sharpen the quality of services offered. Based on the above opinion, it can be said that total quality management is a philosophy, culture and management technique used to improve the quality of all working aspects of educational organizations continuously, thus it produces the quality education that meets the standards and satisfies the customers. Arcaro [2] suggested five pillars of performance or a total quality management indicator. The five pillars are customers focus, total member engagement, measurement, commitment and continuous improvement.

III. RESEARCH METHODOLOGY

This is a qualitative research with a case study. The research is conducted in Yogyakarta 3 and 8 State Senior High Schools during the period of January-March 2018. The data sources are principals, vice principals, teachers, education personnel, and students. The technique of collecting data is observation, interview, and documentation. The validity of data used in the research is observational persistence and

triangulation. This research uses an interactive analysis consisting of four components; data collection, data reduction, data presentation, and conclusion.

IV. RESULT AND DISCUSSION

A. Total Involvement

According to Arcaro [2], total involvement means that every member of the school participates in improving quality. Meanwhile, according to Sukamadinata [11], total involvement requires the cooperation and participation of school members to change the old paradigm of education. Based on these two opinions, total involvement is the participation and cooperation of school members in improving the quality.

Total involvement is established in school. In accordance with the theory expressed by Arcaro and Sukmadinata, there is cooperation and participation of school members in improving quality. Everyone in an organization is treated well and given the opportunity to engage and participate in the decision-making team. The principal invites teachers in decision-making meetings. In addition, teachers in classroom activities involve students in decision making.

B. Measurement

According to Arcaro [2], measurements can be based on the standards required in order to provide customers satisfactory service. Meanwhile, according to Sukamadinata [11], measurement is also useful to assess the advantages, disadvantages, and barriers of schools in improving quality.

From both theories, schools use SWOT analysis to conduct evaluations related to standard achievement measurements. The principal analyzes the advantages, disadvantages, and barriers that exist in the school so that improvement and strategy can be made, in relation to school quality improvement.

C. Commitment

According to Arcaro [2] commitment is the support of everyone in the organization in quality improvement. According to Creech [3], everyone in the organization is committed to change. School members, principles, teachers and students, support the change in order to improve quality. The principal provides appropriate services to the standards and needs of students. Principals and teachers conduct responsibilities for the improvement of school quality.

D. Customer Focus

According to Arcaro [2], total quality management focuses on fulfilling services that satisfy customers. While, other argue that quality is no longer meaningfulness or does not comply with certain specifications, but quality is determined by the customer [10]. Based on these two opinions, customer focus means services that meet the standards and satisfy the customer.

The educational services available in the school have been fulfilled. According to Mahmud [7], generally, there are six educational services, namely guidance services, information, facilities and infrastructure, administration, interest and skills development, and welfare. Yogyakarta 3 State Senior High School has fulfilled these six services. Good services for teachers as well as for students.

Besides, to focus on the customer, especially students, the school held a meeting regularly to accommodate students to complain, criticize, suggest, learn and so forth. Thus, the school quickly responds to the students' wishes and the students' satisfaction is guaranteed.

E. Continuous Improvement

According to Arcaro [2], total quality management will be achieved when Quality assurance as a control measure, is sustainable. Meanwhile, according to Sukmadinata et al [11], every process needs to always be improved and completed. From these two opinions, the school needs to make continuous improvement and control in order to achieve total quality management. The concept applied here is the PDCA (plan-do-check-act).

Schools conduct PDCA cycle. Plan means identifying problems, do means investigating problems, check means analyzing problems, and act means developing alternative solutions [9]. This is performed when there is a forum regularly held by the school and followed by students, teachers, and principals. Students convey problems, then prioritize issues that need to be solved, analyze the causes and develop alternative solutions together. The principal always monitors all activities. Any activity reported will then be checked. Checking is also done through social media chat group applications. There are a teacher-teacher group and a teacher-student group.

V. CONCLUSION

Total Management Quality in 3 and 8 Yogyakarta State Senior High School results (1) Every member in the school shows cooperation, active participation, and good communication, (2) Schools evaluate through SWOT analysis to measure the achievement of quality standard, (3) School members are responsible to the task given in supporting quality improvement, (4) Services delivered according to standards of customer satisfaction, (5) Schools using PDCA pattern.

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