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Qualified School Through Total Quality Management Implementation

Faujia Umasugi[1*], Bakar Djibat[1]

[1] *Department of English Education, Universitas Muhammadiyah Maluku Utara, Ternate, Indonesia*
Corresponding author. Email: faujiaumasugi592@gmail.com

ABSTRACT
This study aims to analyse the qualified school through the implementation of Total Quality Management (TQM) in Ternate City. This research is qualitative research with a multi-case study in SMA Negeri 1, SMA Negeri 4, SMA Negeri 8, and Islamic Schools of Ternate. The result shows that eight parts of TQM That are ethics, integrity, trust, leadership, teamwork, training, appreciation, and communication are expecting to obtain a reliable guarantee in the activity. The role of the principal is very determined because it should be able to develop, training, and applying eight parts of TQM into the implementation of school programs. Implementing the TQM without ethics, integrity, and trust is useless. By the implementation of TQM correctly, which particularly to Senior High Schools in Ternate is expected to be obtained good quality work, create a comfortable atmosphere at school, sharing the knowledge that giving benefit, and get award according to the performance.
Keywords: quality of education, qualified school, total quality management

1. INTRODUCTION

School as the leading executor unit of formal education with different backgrounds of students requires a service that is also diverse, environmental conditions, and student's family, which is different, most dynamic and creative in carrying out the role to seek the rise of education quality. It is according to Fernando Diez et al. [1] can be implemented if the school entrusted with setting up and take care of themselves based on the environmental conditions and needs of their students. To keep the quality, stay awake and the process of improving quality remain controlled. Then according to Joseph, O. et al. [2], there must be standards that govern and agreed together to use as a successful evaluation of the improvement of the quality.

Through this research, researcher want to offer the latest school management that is why with the variety of students' need to learn, diverse of teacher needs and other staff in the development of professionalism, diverse the school environment, and coupled with the expectation of parents and the broader community about the a qualified education for children, and demands of the business world to obtain qualified workforce become the primary consideration in the decision-making process. Convincing that in the decision-making process, especially for improving the quality of education may be used various theories, perspective, and reference framework by involving the public widely especially those who have the concern of education [3]. In the writer's village before, schools were only managed by the community with adjusting the slogan " one house/family, one teacher" it is fair that now each of family there must be one of the members who become a teacher.

According to Lailatul Maghfiroh [4] this strategy is different from the concept of school processing that we have known. In the old system, bureaucracy is very dominating in taking or making the decision of education, were not only macro policy but more in-depth on the micro-things. Schools tend to carry out these policies, which is not necessarily according to the need of students, the environmental of school, and the expectation of parents. Experience shows that the old system often leads to contradictions of what the students (Schools) need between policies to implement in the process of improving the quality of education. According to Dheeraj Mehrotra [5], this phenomena of self-relief to schools showing a change of mindset about the way to think from the rational thinking, normative, and the perspective approach in educational decision-making to a consciousness of the decision of decision-making of complex decision-making in educational systems and organizations that may not be entirely appreciated by the bureaucrat mainly in the center. According to Bagi Hulya S. and Gokmen Dagli [6], this is what then pushes the emergence of new thought to empower all the sources in the schools to achieve the educational goals or school goals.

Building a qualified school to using a macro approach also need to engage a micro approach that is by giving a focus more broadly to school institutions which regarding to overall of the schools such as school climate and individuals involved in school both teachers, students, and principals as well as their respective role and the relationship happens to each other [7]. The understanding of school institutions thoroughly is essential because the principal basis of education in school, that is why according to Bush, Less, & Middlewood [8], the important of the sector of school quality not only in link of improving the quality of education but also in line with national policy of a country in taking care of the education. Regarding the decentralization of education in Indonesia, for example, in the field of medium education, Kemendiknas has prepared the concept of school autonomy, namely Manajemen

Berbasis Sekolah (MBS). With this concept, Baedowi Ahmad et al. [9], said that the government not only hopes to improve the quality of education but also the achievement of equalities, relevance, and the efficiency of implementing education [3]. Therefore, it expected that the school autonomy could provide the educational resources freely by allocating it according to the needs of priorities as well as the school can be more responsive to the needs of the community around the school and able to engage them in helping and controlling school management.

2. METHODS

This research is a qualitative research with a multi-case study approach that examines quality school management in Ternate through the implementation of Total Quality Management (TQM) in SMA Negeri 1, SMA Negeri 4, SMA Negeri 8, and Islamic City of Ternate which are qualified schools according to the size of Ternate City and North Maluku Province in general. The four schools are expected to provide a detailed and holistic picture related to the research data needed. While the research period lasted for 8 (eight) months from July 2018 to February 2019.

The research data collection was carried out through observation, interviews, and documentation to capture information about qualified school management in the city of Ternate through the application of Total Quality Management (TQM), and other factors that affect the working climate of all school residents. With this technique, the primary data and additional data will obtain. Words and actions in leading and managing schools, as well as statements from teachers, administrative staff, school supervisors, school committees, communities around the school, the Education Office, Educational Quality Assurance Agency (LPMP), which are the primary data in this study, instead of the school activity document is additional data. The primary data and additional data sources from the activities of the principal, teachers, administrative staff, supervisors, and school committees in carrying out their respective duties and obligations.

3. RESULTS AND DISCUSSION

The study results, what is meant by a quality school, is a school that was built jointly by the community and all citizens of the school, both private and public schools, not just built by the educational authority or the Ministry of Education. That is why in the concept of quality schools today, according to Lunenburg & Irby [10], is a school that was built to create high student achievement, and then a good curriculum must be designed which is also taught by qualified teachers. Cunningham & Cordiero [11] said that quality schools could achieve if all school resources used optimally. It means that administrative staff, curriculum developers in schools, school principals, and school caretakers must be actively involved because all of these resources will create a school climate that can shape the quality of the school. The quality of schools lies in how schools design and build schools as organizations. It means that for Baedowi [9] is how the organizational structure of

the school organized, how school members participate, how everyone has the appropriate roles and responsibilities and how the delegation and delegation of authority accompanied by responsibility. It all boils down to the primary key to quality schools, namely quality in service to students by providing opportunities to develop their potential.

The results of this study indicate the criteria for quality schools in the city of Ternate after the implementation of TQM, only measure the academic ability of students. Yet in the actual concept, according to Anastasia Papanthymou & Maria Darra [12], quality schools are schools that continuously improve their performance and use their resources optimally to develop student achievement as a whole. There are at least four categories of schools when viewed from the quality and process of education, namely: bad school, good school, effective school, and quality school [13]. Bad school is a school that has excellent or perfect input, but the educational process is not good and produces output that is not qualified. A good school is a school that has useful input, proper processes, and good results (outputs). An effective school is a school that has good input. The educational process is excellent and produces good/perfect output while the excellence/quality school is a school that has excellent inputs, a magnificent process, and produces outstanding graduates.

This study found that quality schools characteristics in SMA Negeri 1 Ternate applies a double standard discipline, regularity routine activities, achieve the planned goals together, students must graduate with specific academic knowledge, all students must have responsibilities. Thus all school members must be responsible for all school programs.

Whereas in SMA Negeri 8, which is also one of the quality schools in Ternate has the slogan "There is no headmaster program at this school, there is a school program." SMA Negeri 8 has the following characteristics; 1) the school is very religious, 2) the principal's leadership is powerful; 3) emphasizing students on achieving particular necessary abilities; 4) has a comfortable environment; 5) have very high expectations on student achievement; 6) has an excellent assessment process and is carried out routinely on all programs made by students.

As for SMA Negeri 4, which is one of the high-quality schools in Ternate. Therefore, in this study succeeded in identifying several advantages as follows: 1) strong school principal leadership, 2) school quality that continues to improve, 3) very awake, 4) efficiency occurs and the effectiveness of all components, 5) the principal and supporting elements of each are highly considered by the principal.

The characteristics of Islamic high school; (1) leadership and attention of the principal to the quality of learning is very high, 2) a deep understanding of the teacher's learning process, 3) a comfortable and orderly school climate for the ongoing learning process, 4) expectations schools for all students will at least master specific knowledge, and 5) student assessments based on measurement results and student learning outcomes are very objective, 6) have very prominent sports achievements especially in the cities of Ternate and North Maluku in general.

The implementation TQM in Ternate City described as follows; 1) schools are able to demonstrate their ability regarding a set of specific criteria; 2) each school is able to set clear goals and efforts; 3) strong principal leadership; 4) there is a harmonious relationship between the school and parents of students; and 5) staff development and a school climate that is conducive to learning. 6) the school principal is able to present himself as a Joguru who is able to protect and set an example for all school residents.

Explanation of each aspect is as follows; 1) open communication, there are several differences in the level of openness and approach that is communicating to every quality school in the city of Ternate. In SMA Negeri 1, for example, all who are involved in a problem must be conveyed through a meeting to be the concern of all, especially the principal. That is why informal discussion needs, whether between the principal and the teacher or the teacher and the teacher. Whereas in SMA Negeri 4, SMA Negeri 8, and Islamic High School, there is more transparent communication that makes all school members feel more ownership of the school. It can create a strong foundation to support school development through the participation of all school members; 2) the decision process making together, the school must take that indeed represents all elements in the school, although not all of them participate in the meeting. For example, all vice-principal has the same responsibility in implementing a decision, different from before the implementation of TQM. All school members feel more involved in the process and are confident that the Principal values their opinions; 3) paying attention to Teacher's Needs, that all schools studied pay more attention to the needs of teachers, especially in welfare, because it believed this could increase motivation and performance in each teacher. If teacher welfare is guaranteed, the teacher can give more attention to students. It can see in all schools, and teachers are supported to improve qualifications to S2 level and even encouraged to continue to the S3 level. Besides, principal support to take care of promotions and professional development needs is always communicating with the teacher. The needs of students referred to in accordance with the results of this study include improving the learning process, providing additional learning time, especially for the preparation of the National Examination which is commonly referred to as "Bale Sore", adding extra-curricular religious activities commonly called "Tazkir", involving students in taking the decisions on their problems represented by the Osis. All schools studied believe that schools need to be fun places for students, so they feel at home and want to linger in school. By paying attention to students' needs and serving them well, they will be more motivated to do better. This study also found that if students' needs considered, students would make the school a place of escape and a solution to solve their problems personally; 5) school Collaboration and Synergistic Community, for the people of Ternate and surrounding areas, schools have a significant social role. Included in the community in this study are parents of students and the community in general, especially around the school. This study found that what was meant by the "School Committee" was a bridge to connect schools, the community, and parents of students. Usually, the principal's proposal will review in a School Committee meeting, and its members decide which proposal will support it as a significant problem that needs to facilitates So far, the focus of school attendance has been formally communicated through teacher council meetings with the school principal who is the highest decision-making agency in the school.

In the city of Ternate, one of the advantages of the school development model, as shown in the picture above, is that if the school has reached a level of open communication and joint decision making, the school has become an independent school. It implies that the principal functions as the coordinator of different school functions. The main problems are the direction of school development and the identification of financial resources, which are the embryos of school development that must run continuously. This approach makes the development of schools can continue even though the school principal is always changing.

So far, the application of TQM in Ternate is not just a management program aimed at complementing or sweetening activities but is indeed needed to improve the quality of work productivity. TQM must be goal-oriented so that the quality of school performance is high. According to Maria João Paiva Manatos [14], Eight parts must apply in organizational activities, especially educational / school organizations, which are elements that function to support the building of TQM mutually.

The results of this study indicate that the foundation of a quality school consists of ethics, integrity, and trust/honesty. It means that through TQM, a good work foundation will form because it bases on ethics, integrity, and honesty. These three sections will open up and show the potential of TQM in an organization, including schools. The explanation of the three parts is as follows; 1) Ethics in this study is a discipline about good or bad in any condition. That is why this research also found two subjects that need attention in ethics, first; organizational / school ethics, namely the ethics of managing schools, which will determine the condition of the school through rules that must be obeyed by all school members to produce an excellent performance. Second; is individual ethics, which is related to the right and wrong behaviour of every school member who is part of school behaviour. Ethics in monitoring and evaluation activities, for example, is essential. Without good ethics, the results of monitoring and evaluation will not reflect the truth of the results of the implementation of a program; 2) Integrity in this study is an embodiment of honesty, morals, values, justice, and obedience as well as sincerity towards the reality that occurs in schools. These conditions will show the internal and external characteristics of the school that are expected and deserved to be obtained by students. Integrity in monitoring and evaluation, for example, must be realized in the assertiveness of work that prioritizes the performance of monitoring and evaluation rather than taking sides with teachers who evaluate with humanitarian considerations. Also, honesty in taking data and analysing the results of monitoring and evaluation of various programs must be maintained so that the objectives of monitoring and evaluation can achieve; 3) The trust according to the results of this study is a product of integrity and ethics. Without trust, performance in TQM cannot be built or realized. That is, a trust will foster the full participation of all school members. Besides, the commitment of the executor of the

activity, trust is needed to make decisions at every level in the school and to bring every school citizen to take risks to improve his performance to help improve school quality. Trust is the main factor that supports and guarantees student satisfaction so that it can interpret that trust can build environmental cooperation to support TQM. Based on a strong foundation of honesty, ethics, and integrity, a TQM wall will form, which serves as a place or means to reach the roof that protects the whole building from TQM. Then to realize this wall, in TQM requires intense training, teamwork, and leadership; 4) This study found that teacher or employee training for quality schools in the city of Ternate was considered to be something significant to be carried out in order to achieve the conditions of teachers or employees or executors to remain productive. This research also found the training needed by schools, interpersonal skills, teamwork, problem-solving, decision making, technical skills, and other skills as needed. During the implementation of TQM, these pieces of training must be carried out so that all school members become more qualified at work; 5) TQM philosophy in every organization, including schools, is group work or teamwork. Because through teamwork, activity is expected to resolve more quickly, and the needed problem solving will be better. That is why, in teamwork, people will feel more comfortable to open or express a problem and get help from other team members to solve the problem; 6) In any organization, including schools, leadership is an essential part of TQM. Leadership in TQM requires leaders who have a vision, can make strategic directions for activities that are understood and accepted by all school members who can guide school performance.

According to Sharma J., Gurpreet Kaur, and Sandeep Kaur, a leader whether as a supervisor, teacher, headmaster, activity companion, must know what desired or will be obtained by students, service users, or consumers. Commitment from all individuals involved is needed from the leadership to the lower level to form and spread high-quality work values so that the sustainability of the objectives of the activity can achieve; 7) Communication Successful application of TQM in schools to quality in Ternate City according to the results of this study requires excellent communication between all school members. That is why the principal must make the atmosphere as comfortable as possible so that all school members can receive and send information about the TQM process accurately. Two-way communication and correct information sharing expect conditions. For this communication to be reliable, the message must be clear, and the recipient must interpret it according to the sender's message flow.

4. CONCLUSION

The application of TQM in schools that qualified in the city of Ternate requires a very high commitment from all school residents and the community, especially the community around the school. It hoped that through the eight sections of TQM mentioned above, schools would be of higher quality. The role of the principal is enormous because he must be able to develop, train, and apply the

eight parts to the implementation of educational programs in schools. The application of TQM in schools without ethics, integrity, and trust is impossible. Training teachers and staff for the empowerment of TQM and specific technical skills is the key to the success of the school because it will form a work environment that is in line with the school's goals. Leadership and teamwork complement each other in implementing a program. Lack of communication between departments and implementers can be a burden or an obstacle in the implementation of school programs. Also, awards that are appropriate for program implementers must realize as soon as they have finished implementing and achieving their work performance. Through the application of TQM in schools, good quality work will be obtained, creating a comfortable working atmosphere, sharing mutually beneficial knowledge, and getting an award according to its performance.

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