

Implementation of Total Quality Management in SMK Negeri 10 Bandung

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Abstract—The aims of this study were to acknowledge the implementation of Total Quality Management in SMK Negeri 10 Bandung, which is consist of planning, execution, and evaluation. Also, to acknowledge the obstacles faced by SMK Negeri 10 Bandung to implement the Total Quality Management. The method of this study was descriptive research with qualitative approach and the data collection techniques used are observation, interviews and documentation studies. Data was obtained through interviews with the Deputy Headmasters of Quality Management. The results of the research are, in implementing total quality management, a framework approved by PT. TUV Rheinland was subsequently adopted and adapted according to the conditions at SMK Negeri 10 Bandung. The implementation of Total Quality Management at SMK Negeri 10 Bandung begins with planning which is divided into three parts about planning of actions to face risks and opportunities, planning school's quality goals, and planning of changes. Furthermore, the execution begins with a program's socialization and supervision by the school PMS. There were stages in the evaluation of total quality management that have been implemented, that is daily evaluation, monthly evaluation by the internal school, and evaluation every 6 months by PT. TUV Rheinland as the external aspect. The obstacles faced by SMK Negeri 10 Bandung in the implementation of Total Quality Management is the human resources (teachers) who are still negligent to run the programs that has been determined.

Keywords—total quality management; school quality; vocational school

I. INTRODUCTION

Quality has become the most important part in the development of educational institutions including schools [1]. This is because nowadays parents are increasingly selective in choosing schools for their children. Parents do not even hesitate to spend a lot of money to guarantee that their children will get the best quality education. Therefore, educational institutions are required to constantly innovate, improve each other and make new breakthroughs, and look for strategies to boost the quality of education in their respective institutions [2]. One strategy that is often used by educational institutions are Total Quality Management (TQM) or integrated quality management. TQM is a management philosophy that builds a customer-based learning organization, dedicated to total customer satisfaction through continuous improvement in the

implementation process carried out by prioritizing the effectiveness and efficiency of the organization [3]. In other words, TQM is applied with a philosophical foundation, namely as a device or tool to improve quality by paying attention to the needs and satisfaction of customers or stakeholders. The concept of TQM is very much needed by educational institutions, considering the needs and satisfaction of customers (students and parents) are the main objectives of services in an educational institution [4]. TQM is carried out in a systematic, gradual, comprehensive and sustainable manner. All these procedures conducted to gain high quality of customer's satisfaction. Implementation of TQM will help creating a mutual trust culture, participation, teamwork, quality-thinking, enthusiasm to make continuous improvements, continuous learning and as a result, a work culture that contributes to success and school existence [5].

There are several principles that must be done so that TQM runs effectively, namely:

- Change in Culture, integrated quality management that designs organizational culture that is in accordance with quality and commitment to support all components of the organization. If this management is implemented in schools and madrasas, the leadership must support the development of school and madrasah members starting from their own leadership, staff, teachers, students, and various non-related institutions, such as foundations, representatives, and users of school and school networks the importance of maintaining and improving learning. The cultural change towards culture is carried out by means of: formulating shared beliefs, intervening religious values, carried out by formulating the vision and mission of the school and madrasah organizations [6].
- Maintaining customer relationships, providing prices that are in line with expectations and asking customers not the best according to relationships that might cause dissatisfaction from customers. Satisfaction discussing support, participation, participation, response and implementation of formal and maximum points and functions [7].
- Providing good internal services, because the services in the relationship are also customers who need to be

given good service so that they are able to perform effective and efficient tasks so that they can improve the quality of educational institutions.

- Good coordination and cooperation between school councils, teachers, staff, students and parents regarding the purpose of education so that these objectives can be realized properly.
- Increasing teacher professionalism by providing training. This can provide satisfaction to customers and can also improve the quality of educational institutions themselves.

The implementation of the Total Quality Management strategy to improve and maintain the quality of education in order to maintain the existence of schools is also carried out by schools in Bandung, because it is known that all State Vocational Schools in Bandung have implemented ISO 9001: 2008 as an effort to empower human resources and all the potential in schools and outside schools together to improve the quality of education. One of the Vocational National Schools in Bandung is SMKN 10 Bandung with a focus on performance arts expertise. SMK Negeri 10 Bandung is the only art performing arts school in West Java, this school already has ISO 9001: 2015 certificate and also the five majors in this school namely Karawitan Art, Dance, Music Art, Theater Art and Monday Broadcasting and film (BC) have "A" accreditation. Based on the reasons mentioned above then the researcher aims to find out the implementation of integrated quality management starting from planning, implementation and evaluation as well as obstacles faced by SMKN 10 Bandung.

II. METHOD

This is a research with qualitative approach and descriptive method. Qualitative approach is a form of research where researchers in collecting and analyzing data become part of the research process as participants with informants who provide data [8].

In this study, both primary and secondary data sources were used. In data collection, to obtain primary data, researchers used interview and observation instruments, while to obtain secondary data researchers used reading resources and various other sources such as related documents.

III. RESULTS AND DISCUSSION

A. Results

The implementation of quality management at Vocational High School 10 Bandung is based on two aspects namely internally and externally. Where the internal aspect is composed of assessors selected from each expertise program while the external aspects consist of BAN-SM accreditation and PT. TUV Rheinland. SMKN 10 Bandung is determined to implement the ISO 9001: 2015 quality management system in order to become a high-quality school by referring to the profile of international standard schools in the performing arts that are globally oriented, productive, creative, innovative and honest in all activities. Every human resource of SMKN 10

Bandung must have care and responsibility in carrying out service quality to meet customer desires and needs so as to provide continuous satisfaction.

Quality management at SMKN Bandung begins with a plan that is divided into three parts, namely planning on actions to deal with risks and opportunities, planning school quality goals, and planning changes. Planning actions to deal with risks and opportunities need to be done because as an open organization SMKN 10 Bandung cannot be separated from influence of stakeholders and changes in the environment. Changes in the needs and expectations of interested parties will certainly have an impact on the performance and achievement of the objectives of SMKN 10 Bandung. These changes can be an opportunity on the one hand but on the other hand can be a risk. In this connection, all work units must identify risks and opportunities. Identification of risks and opportunities as well as actions to deal with risk opportunities must be stated in the risk management document which contains: activities, objectives, risks and opportunities, causes and actions to deal with these risks and opportunities. In planning the quality objectives of the head of SMKN 10 Bandung set and validate the school level quality objectives. To all leaders of work units assigned to set the quality objectives of each work unit by referring to the quality objectives of SMKN 10 Bandung. Each quality target must be equipped with a quality target achievement program that includes: activities that will be carried out to achieve these quality objectives, the resources needed, the person in charge and executor, the time of implementation and the method of monitoring and evaluation. Furthermore, planning changes made if for one reason or another a change in the quality management system is needed, then the changes must be carried out in a planned manner by considering: the purpose of changes and the consequences of these changes, integrity of the quality management system, availability of resources, and allocation and relocation of responsibility answer and authority.

The implementation of quality management begins with the dissemination of programs and policies that have been set at the planning stage to all school residents in order to achieve school quality goals. This is done because the implementation of quality management cannot be realized if there is a mistake in one component so that socialization becomes one of the most important things for instill the understanding of all school members in implementing programs in school quality management. The strategies used to achieve these goals require the involvement of all school members in running all programs so that quality management can be carried out properly. The implementation of quality management at SMKN 10 Bandung is regulated in Standard Operating Procedures (POS) which is divided into 8 POSs namely POS School Quality Assurance (PMS), which one of them regulates the procedure for implementing potential development of Educators (TP) and Education Personnel (TK); POS curriculum field that regulates curriculum preparation, competency testing, teacher administration, assessment of learning outcomes and teaching and learning processes; POS field hubin which regulates industry relations; POS student affairs field; POS for facilities and infrastructure; POS subdivision of administration; POS teaching factory and POS counseling.

The implementation of quality management, are carried out in several evaluation stages, first if there is an implementation mismatch of the program that has been set, the school citizen can report the non-conformity (report of non-conformity), then the school internal audit team (quality management representatives and staff) can take corrective action regarding the nonconformity. Reports of nonconformity and supervision from the SPM will then be used as material for monthly evaluations to see the implementation of programs that are already running. The next evaluation stage is an external audit that is carried out every six months which aims to evaluate the program in general whether the program is still possible to continue or whether changes are needed and even the elimination of programs that are deemed inappropriate. Evaluation is carried out to improve customer satisfaction by continually improving the quality management system and implementing the necessary actions, such as improving education services to meet the requirements and face the needs and expectations in the future; correct, prevent or to reduce unexpected effects; and improve the performance and effectiveness of the quality management system.

B. Discussion

Arcaro states that the total quality school characteristics can be identified from the pillars of quality which become the principles in implementing TQM [9], namely:

1) *Focus on customers, in the TQM perspective, quality is determined by the customer:* As said by Wilkinson et al. that quality means meeting customer needs [10]. Therefore, only by understanding customer needs the school organization can realize and appreciate the meaning of quality. focus on customers means school organizations must always direct their educational services to increase school customer satisfaction. Therefore school organizations must understand customer expectations and needs. School organizations must plan and meet customer needs and try to exceed current and future needs. Vocational High School 10 in implementing TQM has launched a pillar of focus on customers, this is evident, one of which is by distributing questionnaires to students regarding their assessment of teacher performance in teaching. Through these questionnaires, it is expected that schools will know what the quality of teachers is in schools so that they can provide guidance to teachers who receive poor performance evaluations so that later students will be more satisfied with the teacher's performance.

2) *Total involvement, in TQM, all organizational members need to know the process of continuous improvement and must be actively involved in organizational activities:* Every school member must participate in school quality transformation. School quality is not only the responsibility of school leaders or school committees or teachers or supervisors. But the quality of the school is the responsibility of all parties. Therefore, contributions from each school member are needed to improve the quality of education in school. The involvement of all school members in a school organization has three elements, namely: (1) the existence of an educational

process to support the total quality management message, (2) the existence of participation in the form of work teams to provide an institutional problem solving action in schools, (3) changes in work arrangements at school. With the involvement of everyone in the school organization, they will pay attention to greater responsibility, creativity, active collaboration, commitment, trust and self-control of the school community. By giving autonomy and responsibility, everyone will respond with high motivation and commitment. Everyone in the school organization will share interests and values. Thus the school organization must be able to involve all school members to increase their awareness of the achievement of quality and satisfaction of students and their parents, and to create a conducive work environment and be able to meet the requirements of educational services. Vocational High School 10 in the application of TQM involves all school people ranging from teachers, staff to students. This can be seen from involving teachers in each monthly meeting to evaluate program implementation regarding quality, involving teachers in setting school quality goals and involving students to participate in overseeing the implementation of programs related to quality improvement.

3) *Measurement, in the process of improving quality in schools a measurement is needed in order to meet the quality standards that have been set:* With this measurement data can be collected, then the data analysis results obtained information that can be used as a basis for decision making. The results of this effective decision are used to repair problems that occur in the school. Therefore decision making in schools must be based on the data that the school has. Schools must start building their databases so that every effective decision must be based on analysis of data and information from their school database. Arcaro provides an example of a measurement action, namely the student test score [11]. The student exam values can be one measure of achievement progress in the lesson. School performance evaluations (educators and students) conducted by the authorized department can be the next effort. In addition, peer evaluations can also be carried out to improve performance, build confidence and trust among members. One of the measurements made by SMKN 10 Bandung in maintaining school quality is by developing educators and education staff as well as evaluating teacher performance.

4) *Commitment, Sallis states that when an institution is committed to improving the quality of its education, the institution always has a strategy to improve quality [12]:* One of the efforts carried out was in the relationship of the principal, teacher, and staff. By building relationships between teachers, teachers-principals, teachers-staff, fellow staff, it will create a comfortable working climate that supports improving quality [13]. The next thing that illustrates the school's commitment is when the boss gives awards to the teachers and outstanding staff [14]. Awards from superiors or principals will provide motivation to teachers and staff to be more accomplished and have improved performance. With the

increase in performance due to awards, then indirectly the quality of schools will increase. The commitment applied by SMKN 10 Bandung is one of them with the active role of the principal in participating in fostering teachers who have poor performance and also maintaining the relationship between teachers and teachers with the principal.

5) *Continuous improvement, Continuous improvement means that the management of the school organization must aim to improve the steady improvement at overall performance of the organization of the school:* Continuous improvement allows school organizations to monitoring work processes that have been carried out so they can identify opportunities for improvement. With this continuous improvement, continuous evaluation and improvement can be made of the work processes that have been carried out in the school, so that the performance of the school organization increases. Continuous improvement of the overall performance of school organizations is part of the main goal. Thus various activities to improve the quality of education and school output are planned and carried out continuously. By making continuous improvements without stopping, the school can make targeted changes. Improvements that can be made by schools include efforts to innovate at every opportunity so that the school has an increasing standard. One form of continuous improvement carried out at SMKN 10 Bandung is conducting an evaluation every 6 months to see the implementation of the programs that have been implemented. If it is felt that the program is not running effectively or the results are not enough to achieve the set quality goals, then the program will be modified or replaced with a new program that is felt to be more effective.

IV. CONCLUSION

In implementing integrated quality management, SMKN 10 adopts a framework or guidelines issued by PT. TUV Rheinland was subsequently adopted and adapted in accordance with the conditions at SMKN 10 Bandung. Quality management at Vocational High School 10 Bandung begins with a plan that is divided into three parts, namely planning regarding actions to face risks and opportunities, planning school quality goals, and planning changes. The implementation begins with program socialization and

supervision by the school PMS. There are stages in the evaluation of integrated quality management that have been carried out, namely daily evaluations, monthly evaluations by internal schools, and evaluation every 6 months carried out by external parties namely PT. TUV Rheinland. The obstacles faced by SMKN 10 Bandung in implementing integrated quality management are more to human resources or teachers who are still negligent in implementing programs that have been prepared.

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