

The Effectiveness of Total Quality Management (TQM) Principles in the School

(A Case of SMK Negeri 2 Kota Gorontalo, Indonesia)

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Abstract

This research examined the Effectivitness of Total Quality Management (TQM) Principles in the SMK Negeri 2 Kota Gorontalo, Indonesia. The research focused on principle implementation of TQM in strategies; procedures; impending factors as well as the effort of principal in implementing TQM in the success way. Research method employed the descriptive quantitative approach with technique of collecting the data through questionnaire. The research findings showed that (1) Principles Implementation Strategy of total quality management (TQM) at SMK Negeri 2 Gorontalo City was categorized good with score average 89,59%, (2) Principles Implementation procedure of total quality management (TQM) at SMK Negeri 2 Gorontalo City was categorized good with answer score average is 86,66%, (3) Factors hindering in Principles Implementation of total quality management (TQM) at SMK Negeri 2 Gorontalo City was categorized good with answer score average is 80,87%, (4) The effort of headmaster in Principles Implementation of total quality management (TQM) at SMK Negeri 2 Gorontalo City was categorized good with score average is 88,54%.

Keywords: Implementation, Total Quality Management (TQM), School, Principle

1 INTRODUCTION

Total quality management is a continual improvement process to achieve a quality school. The school headmaster is the manager who has the main role in the successful implementation of total quality management principles at school. Every school needs to have the concept of quality school, and in this case, the headmaster must understand the concept of total quality management as a philosophy, method, technique, and strategy to improve the school quality. It is an important issue since the societies have their valuation towards the school's performance and therefore, the headmaster and teachers should look through societies' expectation about the school. Implementing the principles of total quality management is not easy because the central and regional education department and other institution of education need to work together and be committed to achieving the freedom of speech among the school's members. Alongside the freedom of speech, it is also crucial to have the freedom of information in which there should be a clear information about internal and national school organization. Implementing the

principles of total quality management is intended to afford a qualified management in achieving that purpose in a school through the agreement about management improvement supported by leadership. It is expected that the principles of total quality management can improve the quality of the school. There are four primary principles of total quality management, which include (1) customers' satisfaction, (2) respect, (3) fact-based management, and (4) continual improvement (Hensler and Brunnel). Truthfully, some schools have not optimally implemented those principles due to the lack of comprehension from the schools' members. The importance of applying these principles is to improve their quality service as demanded by the community and stakeholder. The principles of total quality management are also highly expected to improve the school quality. SMK Negeri 2 Kota Gorontalo, for example, has implemented the total quality management in managing the education system, so that a quality school management will be achieved. The student affair is one of the managed aspects by using total quality management. Preliminary observation has been conducted in SMK Negeri 2 Kota Gorontalo, and the result shows that

the principles of total quality management have been pioneered. However, the quality of human resources that have a strong relationship with education becomes an obstacle in carrying out those principles. For that reason, improving the quality of education is integrated with improving the quality of human resources. People and parents' roles, in particular, are only limited to some things related to financial support, whereas their role in making a decision, monitoring and evaluating is very crucial. Besides, students' awareness is still low because they often break the school's rule such as coming late to class and even skipping the class. Although it has not been optimal, various efforts to handle this obstacle have been taken. Therefore, the implementation of total quality management principles should be supported by the schools' members and societies to cooperate each other to improve the quality of every school in Gorontalo.

Total quality management is an approach that maximizes the organizational competitiveness through continual improvement of product, human, and environmental services. Total quality management is derived from the word "total" which means 'complete.' "Quality" means the degree of excellence, and "management" means the process of dealing with things. Management is also defined as planning, organizing, staffing and controlling process of the organization activities. The main definition of quality is doing things greatly well from the beginning that is aimed at fulfilling the customer satisfaction. From this definition, there comes a concept of zero defects that will take place when the issue of quality is not demanded in the initial process. Moreover, the companies should pay more if their product or service does not sell because it cannot fulfill the customers' needs and expectation or is shortly claimed as customer unoriented-satisfaction. Total Quality Management (TQM) is a philosophy or a method to help to manage the change that the main point is the cultural shift of a person. Slamet (1995) also states that TQM is a procedure in which everyone is working hard to be successful. TQM is not a set of regulation and rigid terms, rather it is an improvement process of work that it aligns the people's effort in such a way to make them work passionately and participate in the job improvement. For this reason, it is strongly required that the relationship between the employer and employee must be different where the employer's command becomes an employee's initiative. Further, instead of giving an order, a good employer is encouraging and facilitating the improvement of job quality (Algifari, 2009). Total

Quality Management is an implementation of the quantitative method and human resources to improve the availability of raw materials and the service for the organization in a certain level in which the customers' needs are always fulfilled. TQM is more likely an attitude based on the customers' satisfaction towards the work and the team.

All in all, total quality management is a management approach that pays attention to the quality improvement through all the components. It implies to align the people's effort in such a way to make them work passionately and participate in the job improvement.

Hensler and Brunell in Nasution (2005: 30) confirms that there are four essential principles of Total Quality Management (TQM), which include 1) customers' satisfaction. The concept of quality and customers has widely defined that quality is not only a standard of certain specifications but is also determined by the internal and external customers. Customers' needs must be fulfilled in all aspects such as price, safety, and punctuality. 2) Respect. A qualified company considers the employee a talented and creative individual that is valuable organization resources. Every organization member, consequently, is given a chance to involve in decision-making. 3) fact-based management. A good company is oriented to facts that every decision needs to be always based on data, and not solely based on feeling. Priority and human's work variation are two concepts related to this principle. Priority is an idea that the improvement of all aspects cannot be made at the same time regarding the limited resources so that by using data, the organization team can focus on their work in a vital situation. Further, human's work variability refers to statistic data that describe the organization system variability. Thus, the management can predict the results of every decision and action. 4) Continual improvement. A difference needs a systematic process of continual improvement to achieve the success that it has a PDCAA (plan-do-check-act-analyze) cycle consisted of planning steps and corrective action of the result.

The participation of teachers, students, school staff and students' parents is necessarily required to implement total quality management in school. All institutions that concern with education should take into account a number of aspects (Widodo: 2011). The aspects involve 1) Managing the database and school profile to be more representative, accurate, valid and systematic that concern with the aspect of academic, administrative (students, teachers, and

staff), and finance. 2) A self-assessment to analyze the strength and weakness of school resources in achieving the curriculum target and students' achievement related to intellectual, skill, and other aspects. 3) Identifying school's needs and formulating their vision, mission, and objective to reach a high education system in accordance with the development of national education that is about to achieve. 4) Planning and arranging yearly short and long term school program (including the financial section) based on the vision, mission, and objective of the quality improvement. 5) The whole natural condition of the available resources and the priority to implement the program are two important aspects that need to be taken into account. 6) Priority cannot be achieved in one-year school program so that there should be a strategic plan and long term development by identifying the key of policy and priority. 7) Monitoring and evaluating the program whether or not it can be implemented based on the objective and how long it can be achieved.

In conclusion, some strategies of total quality management implementation are managing the database and school profile, self-assessment, identifying the school's needs and improving the school quality with all people around.

Sudiyono: 2004 offers various stages in implementing total quality management in educational institutions; 1) changing the school mindset about production unit to become service unit that demands all the school's members to treat their students, students' parents, industrial company, and all people as their customers to be well-served. There are no school users will be able to fulfill the school's needs. 2) Focusing on the systemic process such as analyzing the process of a student who commits mistakes without solely blaming that student. 3) The importance of a program for a long term period. 4) Being committed to quality that a school affords quality improvement by satisfying the internal and external customers. 5) Concerning the improvement of human resources that implement the program.

2 METHODS

This research was conducted in SMK Negeri 2 Kota Gorontalo by using a descriptive quantitative method that is aimed at presenting the data about respondents' statements in a percentage format. 82 teachers in this school are taken as the research population and using total sampling technique by which the sample was taken based on the total

population. Further, this research utilized close-ended questionnaire as the instrument to collect the data that consists of several statements and their alternative answers, so that the respondents cannot give any other answers other than provided. The data were then analyzed by using descriptive statistic technique with frequency table formulated as $Pr = \frac{F}{n} \times 100\%$ (Sugiyono, 20012:107). In addition, to calculate the percentage in a scoring form, this research uses $Pr = \frac{SA}{SI} \times 100\%$ formula.

3 DISCUSSION

3.1 The Implementation Strategy of Total Quality Management Principles

Based on the result of percentage indicator, the implementation strategy of total quality management principles reaches a good result of 89.59%. It shows that the school can manage and fulfill the needs for the sake of school's members by implementing one of the strategies of identifying and fulfilling the customers' needs. It is related to Hensler and Brunell (in Scheuning and Christopher, 1993: 165-166) that the concept of quality and customer in total quality management is expanded. Quality is determined by the internal and external customer, not by the appropriateness to certain specifications. The customers' needs must be fulfilled in all aspects such as price, safety, and punctuality so that every activity should be coordinated to satisfy the customers. The more values are given, the more satisfied the customers are.

3.2 The Implementation Procedure of Total Quality Management Principles

Based on the result of percentage indicator, the implementation procedure of total quality management principles reaches a good result of 86.66%. It reveals that the school can afford the quality improvement by providing facilities and infrastructures and professional human resources that consist of all teachers, students, staffs, and headmaster to improve the school quality. It is connected with the previous research by Umi Khoiriyah (2015: 104) that human resources need to be developed to improve teaching skills, encourage motivation and work satisfaction, and eliminate work boredom.

3.3 The Obstruction Factors in Implementing the Principles of Total Quality Management

Based on the result of percentage indicator, the obstruction factors in applying the principles of total quality management reach a good result of 80.87%. It is due to the financial problem and human resources quality. The finance is spent to provide resources such as building or operating a company, institution, and foundation. However, not only the headmaster who is responsible for this financial problem but also the team that affords the fund in implementing the principles of total quality management to run well. It is according to article 46 section 1 in Constitution number 20 in 2003 that the central government, local government, and all stakeholders are responsible for educational finance. It is expected that the school, based on its resources, can propose some programs to the society, set priority and cooperate with various potential finance sources. Moreover, human resources quality in SMK Negeri 2 Kota Gorontalo has something to do with the teachers and students in which article 10 (1) in the Constitution of Teacher and Lecturer claims that all teachers have four competencies; pedagogic, professional, personality and the social competence acquired from profession education.

3.4 The Efforts to Handle The Obstruction Factor in Implementing the Principles of Total Quality Management

Based on the result of percentage indicator, the efforts to overcome the obstruction factors in applying the principles of total quality management reach a good result of 88.54%. The school has been open up to all people towards things particularly the financial problem, trusting in each other and having an excellent communication. As (Masaong, 2012: 150) confirms that being open up to every single thing is important to create a trust especially from the societies and stakeholders towards the school's capability.

4 CONCLUSIONS

Some conclusions can be drawn from the research results, which include: 1) the implementation strategy of total quality management principles at SMK Negeri 2 Kota Gorontalo has achieved a good result. 2) The implementation

procedure of total quality management principles at SMK Negeri 2 Kota Gorontalo has achieved a good outcome. 3) The obstruction factors in implementing the principles of total quality management at SMK Negeri 2 Kota Gorontalo has arrived at a good result. 4) The efforts to handle the obstruction factors in applying the principles of total quality management at SMK Negeri 2 Kota Gorontalo has also reached a good outcome.

Based on the conclusions, this research provides several suggestions, including 1) it is expected that Education Board in Gorontalo can pay more attention to the implementation and benefit of total quality management principles in all schools to improve their quality. 2) It is projected that the school headmaster can improve the application of total quality management principles in school. 3) It is also expected that the teachers can be more encouraged and concerned with the implementation of total quality management principles in school. 4) Lastly, further researchers can expand their study about the implementation of total quality management principles, particularly on the aspects that have not been discussed in this research.

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