

Implementing Quality Management System in School: *Conflict and Evolution Management*

Senghong Loeung*, Cepi Safruddin

Department of Educational Management, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

*Corresponding author. Email: senghongloeung.2020@student.uny.ac.id

ABSTRACT

This research aims to describe the implementation of quality management system (QMS), conflict management of QMS in school, and evolution management of QMS in school. This study also provides two models used like SWOT analysis, standard and quality assurance (SQA) for implementing QMS in school. Using a qualitative descriptive approach, the data collection was applied in an interview and some documentaries at Krou Yeung School in Ratanakiri province, Cambodia with school principal, school's branch manager (BM), and human resource manager (HR) as respondents. The result of this study would be able to draw a meaningful and useful conclusion regarding the applicability of quality management system in school as well as to create an awareness regarding some conflicts and evolutions, which may create obstacles in implementing the QMS in school. The implementation of QMS will improve the quality of education and meet the demands of school stakeholders.

Keywords: *Conflict management, Evolution management, Quality management system, Standard and quality assurance SWOT analysis.*

1. INTRODUCTION

A quality management system (QMS) is outlined as a formalized system that documented processes, procedures, and responsibilities for achieving quality policies and objectives. QMS helps facilitate and lead an organization's activities to satisfy client needs and improve its effectiveness and efficiency on endless basis. Implementing QMS well in school, therefore, the school will be determined as a good quality school. Nevertheless, in Cambodia, schools become so challenges on implementing QMS and making an extra development in order to be active and productive in this competitive world [1].

As a formal educational institution, schools are needed to create and improve graduated students to have academic abilities, skills, attitude and mentality, morality and virtue, and competent personalities so that they will have enough competitiveness after graduating from school [2, 3]. In this meaning, all activities and efforts which carried out in schools are basically always focused on how to serve education customers through implementing QMS.

Implementing QMS can establish the mechanisms of continuous improvement for all dimensions and processes in the school, and eventually, can improve their performance [4]. The application of QMS in school could result to quality implementation and expected goals achievement with smooth processes by authorizing the organization's quality policy and objectives, quality manual, procedures, directions and records, knowledge management, internal processes, client satisfaction from product quality, improvement opportunities, and quality analysis [5]. To be able to carry out the education quality in school, the education unit must be able to establish quality management system, the purpose of which is "to develop a quality culture within the school by managing conflicts and evolutions, and to implement a strategy for the continuous improvement of quality" [6].

There are, however, the aspects of implementing QMS in school have in fact not been able to answer the expectations of the above mentioned. As evidence identified through various researches, some studies argued that QMS helped execute the education improvements very considerable [7], while other

studies stated that the effect of QMS were irrelevant or even harmful for educational institutions [4, 8]. As conducted by Cruz et al. [4], the effective and considerable factors that improve the implementation of QMS in schools is the proactive participation of education authorities that have actively driven schools in the region to become involved in quality management, providing schools with resources, giving teachers and management teams the necessary training to set them up. Meanwhile, the effect of QMS that were harmful for schools is the disuse of prescriptive quality management literature in the issues of context, the nature of work processes, structural characteristics and the strategic objectives of the organization [9].

In addition, based on the real context of interviewing in Krou Yeung School (KYS) where is the target school conducted in this research as a case study, conflicts and evolutions are the key challenges in implementing QMS in the school. The slow development of QMS and curriculum are the constrains of school's evolution. KYS was invented in 2001 and officially launched on 2 June 2002, but QMS was officially started on 2009-2010 for primary classes and 2012-2013 for high school classes. Moreover, due to the limitation of professional, qualified, well-trained staff and teachers, it becomes the major concern of KYS in managing evolution of staffs' competencies, and of course, it led to the conflicts within oneself, between individuals and groups within the organization.

In this study, the author studied on the implementation of QMS in Krou Yeung School because it is one of the famous and oldest private educational institution in Banlung city, Ratanakiri province, Cambodia. KYS was invented in 2001 so that it has been stood as an educational institution for twenty years already. KYS is classified as child and youth based on age because it has not reached the age of 20 years yet. KYS always maintains and gives the best, which will make the quality of education in school can be recognized by the community. In term of quality school, KYS can be measured from the school accreditation status, which was accredited by the provincial governor office and the Department of Education, Youth, and Sport (DoEYS) at the provincial level and the Ministry of Education, Youth, and Sport (MoEYS) at the national level.

Therefore, this study is worth conducted to be able to find out to what extend do the management team of KYS (school principal, school's branch manager, human resource manager) as an organization unit in the city of Banlung, Ratanakiri

province understand and implement the quality management system as well as the conflict and evolution management by which the quality of education in school could be achieved. It is expected that the results of this study would be able to draw a meaningful and useful conclusion regarding the applicability of quality management system in school as well as to create an awareness regarding some conflicts and evolutions which may create obstacles in implementing the QMS in school in order to improve the quality of education that can be met the demands of school stakeholders.

2. METHODS

The qualitative method has been chosen and used in this study. The object of this research conducted in Krou Yeung School, where is the well-known private school situated in Banlung city, Ratanakiri province, Cambodia. Data and information were collected through interviews and some documentaries from school principal, school's branch manager (BM) and human resource manager (HR) who name as experts in Krou Yeung School. They were selected as the main research subjects because they are the leaders and managers who were directly involved in the implementation of quality management system in the school. The research instruments were designed and utilized by using semi-structure interview and documents analysis guidelines. Questions asked in the instruments cover such understanding of the respondents as quality management system, conflict management, and evolution management in the school. Data analysis techniques were used to describe qualitatively following the stages: data collection, data reduction, and verifying. The descriptive approach of this data analysis process would give an opportunity to understand and clarify the core objective of this study by describing the implementation of quality management system, conflict management, and evolution management in Krou Yeung School.

3. FINDINGS AND DISCUSSION

The findings of the semi-structure interview from school principal, school's branch manager, and human resource manager in Krou Yeung School are organized below into three broad categories: (a) conflicts in Krou Yeung School and its management, (b) evolution in Krou Yeung School and its management, and (c) quality management system models (SWOT analysis & standard and quality assurance).

3.1. Conflicts in Krou Yeung School and its Management

Participants from Krou Yeung School saw many problems that caused the conflicts within the organization. Various aspects of the conflict in Krou Yeung School asserted by them are as follows:

School principal noted, *“teachers and head of each department, teachers and administrative staffs, and between teachers themselves misunderstand in communication because they did not prefer to talk directly to each other and tried to hide their feeling and emotion toward the information they wanted to share so that it caused conflict by having incomplete information.”*

Human resource manager reported, *“some teachers did not value and respect others by just their unreasonable facts or beliefs on what they thoughts are always right, and of course, it reflected to their arrogant attitude and personal social values toward organizational goals are not compatibly.”*

School’s branch manager claimed, *“teachers were commanded by head of department to do various jobs in limited time, especially to do the works they did not like and did not even relate to their fields.”*

School principal stated, *“head of cross-department (Khmer and English) did not understand well about each other goals, particularly the willingness of increasing goals for expertise within the organization.”*

Based on the data display above, type of conflicts found in Krou Yeung School can be concluded as conflict in communication and personal diversity, conflict within oneself, conflict between individuals, and conflict between groups.

Conflicts that originate from communication between principals, teachers, and staffs are caused by misunderstandings regarding sentences, language that is difficult to understand, and conflict of personal diversity caused by the differences of interests and needs. Accordingly, conflict within oneself occurred when various jobs have been requested to do, individuals are expected to do more than their abilities, high work demands, and education employees who are not in accordance with their fields. Conflict between individuals occurred in the division of lesson hours, especially the type of productive hours, and also caused by a lack of communication. Conflict between groups occurred because of the interdependence of differences in

perceptions, differences in goals, and increasing goals for expertise.

Understanding the type of conflicts well and know how it flows, it will provoke the creativity and innovation of members within the organization in both individually and collectively. This is in line with the perspective of modern management which views conflict as a natural thing, it even needs to be raised so that it can be managed properly. As stated by Lacey in Kupperschmidt [10], managing conflict does not mean eliminating conflict, but welcoming it well into our lives, learning from it and moving forward.

Regarding the conflict management in school chosen for the purpose of this study, the approach used to solve and manage the conflict in Krou Yeung School consists of four approaches.

Problem solving approach is used in handling conflict within oneself, conflict in communication and personal diversity in Krou Yeung School. Using problem solving approach is very popular in used to solve the conflict within oneself and personal diversity. In this model, as stated by Reece and Rhonda [11], *the conflicting parties meet to discuss issues and issues related to the conflict.* The goal is to integrate the needs of each party. The same thing was also asserted by Kreitner and Kinicki [12], *distributive negotiations usually involve different interests and needs of the negotiating parties, where one party’s gain and the other’s loss.* The basis of the negotiation is win-lose thinking: *“what is good for the other side must be bad for us”.* Thus, integrative or value-added negotiation leads to a progressive win-win strategy.

Shared problem-solving strategy is used in handling conflict between individuals, conflict between groups, and conflict in communication in Krou Yeung School. This strategy is the most effective and efficient of several other strategies. The principle seeks for a win-win solution with all parties so that the conflicting parties accept the decision happily and no other party feels disadvantaged. Additionally, the school in resolving conflicts also used a middle ground or collaboration strategy that can be accepted by all parties. This style can mean dividing the differences between the two positions and giving concessions to find a middle point so that all parties accept it willingly with a mutual agreement.

Accommodation strategy is used in handling conflict between groups in Krou Yeung School. This strategy can accommodate the conflicting parties well

so that subordinates are more proactive and the school atmosphere is more active. The important thing is that the leaders can sort and choose which conflicts should be accommodated immediately so that they do not become a prolonged problem and for the sake of the school's progress. The same thing was also conducted by Robbins [13], *the approach in trying to manage conflict is the Appeals System, this model explains that conflict resolution can be handled by creating formal channels so that complaints can be heard and addressed.*

3.2. Evolution in Krou Yeung School and its Management

While the conflicts in Krou Yeung School displaying diverse needs and backgrounds among the staffs within the organization, the evolution in school is also very significant to study. School principal who is currently holding his position in KYS, he asserted the sense of productive evolution about being able to stand as a famous private school in Ratanakiri province in phases as follows:

In early 2001, Mr. Sopheap Yin founded Krou Yeung Centre as a non-profit institution to provide part-time English classes to local kids. Based on the high demand, two classrooms were built throughout that year and classes were held by local volunteers. In the middle of 2002, the centre was officially inaugurated by the former provincial governor, Mr. Moung Poy, as it had grown to 600 students and 17 teachers at the time. As the kindergarten and computer classes were not able to finance the centre as a whole anymore, first fees for English classes were introduced from families who could afford it. The tuition fee was introduced as the voluntarily basis for middle income families and wealthy families in town. In the early stage, the poor families and indigenous kids were still excluded from payment.

With still growing student numbers, in 2004, the school changed to a fully privatized centre owned by Mr. Sopheap Yin; now director of the centre. At the same time, the school's name was changed from Krou Yeung Centre (KYC) to Krou Yeung School (KYS). The tuition fees were also charged to every student to ensure political and religious independence, sustainability and the quality of education. In this stage, scholarship programs and sponsorship child were also introduced. The sponsorship policy and scholarship policy guaranteed every kid can access to schooling. Most kids from poor families and indigenous kids were still access to free education if the school scholarship committee

has learnt their family status were really poor. For kids with better living conditions and some access to some incomes they were accessed for partial scholarship programs which ranging from 20% to 70% of the tuition fee.

Today, Krou Yeung School has grown to two sites, the original Banlung city and the new Steung Treng site, which is the first new campus. Across both sites, there are over 4000 students and 250 staffs providing kindergarten services, English full-time and part-time classes as well as general Khmer classes education program K1 – K12.

As a result, Krou Yeung School has been stood for twenty years as a famous private school in Ratanakiri province, Cambodia. Evolution management in KYS is fit to the context of implementing and developing organizational growth model, the best-known model of organizational growth that was developed in the early 1970s by Larry Greiner [14]. Grainer studied a number of organizations and based on his observations suggested that the evolution of organizations is characterized by long stages of growth. The best-known model of organizational growth consisted of five-stage process as follows:

Stage 1: Creativity. The creativity of the founders of the organization is the initial stage of the evolution of an organization. This form of creativity is usually in developing its products and markets. The organizational design at this stage is still a simple structure and decision-making is controlled by the owner-manager or top management.

Stage 2: Direction. Strong leadership will be able to formalize communications and put accounting, budgeting, inventory and other systems in place. The design of the organization will be more bureaucratic. Specialization was introduced in order to separate production and marketing activities.

Stage 3: Delegation. Lower-level managers now have relative autonomy to run their units. Top management uses its energy for long-term strategic planning. An internal control system was developed to monitor the decisions of lower-level managers.

Stage 4: Coordination. This coordination tool creates its own problems within the organization. Lower-level employees increasingly complain that they are hoarded with rules and controls. A bureaucratic crisis ensues, if not resolved, can lead to a deviation of goals.

Stage 5: Collaboration. The solution to the bureaucratic crisis is strong interpersonal cooperation

among organizational members. Task units and other group tools are created to carry out tasks and solve problems. The organizational structure is moving towards an organic form.

3.3. Quality Management System Models (SWOT Analysis & Standard and Quality Assurance)

The study on quality management systems models which carry out in Krou Yeung School is very crucial. Thus, school's branch manager in KYS insisted below the two models used in implementing QMS:

In Krou Yeung School, each department has their own quality management system model. However, for both Khmer and English departments in the school, they use SWOT analysis as a management system model. According to Dyson [15], *he argued that SWOT analysis aims to identify the strengths and weaknesses of an organization and the opportunities and threats in the environment.* As a real condition in KYS, there are many problems always happen in every minute, yet the principal and subordinates always try their best to find better solution. To solve the problems well, each department always has a discussion and meeting every week and month. In the discussion, they figure out for weaknesses and strengths of organizational issues in the purpose of seeing the opportunities and threats in the school's environment so that they can plan effectively to solve the problem for a better development in the school.

In addition to the implementation of SWOT analysis, the Standard and Quality Assurance (SQA) team is also the model that has been rolling out and implemented over the past few years in order responding to the emerging issues and high demand for quality improvement and better ways forward to enhance the quality and standardize of the curriculums across the departments. The SQA members include cross technical from different departments with various backgrounds and skills which included technical head from the English department, technical head from Khmer Primary School, Khmer High School, Branch Manager, supports head department from Admin, Finance and HR.

The school as a whole did not have an independent team that could carry out and control the quality management system models (SWOT analysis & standard and quality assurance) and curriculum design that would help improve the education quality of the school based on the grade of quality

achievement yet. Therefore, it is necessary to start by designing school's QMS in accordance with the conditions and carrying capacity of school resources. In this regard, it is not necessary to make targets and indicators that are too high and difficult to achieve, but the quality programs must be in accordance with school conditions. In term of quality achievement, the QMS in school and its implementation should be carried out gradually and continuously, focusing on meeting the nine national education standards of high school level conducted by the Ministry of Education, Youth, and Sport [16].

4. CONCLUSIONS

In the real context of implementing quality management system in Krou Yeung School, the level of knowledge of management team (school principal, school's branch manager, human resource manager) related to QMS was not comprehensible enough, and indeed, it remains in urgent need to be developed its quality in accordance with the school conditions, especially is to meet the nine national education standards [16]. In this meaning, it is necessary that school principal, educational leaders, and education staffs develop their knowledge and skills in the implementation of quality management system through a special team from external education units until the school is ready to implement the quality management system.

Based on the documents analysis and interviews carried out, managing conflicts in Krou Yeung School was implemented by four approaches, namely: problem solving approach, shared problem-solving strategy, middle ground or collaboration strategy, and accommodation strategy. Accordingly, managing the school's evolution, KYS was carried out by adopting the best-known model of organizational growth which was developed by Larry Greiner [14].

To strengthen the QMS in school, the development programs that will solve the school's problems and conflicts, and enhance school's productive evolution is to enhance quality of teaching and learning, improve school environment and classrooms, build better relationship and connection with parents, and enhance relationship and team work among staff, teachers and cross departmental learning and sharing within the school. This has a big responsibility impact directly on the school principal. In this case, school principals should always update their insights, abilities, skills, and attitudes in managing the educational unit they lead. Furthermore, school principals should also always

improve their personal, social, and professional abilities to anticipate the challenges of the times in the future, the purpose is to enhance the quality of education in school and meet the demands of school stakeholders.

ACKNOWLEDGMENTS

As an author in this study, I want to heartfully thank to my competent and trustworthy Professor Dr. Cepi Safruddin Abd Jabar M.Pd., who has supervised in this research paper.

Grateful thanks go to the committee members of the 5th international conference ICCIE 2021 for their precious time, valuable comments and reviews for my research paper.

My profound gratitude should be extended to the school principal, school's branch manager, and human resource manager at Krou Yeung School for such a warm welcoming and well cooperation for the process of collecting data.

Warmest and most heartfelt thanks go to all my beloved classmates in Class MP B S2, who always help and motivate me in every condition. Last but not least, thanks to myself and all people for coming into my life and make it colourful.

REFERENCES

- [1] MoEYS, Education congress: The education, youth, and sport performance in the academic year 2019-2020 and goals for the academic year 2020-2021, in Cambodia, 2021.
- [2] M. Al-Momani, Z. Allouh, M. Al-homran, Teachers implementation of effective classroom management from vocational education students' perspectives, in *International Journal of Education*, 2012, 4(3), pp. 137–146.
- [3] C. Sunaengsih, M. Anggarani, M. Amalia, S. Nurfatmala, S. D. Naelin, Principal leadership in the implementation of effective school management, in *Elementary School Forum*, 2019 Apr, 6(1), pp. 79-91.
- [4] F. J. F. Cruz, I. E. Galvez, R. C. Santaolalla, Impact of quality management systems on teaching-learning processes, in *Quality Assurance in Education*, 2016.
- [5] F. Jerry, What is quality management system (QMS)?, in *Plex: A Rockwell Automation Company*, 2021.
- [6] S. Wilian, D. Setiadi, N. Sridana, Analysis of the implementation of internal quality assurance system in private islamic high schools in Mataram-Lombok, in *Advances in Social Science, Education and Humanities Research*, 2020, pp. 216-219.
- [7] E. Sallis, *Total quality management in education*, in Routledge, Third Edition, 2002.
- [8] K. O'Mahony, T. N. Garavan, Implementing a quality management framework in a higher education organisation: A case study, in *Quality Assurance in Education*, 2012.
- [9] M. A. O' Neill, A. Palmer, Importance-performance analysis: A useful tool for directing continuous quality improvement in higher education, in *Quality Assurance in Education*, 2004.
- [10] B. Kupperschmidt, Addressing multigenerational conflict: Mutual respect and carefronting as strategy, in *Online Journal of Issues in Nursing*, 2006, 11(2).
- [11] B. L. Reece, B. Rhonda, *Effective human relations in organization*, in Houghton Mifflin Company: Boston-Toronto, 1993.
- [12] R. Kreitner, A. Kinicki, *Organization behaviour*, in New York: The Mc Graw- Hill Companies, Inc, 2001.
- [13] S. P. Robbins, *Organization theory: Structure, design & application*, in Jakarta: Arcan, 1994.
- [14] L. E. Greiner, Evolution and revolution as organizations grow, in *Readings in Strategic Management*, Palgrave, London, 1989, pp. 373-387.
- [15] R. G. Dyson, Strategic development and SWOT analysis at the University of Warwick, in *European Journal of Operational Research*, 2004, 152(3), pp. 631-640.
- [16] MoEYS, *Priorities of education reform for sustainable development*, in Cambodia: Council of Ministers, 2018.