

### IMPLEMENTATION OF INTEGRATED QUALITY MANAGEMENT IN EDUCATIONAL INSTITUTIONS

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**Abstract** - Implementation of Integrated Quality Management needs to be done in educational institutions as a form of efforts to improve the quality of education. This study discusses the implementation of Integrated Quality Management in educational institutions and the problems and solutions that occur in its implementation in educational institutions. In carrying out the educational process, it will not be separated from improvements in accordance with the problems faced every year or in accordance with the implementation of TQM in schools which has the main goal of providing satisfaction for internal and external education customers, services with quality product results. Implementation of Integrated Quality Management in Indonesia requires at least three stages of implementation, namely: preparation, planning, and implementation. Barriers to the implementation of Total Quality Management in Indonesia include resistance to change, lack of commitment to quality, and lack of readiness, willingness and human competence. Alternative solutions are necessary informed about the importance of change in achieving quality, maintaining and developing it, so that a shared commitment to quality grows.

**Keywords:** Implementation, TQM, Management, Education.

## I. INTRODUCTION

In the teaching of TQM, educational institutions (schools) must place students as "clients" or in company terms as the largest "stakeholders", so students' voices must be included in every strategic decision-making step of the school organization. Without a democratic atmosphere, management is not able to implement TQM, what happens is that the quality of education is dominated by certain parties who often have interests that conflict with the nature of education (Adnan Sandy Setiawan: 2000).The

application of TQM also means freedom of opinion. Freedom of speech will create a climate of dialogue between students and teachers, between students and principals, between teachers and principals, in short, freedom of opinion and openness between all school members. Transfer Science is no longer one way communication, but two way communication. it has to do with academic culture.

According to Ifah (Ifah, 2015) TQM is a management system that upholds efficiency. This management system greatly minimizes bureaucratic processes. The bureaucratic school system will hinder the development of the potential of the school itself. Apart from freedom of expression, there must also be freedom of information. There must be clear information regarding the direction of the school organization, both internally and nationally. Internally, management must provide the widest possible information for the school community. Included in terms of organizational direction are programs, as well as financial conditions.

## **II. RESEARCH METHOD**

In this article, the researcher uses a literature study. Technique Qualitative descriptive analysis is used to reveal a picture of a successful implementation of TQM. the variable of this research is implementation TQM. Implementation shows efforts to apply the concept of TQM into Quality Management System (QMS) in institution education.

## **III. DISCUSSION**

Quality is not only a hope and aspiration but must be a real target that must be achieved in the context of continuous quality improvement. For this reason, M. Qomar stated that the Indonesian government is currently starting to do various ways to improve the quality of education with various efforts such as adjustment, and refinement of the curriculum, improvement and structuring of the education system in stages in all education lines, improving the quality of the learning process, including in terms of educator welfare, educational advice and infrastructure as well as good evaluation standards, building educational facilities, setting national standards for educators, using a quality assurance system, tightening accreditation and much more.

Quality issues are very important for an educational institution to produce good output, because the higher the quality of the graduates produced, the higher the selling point and interest in entering the educational institution. increase. Conversely, if the quality is low, the quality of graduates is low which has an impact on the low interest and absorption of entry into educational institutions. Integrated Quality Management can also form schools that are responsive and able to respond to changes that occur in the field of education in order to provide satisfaction to stakeholders.

### **A. TQM and the Challenges of Indonesian Education**

TQM or total quality management is a meaning and quality standard in education. It provides a philosophy of tools for improving quality. It is achieved by a central idea that is embodied in the form of implementation. For every educational institution, quality is a central issue that needs attention. it will seem inclined to the world of business and industry when you hear the term TQM, but in fact some educational institutions have started to apply certain quality standards with the term Integrated Quality Management.

TQM wants improvement in many ways. Therefore, improving quality/quality becomes the main point in managerial and discussion about TQM. Juran demonstrated the three managerial processes of an organization known as the Juran trilogy, namely, planning, control, improvement.

The details of the trilogy are as follows:

- Quality planning, a process that identifies customers and processes that will deliver products and services with the right characteristics and then transfers this knowledge to all company partners to satisfy customers.
- Quality control, a process by which the product is actually checked and evaluated, compared to the requirements desired by the customer. Problems that have been identified are then solved, for example, damaged machines are immediately repaired.
- Quality improvement, a process where established mechanisms are maintained so that quality can be achieved sustainably. This includes allocating resources, assigning people to complete quality projects, training employees involved in quality projects and generally establishing a permanent structure to pursue quality and maintain what has been achieved previously.

Then the quality output is related to graduates who have adequate competence in accordance with the goals that have been set. While the quality outcomes are graduates who are able to continue to a higher level of education, as a form of implementation of educational inputs and processes. One way that can be taken is by implementing or implementing TQM in education as a way to achieve the educational goals set out in the Law on the National Education System Number 20 of 2003. To achieve this goal, it is necessary to make improvements in terms of management. education, implementation of school-based management, and other efforts towards overall improvement in education in order to be able to respond to the demands for quality education according to national education standards.

## **B. Implementation of Total Quality Management in Educational Institutions**

The word implementation means application; use of implements in work; implementation; workmanship until it becomes realized; embodiment; and implementation of implements. The implementation of integrated quality management means that there is an effort to make changes to the existing and established management system, from the system.

Traditional management has shifted to a new management system, namely Total Quality Management (TQM). Meanwhile, to implement TQM requires a long-term commitment and a total change to the existing system, it is deemed necessary to know the difference between the Total Quality Management (TQM) paradigm and other management paradigms. Total Quality Management does not ignore the discussion of input problems (students) and output (graduates), but focused on customers who have needs and how to satisfy customers.

Therefore, quality education is not only seen from the quality of its graduates, but can be seen from how the educational institution is able to meet customer needs in accordance with applicable quality standards. The implementation of Total Quality Management requires seriousness from all parties in its implementation, and is a relatively long process. In connection with this, top managers must involve the active participation of all teachers, staff and employees, so that a high commitment to achieving goals grows.

According to Afriansyah (Afriansyah, 2019) in carrying out or the implementation of Total Quality Management (TQM) must be carried out by taking into account the following principles:

- 1) Implementation must be in accordance with the plan.
- 2) Monitoring and evaluation allows implementation changes to occur by first changing the planning.

3) In order for the implementation to go well according to plan, organizational maturity is needed.

In the world of education, TQM leads to customer satisfaction, both internal customers and external customers. Internal customers such as principals, teachers, staff and institutional administrators. Meanwhile, external violators such as society, government and industry. So an institution or educational institution is said to be of quality if it is able to provide satisfaction to internal customers and external customers for the services provided.

There are several main things that need to be considered in the application of TQM in the world of education, namely:

1. Continuous improvement . This concept implies that the management always makes various improvements and continuous improvements to ensure that all components of the education administration have achieved the quality standards set. This concept also means that educational institutions are constantly updating the process based on needs and demands.
2. Determining Quality Standards, (Quality Assurance). This definition is used to determine the quality standard of all components working in the production process or transformation of graduates of educational institutions. This standard includes ownership of basic learning abilities according to education level, curriculum, and evaluation.
3. Change of culture. Leaders of educational institutions must be able to build awareness of their members on the importance of maintaining and improving the quality of learning.
4. Organizational Change (upside-down-organization). Its application in the school environment can be carried out in the form of changes to the school organizational structure in school-based management. Initially in the conventional structure from top to bottom, then in the new structure it can change from bottom to top.
5. Maintaining relationships with customers . Good relationship between educational institutions and community, parents and other parties, the institution or educational institution must be able to establish good relations with "customer".

Based on this description, it means that schools have a big responsibility in order to improve quality on an ongoing basis. This responsibility must be carried not only by the principal as a manager but by all components to support the implementation of integrated quality management in the school environment. This means that the involvement of a leader as a manager in the organization he leads, in this case the principal in the school environment, really plays a role in efforts to improve the quality of education.

There are several considerations that are used as the basis for implementing TQM in educational institutions. Educators must take responsibility for their duties proactively. They must develop a sound problem-solving process and be able to identify and address the root cause of the problem. Schools must be able to become pilot organizations and be able to measure what works well and what doesn't, so that a good system will be obtained in school institutions.

### **C. Indicators of Successful Implementation of TQM in Educational Institutions**

In essence, the purpose of educational institutions is to create and maintain customer satisfaction and in TQM customer satisfaction is determined by the stakeholders of the educational institution. Therefore, only by understanding the process and customer satisfaction, organizations can realize and value quality. All efforts/management in TQM must be directed at one main goal, namely customer satisfaction, what management does is useless if it does not produce customer satisfaction. Qualified graduates are The human resources we expect come from quality (effective) schools or madrasas. Is

our education system ready to incubate the quality of human resources who are able to compete professionally with other nations? Before we go there, the world of education must immediately adapt to improve management school or madrasa education, including:

1. Supply of professional education personnel.
2. Changes in school/madrasah culture (vision, mission, goals and values).
3. Increase education funding and optimize community support for education.

Education is a very important problem in human life. Whether or not a nation is progressing depends on the nation's education. This means that if a nation's education can produce quality "humans" and inner and outer. Automatically the nation will progress, peaceful and tetram. On the other hand, if the education of a nation stagnates, the nation will be backward in all fields.

## **CONCLUSION**

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