

Implementation of Total Quality Management through the Leadership of Schools in Efforts to Improve Teacher Creativity: A Conceptual Paper

Salsabilla Taftania ¹, Asmaul Kusna ¹, Bayu Angga Mahardika ¹,
 Desi Retno Nugraheni ^{1,*}, Deva Eriyani ¹, Nila Octavia Yulindasari ¹,
 Vira Maratus Sholihah ¹, Imam Gunawan ^{1,2}

¹ *Department of Educational Administration, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia*

² *Rumah Visi Kepala Sekolah, Malang 65124, Indonesia*

**Corresponding author. Email: salsabilla.taftania.170136@students.um.ac.id*

ABSTRACT

Teachers are an important component in improving the quality of education. What is needed is creativity to find new methods and strategies to create effective, creative and fun teaching and learning situations in the classroom. Whether or not the teacher is creative is an important response from the learning process. The effort to realize creativity is very important especially for a teacher. Therefore, in order to manifest creativity in a teacher, there is a need for encouragement in the individual and encouragement from the environment. The teacher is the most important external factor that will affect student learning outcomes. One that will affect student learning outcomes is teacher creativity in the teaching and learning process. And the ideal leader is a leader who can communicate effectively in any situation and be wise.

Keywords: leadership, madrasah teachers, total quality management

1. INTRODUCTION

Integrated quality management is very popular among profit organizations, especially among various business entities or companies and industries that have proven their success in maintaining and developing their respective existence in competitive business conditions. Such conditions have encouraged various parties to practice within non-profit organizations, including educational institutions.

Mulyadi [1] argues that Total Quality Management (TQM) is a system-wide approach (not a separate field or program) and an integrated part of high-level strategy. This program works horizontally across functions and departments, involves all employees from top to bottom, extends upstream and downstream, and covers the supply chain and customers.

Implementation of values integrated quality management also means freedom of opinion. Freedom of opinion will create a logical climate between students and teachers, students and school heads, as well as teachers and school heads, or in short, freedom of opinion and

openness among all school members. The transfer of knowledge is no longer one-way communication, but two-way communication. This two-way process is part of the substance of integrated quality management in improving the quality of educational institutions. Thus, in an educational environment, determining product quality and process quality to make it happen is a part that is not easy in implementing the values of integrated quality management. This difficulty is because the measure of productivity is not only quantitative in nature, for example, not only the number of local and school buildings or laboratories that have been successfully built, but also with regard to the quality aspects concerning benefits and the ability to use them.

Education is all learning experiences that take place in all environments and throughout life. Education is all life situations that affect individual growth. Education for human life is an absolute necessity that must be fulfilled throughout life. Without education, it is absolutely impossible for a group of people to live in line with their aspirations (aspirations) to progress, prosper and be happy according to their concept of life perspective.

Education, as one of the most important sectors in national development, is used as the mainstay of functioning as much as possible in an effort to improve the quality of life of Indonesian people, where faith and piety to God Almighty are the source of motivation for life in all fields.

Teachers are an important component in efforts to improve the quality of education, which requires creativity in finding new methods and strategies in order to create effective, creative and fun teaching and learning situations (PAKEM) in the classroom. Creative or not a teacher really determines the progress of the learning process. Creativity in learning is very important in terms of developing the potential of students. Creativity will be difficult to develop in a centralized education model. Therefore, the education decentralization policy that is currently being developed is a momentum that must be utilized optimally.

2. THE CONCEPTS OF TOTAL QUALITY MANAGEMENT

School is an organization engaged in education, which is one of the determining factors for the quality of human resources. Through this institution, students, both mentally and intellectually, are developed in order to achieve quality according to the target set by the school. Meanwhile, if we look at the condition of Indonesia's human resources, the unsatisfactory quality of Indonesian people has become routine news in various media. In fact, one of the main causes and keys to the low quality of Indonesian people is the low quality of education. The high socio-economic and nutrition-health quality will not be sustainable without the existence of people who have quality education.

In the world of education, quality is carried out like in the business world, this is a revolution. However, quality takes time, maintenance, changes in attitudes of all parties, and investment in training for all staff. Many educational leaders fail in efforts to implement quality because they do not have the commitment that is a requirement for success [2].

Our country is working hard to improve the quality of education, but the results are not satisfactory. Now efforts to improve the quality of education are pursued by opening superior schools, or implementing various concepts and theories, one of which is implementing Total Quality Management, seen as an alternative to improve the quality of education as well as to improve the quality of human resources. In terms of the measure of the success content, schools that are able to implement total quality management in Indonesia are moving to qualify as schools that are able to measure some academic and non-academic abilities. At the real concept level, total quality management aims to make improvements that continuously improve their

performance and use their resources optimally to develop overall student achievement.

This means that not only academic achievement is developed, but also psychological, physical, ethical, moral, religious, emotional, spiritual, potential adversity and intelligence. Integrated quality management is very popular among profit organizations, especially among various business entities or companies and industries that have proven their success in maintaining and developing their respective existence in competitive business conditions. Such conditions have encouraged various parties to practice within non-profit organizations, including educational institutions. TQM is a systems-wide approach (not a separate field or program) and an integral part of high-level strategy. This program works horizontally across functions and departments, involving all employees from top to bottom, extending upstream and downstream, and covering the supply and customer chains [2].

The implementation of the values of integrated quality management also means freedom of expression. Freedom of opinion will create a logical climate between students and teachers, students and school heads, as well as teachers and school principals, or in short, freedom of opinion and openness among all school members. The transfer of knowledge is no longer one-way communication, but two-way communication. This two-way process is part of the substance of integrated quality management in improving the quality of educational institutions.

Thus, in non-profit organizations, especially education, determining product quality and process quality to make it happen is a difficult part of implementing the values of integrated quality management. This difficulty is because the measure of productivity is not only quantitative in nature, for example, not only the number of local and school buildings or laboratories that have been successfully built, but also with regard to the quality aspects concerning benefits and the ability to use them. According to Hadari [3], integrated quality management in a non-profit environment, including education, cannot be realized if it is not supported by the availability of resources to realize the quality or quality of the process and the results to be achieved. In an organizational environment that is in healthy condition, there are various sources of quality that can support the maximum implementation of integrated quality management.

According to Sallis [4], the integrated quality management values of an organization are the principles that form the basis of the organization's operations and searches in achieving its vision and mission. These values are: prioritizing customers, working with high standards of professional integrity, working as a team, having a commitment to continuous improvement, providing opportunities for all and providing the highest level of

service [4]. To implement integrated quality management values, the role of a school principal leadership leaders is very influential because in essence, a leader is someone who has the ability to influence the behavior of others in his work by using power.

Power is the ability to direct and influence subordinates in relation to the tasks that must be carried out. The more sources of power available to the leader, the greater the potential for effective leadership. The personality of a good leader must have good intelligence, be graceful and have social maturity, have intrinsic motivation and achievement motivation, and have an attitude between human relationships. In line with Jamal's, the conditions for being a good leader are to have a personality that is suitable for carrying out the duties of a leader, taking into account the situation in carrying out leadership and making transactions between him as a leader and the people being led [5]. Namely seeking mutual agreement.

Sallis [4] also offers concepts quality to be implemented in the world of education, including: (1) leadership and commitment to quality must come from above; (2) delighting customers is the goal of TQM; (3) appoint quality facilitators; (4) forming a quality control group; (5) appoint quality coordinator; (6) hold senior management seminars to evaluate programs; (7) analyze and diagnose existing situations; (8) using examples that have developed elsewhere; (9) employ external consultants; (10) initiate quality training for staff; (11) communicating quality messages; (12) apply quality tools and techniques through effective working group development; and (13) evaluate the program at regular intervals.

Thus, in an effort to improve leadership, managers should first learn to recognize a variety of situations. At the same time, managers also need to learn how to communicate well in order to conduct deliberations to get agreements or transactions with subordinates. Then learn how to match tasks relative to the motivation of each subordinate. Thus, the manager's personality will increase towards the desired leader personality.

The ideal leader is a leader who can communicate effectively in any situation and is wise. A leader who can communicate effectively is a leader who is able to do the following: (a) provide updated information (facts and events in the field to all subordinates continuously, (b) productively ask for feedback from subordinates, and (c) ensure there is follow-up on problems that occur in an organization and always update information based on facts that occur in the field.

The art of communicating and socializing is one of the key words for a leader. He must display a character that is flexible, calm, firm, not too tense, regretful, humorous, and familiar with his subordinates in order to create a comfortable work environment, without pressure

and coercion. All are based on the rules of the game that are lived with a common awareness to progress in developing educational institutions. Therefore, the implementation of management (management) properly and professionally is a requirement in order to achieve success. In fact, not only in the world of education, but mandatory managerial application in all fields.

3. THE IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT

Implementation of Total Quality Management Values through Principal Leadership in *Madrasah Ibtidaiyah*. The Integrated Quality Management Values implemented in *Madrasah Ibtidaiyah* are:

3.1. Focus on Customers, Both Internal and External

Quality is based on the concept that everyone has a customer. That the needs and expectations of customers must be met at all times if the organization / company as a whole intends to meet the needs of external customers (buyers). *Madrasah Ibtidaiyah* in general have a strong commitment to educating the nation's life through education, by providing the best service to all its partners. Especially students and student guardians. The centrality and commitment of *Madrasah Ibtidaiyah* to partners who have trusted it can be seen from the services and facilities that have been provided.

The available facilities are very complete and adequate to support student learning. As expressed by the resource persons in chapter III that: What is done by *Madrasah Ibtidaiyah* to students, guardians of students, namely focusing on them to improve the quality of students is reflecting integrated quality management. And in accordance with the expected values, namely focus on customers, both internal and external customers.

This is according to what was said by Arcaro [2], emphasized that a superior educational institution is a school that pays attention to the wishes of its customers. Schools have internal and external customers. Internal customers are parents, students, teachers, administrators, staff and school boards who are in the education system. External customers are the community, family, military, and universities that are outside the organization, but take advantage of the output of the educational process.

3.2. Having a High Obsession with Quality

Madrasah Ibtidaiyah has a very strong obsession with improving human resources and the quality of both teachers, students and employees. An organization, especially an educational organization, can be said to be good and healthy if ten of the participants work together to improve the quality of their output so as to produce

characterized outcomes in the midst of society [6]. This obsession needs to be instilled and it has been done in *Madrasah Ibtidaiyah*, as stated by Hadari Nawari, TQM is functional management with an approach that is continually focused on improving quality so that the product is in accordance with the quality standards of the people served in the implementation of public service tasks (public service) and community development [7].

3.3. Providing controlled freedom

In carrying out teaching and learning activities for teaching and learning activities, the principal gives freedom to educators to design learning according to the wishes and the atmosphere of the class [8]. Use appropriate and precise methods so that the essence of learning hits its substance. Very democratic, every teacher and employee is given the freedom to convey ideas and ideas for the progress of the school. And free of opinion. This is in accordance with what was expressed by Jerome, an integrated quality school has 5 basic principles, namely: focus on consumers, total involvement, measurement, commitment, continuous [2].

3.4. Continuous Improvement

Schools must do something better today must be better than yesterday and tomorrow must be better than today. Educational professionals must constantly find ways to deal with problems that arise, they must improve the process that is developed and make the necessary improvements the process is to make continuous quality improvements in accordance with the values of integrated quality management as expressed [2]. Schools must do something better today must be better than yesterday and tomorrow must be better than today [9], [10], [11]. Educational professionals must constantly find ways to deal with problems as they arise, they must improve the processes developed and make the necessary improvements.

3.5. Continuous Improvement

The involvement of the academic community in *Madrasah Ibtidaiyah* is that teachers are involved in making decisions, for example it is carried out in daily meetings and weekly meetings, namely on Saturdays. Students are usually involved in existing events. While the guardian of students their involvement is to monitor students at home, taking rapotr and in routine events, namely holding a prayer together before the National Examination (UN). To create graduates who are quality and have broad insight, the involvement of the entire academic community on every school agenda is very necessary. To create the quality of education in an educational institution, the transformation of total involvement (the entire academic community, be it leadership ranks, foundations, staff, teachers, employees,

students and local community members) is needed [12], [13], [14], [15]. Without total involvement, an educational institution will not be able to produce graduates who match reality [2].

4. CONCLUSION

The teacher is the most important external factor that will affect student learning outcomes. One that will affect student learning outcomes is teacher creativity in the teaching and learning process. And the ideal leader is a leader who can communicate effectively in any situation and be wise.

REFERENCES

- [1] M. Mulyadi, *Kepemimpinan kepala sekolah dalam mengembangkan budaya mutu*. UIN-Maliki Press, 2010.
- [2] J. S. Arcaro, "Pendidikan berbasis mutu: Prinsip-prinsip perumusan dan tata langkah penerapan," Yogyakarta: Pustaka Pelajar, 2007.
- [3] H. Nawawi, "Manajemen strategik organisasi non profit bidang pemerintahan," UGM. Yogyakarta, 2003.
- [4] E. Sallis, *Total quality management in education*. Routledge, 2014.
- [5] J. M. Asmani, "Manajemen Pengelolaan dan Kepemimpinan Pendidikan Profesional: Panduan Quality Control bagi Para Pelaku Lembaga Pendidikan," Yogyakarta Diva Press. hlm, vol. 95, 2009.
- [6] A. Prastiawan and B. B. Wiyono, "Hubungan Mutu Fasilitas Sekolah Dengan Kepuasan Peserta Didik Di Sekolah Menengah Atas (SMA) negeri," p. 215.
- [7] I. Umiarso & Gojali, "Manajemen mutu sekolah di era otonomi pendidikan," Yogyakarta: IRCiSoD, 2010.
- [8] I. Gunawan, S. N. Suraya, and D. Tryanasari, "Hubungan Kemampuan Berpikir Kreatif Dan Kritis Dengan Prestasi Belajar Mahasiswa Pada Matakuliah Konsep Sains Ii Prodi Pgsd Ikip Pgri Madiun," *Prem. Educ. J. Pendidik. Dasar dan Pembelajaran*, vol. 4, no. 01, pp. 10–40, 2017, doi: 10.25273/pe.v4i01.304.
- [9] I. Gunawan, N. Ulfatin, S. Sultoni, A. Sunandar, D. E. Kusumaningrum, and T. Triwiyanto, "Pendampingan Penerapan Strategi Pembelajaran Inovatif Pembelajaran Dalam Implementasi Kurikulum 2013," *Abdimas Pedagog. J. Ilm. Pengabd. Kpd. Masy.*, vol. 1, no. 1, 2017.
- [10] I. Bafadal, J. Juharyanto, A. Nurabadi, and I. Gunawan, "Principal Leadership and its Relationship with Student Learning Achievements: A Regression Analysis," 2018.
- [11] A. Prastiawan et al., "Office Management of Educational Institutions: Theories and Applications," 2019.
- [12] A. W. Astin and H. S. Astin, "Leadership reconsidered: Engaging higher education in social change.," 2000.
- [13] S. C. Thompson, L. Gregg, and J. M. Niska, "Professional learning communities, leadership, and student learning," *RMLE Online*, vol. 28, no. 1, pp. 1–15, 2004.
- [14] K. Harrington, A. Flint, and M. Healey, "Engagement through partnership: Students as partners in learning and teaching in higher education," 2014.
- [15] P. Baquedano-López, R. A. Alexander, and S. J. Hernández, "Equity issues in parental and community involvement in schools: What teacher educators need to know," *Rev. Res. Educ.*, vol. 37, no. 1, pp. 149–182, 2013.

- [16] Gunawan, I. (2019). *Manajemen Pendidikan Suatu Pengantar Praktik*. Bandung: Alfabeta.
- [17] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2019). Budaya Sekolah dan Etika Profesi: Pengukuran Pemberdayaan Sumber Daya Manusia Sekolah dengan Pendekatan Soft System Methodology. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 2(3), 90-97.
- [18] Gunawan, I. (2012, May). Mengembangkan Karakter Bangsa Berdasarkan Kearifan Lokal. In *Prosiding Seminar Nasional Meretas Sekolah Humanis untuk Mendesain Siswa Sekolah Dasar yang Cerdas dan Berkarakter*, PGSD FKIP Universitas Muhammadiyah Surakarta, hlm (Vol. 50).
- [19] Gunawan, I., & Sulistyoningrum, R. T. (2016). Menggali Nilai-Nilai Keunggulan Lokal Kesenian Reog Ponorogo Guna Mengembangkan Materi Keragaman Suku Bangsa Dan Budaya Pada Mata Pelajaran IPS Kelas IV Sekolah Dasar. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 3(01).
- [20] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2017). Problematika Pemberdayaan dan Pengembangan Sumber Daya Manusia di Sekolah Menengah Pertama Berbasis Pesantren. *Ilmu Pendidikan: Jurnal Kajian Teori dan Praktik Kependidikan*, 2(2), 139-150.
- [21] Gunawan, I., Triwiyanto, T., & Kusumaningrum, D. E. (2018). Pendampingan penulisan artikel ilmiah bagi para guru sekolah menengah pertama. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian kepada Masyarakat*, 1(2), 128-135.
- [22] Suminah, S., Gunawan, I., & Murdiyah, S. (2018). Peningkatan Hasil Belajar dan Motivasi Belajar Siswa melalui Pendekatan Behavior Modification. *Ilmu Pendidikan: Jurnal Kajian Teori dan Praktik Kependidikan*, 3(2), 221-230.
- [23] Gunawan, I. (2009). Hubungan keterlibatan guru dalam musyawarah guru mata pelajaran dan kemampuan mengelola kelas dengan motivasi belajar siswa di SMA Negeri se-Kota Malang/oleh Imam Gunawan (Doctoral dissertation, Universitas Negeri Malang).
- [24] Gunawan, I., Sari, D. A. A., Agustian, S., Marwiyah, S., Bagaskara, N. D., Sa'diyyah, M., ... & Ratnasari, D. P. (2017). Prestasi Belajar Mahasiswa Fungsionaris UKM KSR PMI Unit Universitas Negeri Malang. *Ilmu Pendidikan: Jurnal Kajian Teori dan Praktik Kependidikan*, 2(2), 171-177.
- [25] Gunawan, I. (2015). Strategi meningkatkan kinerja guru: apa program yang ditawarkan oleh kepala sekolah. In *Prosiding Seminar Nasional Pengembangan Karir Tenaga Pendidik Berbasis Karya Ilmiah*, Fakultas Ilmu Pendidikan Universitas Negeri Malang (Vol. 23, pp. 305-312).
- [26] Tryanasari, D., Mursidik, E. M., & Gunawan, I. (2013). Pengembangan Buku Pedoman Microteaching Berbasis Lesson Study Prodi PGSD FIP IKIP PGRI MADIUN. *Jurnal Pendidikan*, 19(1).
- [27] Kurniawati, R. P., Gunawan, I., & Marlina, D. (2020, November). Mathematic Literation Abilities Based on Problem Solving Abilities in First Class 4 of Elementary School. In *2nd Early Childhood and Primary Childhood Education (ECPE 2020)* (pp. 186-192). Atlantis Press.
- [28] Sul-toni, S., Gunawan, I., & Pratiwi, F. D. (2018). Perbedaan Motivasi Belajar Mahasiswa antara Sebelum dan Sesudah Mengikuti Pelatihan Motivasional. *Ilmu Pendidikan: Jurnal Kajian Teori dan Praktik Kependidikan*, 3(1), 115-119.
- [29] Gunawan, I., Triwiyanto, T., Kusumaningrum, D. E., Romady, M., Alfarina, M., & Widiana, R. A. (2018). Pemberdayaan Tenaga Administrasi Sekolah Menengah Pertama Kota Batu: Studi Deskriptif. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 1(4), 467-471.
- [30] Zahro, Z. R., Andringrum, H., Sari, E. P., & Gunawan, I. (2017, November). Sekolah Siaga Bencana: Kajian Evaluatif Kesiapsiagaan Sekolah Menghadapi Bencana. In *Seminar Nasional Pendidikan Sinergitas Keluarga, Sekolah, dan Masyarakat dalam Penguatan Pendidikan Karakter*, Fakultas Ilmu Pendidikan Universitas Negeri Malang, Malang, Indonesia (pp. 249-258).
- [31] Kusumaningrum, D. E., Gunawan, I., Sumarsono, R. B., & Triwiyanto, T. (2019). Pendampingan Pengelolaan Perpustakaan untuk Mendukung Gerakan Literasi Sekolah. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian kepada Masyarakat*, 2(3), 164-169.
- [32] Samsiyah, N., HS, A. K., Gunawan, I., & Emilia, C. (2016). Konstruksi Tes Kebahasaan UAS SD di Kab. Madiun. *Jurnal Penelitian LPPM (Lembaga Penelitian dan Pengabdian kepada Masyarakat) IKIP PGRI MADIUN*, 2(1), 38-46.
- [33] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2020). Pengaruh Kepemimpinan Pembelajaran, Kepemimpinan Perubahan, Kepemimpinan Spiritual, Budaya Sekolah, dan Etika Profesi terhadap Kinerja Mengajar Guru. *JMSP (Jurnal Manajemen dan Supervisi Pendidikan)*, 4(3), 198-219.
- [34] Benty, D. D. N., Gunawan, I., Kusumaningrum, D. E., Sumarsono, R. B., Sari, D. N., Pratiwi, F. D., ... & Hui, L. K. (2020). Validitas Dan Reliabelitas Angket Gaya Kepemimpinan Mahasiswa. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 3(3), 262-271.
- [35] Sul-toni, S., Gunawan, I., & Argadinata, H. (2020). Dampak Pembelajaran Berkarakter Terhadap Penguatan Karakter Siswa Generasi Milenial. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 3(2), 51-61.
- [36] Bafadal, I., Juharyanto, J., Nurabadi, A., & Gunawan, I. (2020). Debat Moral Sebagai Upaya Meningkatkan Integritas Kepala Sekolah. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 3(3), 272-282.
- [37] Gunawan, I. (2013). *Qualitative research methods*. Jakarta: Bumi Aksara.
- [38] Gunawan, I. (2019). *Manajemen Kelas Teori dan Aplikasinya*. Jakarta: Rajawali Pers.
- [39] Gunawan, I. (2016). *Pengantar Statiska Inferensial*, cet. 1. Jakarta: PT RajaGrafindo.
- [40] Sobri, A. Y., Bafadal, I., Nurabadi, A., & Gunawan, I. (2018, October). Development of Mentoring Modules Based on Self-Reflection for Beginner Principal. In *3rd International Conference on Educational Management and Administration (CoEMA 2018)*. Atlantis Press.