

## The Implementation of Total Quality Management at Taman Siswa Elementary School

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**Abstract: The Implementation of Total Quality Management at Taman Siswa Elementary School. Objectives:** This study aims to find out about the implementation of integrated quality management at Taman Siswa elementary school. **Methods:** This research method is a qualitative descriptive method with a case study type. Data collection techniques with interviews, observation, and documentation. The data analyzed refers to Miles and Huberman. The validity of the data used source triangulation and technique triangulation. **Findings:** The findings of the study indicate that the implementation of integrated quality management at Taman Siswa elementary school has been carried out well and there needs to be continuous improvement in various fields. **Conclusion:** So that by implementing integrated quality management at Taman Siswa elementary school, the quality of the school can be improved and can compete with other schools globally.

**Keywords:** elementary school, management, quality, TQM.

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## ■ INTRODUCTION

Talking about quality has now received a lot of attention in all fields, not only in the business sector but also in education (Hasham, 2018). The reason for this is because of the acceleration of knowledge-based globalization. The rapid flow of globalization demands that every educational institution always improve the quality of schools (Africano, Rodrigues, & Santos, 2019). Improving quality is an absolute requirement that must be met by every school so that its existence remains in the world of education (Hossain & Hossain, 2019). Efforts to improve the quality of education is an effort that must be done continuously. Because the quality of education determines the quality of a nation (Bouranta, Psomas, & Antony, 2020; Gulden, Saltanat, Raigul, Dauren, & Assel, 2020). This is also

useful for achieving good quality education. In general, quality is a parameter that determines the advantages of a product or service (Crosby, 2020; Mensah, 2020) that can satisfy customer needs according to specified standards (Jamoliddinovich, 2022). Meanwhile in the context of education, quality refers to input, process, output, and their impact (Djuhartono, Ariwibowo, & Alhamidi, 2021).

Educational institutions are required to produce quality output such as the quality of service management processes (Darawong & Sandmaung, 2019). Improving the quality of the management process will affect output (Horban, Kuprii, Martych, & Panasiuk, 2020). Meanwhile, to achieve a good quality, the process must continue to be changed, added, and even improved. Not only that, the needs of students

and society are always changing all the time, causing the products or services offered to keep up with the times (Mtotywa & Odebiyi, 2023).

Furthermore, that the world of education began to adopt a management paradigm that was developed in the 80s and 90s by the most successful management scholars, companies, service organizations and industries in the world, namely Total Quality Management (TQM) (Azarian, Gholamreza, Habibi, & Taghipour, 2020; Sfakianaki, 2019). The success of TQM in improving the practice and quality of education is what causes academics to apply this philosophy (Deming, 2014; Weckenmann, Akkasoglu, & Werner, 2015). TQM is a process of integrating all activities both in terms of functions and processes within an organization to achieve continuous improvement in terms of cost, quality, function, and delivery of goods or services for customer satisfaction (Bakhsh, Iqbal, & Naz, 2021; Cardoso, Rosa, Videira, & Amaral, 2018; Fu, Chou, Chen, & Wang, 2015). The TQM model is dynamic and an important element for improving the educational environment such as organization, management, and interpersonal relations (Kaiseroglou & Sfakianaki, 2020). Meanwhile the goal of TQM is to improve organizational performance and efficiency in resource utilization (Shafiq, Lasrado, & Hafeez, 2019).

The introduction of TQM in education requires several changes such as attitudes and activities of management and educators, regulation and monitoring of educational processes, evaluation of results, communication culture, and school situations (Avila, 2018). Furthermore, based on the results of interviews with principals and educators at Taman Siswa Elementary School, it is known that the implementation of TQM has been carried out well, including that principals and educators can wisely address existing problems in schools, schools have provided comfortable and complete facilities for

students, regular schools conduct evaluations of educators in providing learning in class, there is monitoring of student scores which is carried out periodically once a month, schools conduct training for educators according to grade levels, and all stakeholders comply with the rules applied in schools. Total quality management in practice provides a perspective to see the problems faced by schools and as a tool for removing barriers to effective schools (Khurniawan, Sailah, Muljono, Indriyanto, & Maarif, 2021).

Although there is much research on total quality management, the scope is limited and only focuses on the paradigm in quality management (Kemenade & Hardjono, 2018), the historical evolution of TQM (Dahlgard-Park, Reyes, & Chen, 2018), employee performance (Saffar & Obeidat, 2020), and performance (Agyabeng-Mensah et al., 2020; Ali, Hilman, & Gorondutse, 2020). Then, research regarding the implementation of total quality management at Taman Siswa elementary school is still rarely discussed, especially in Bandar Lampung City. Apart from that, research on this has never been conducted qualitatively. To fill this research gap, researchers conducted this research to see how total quality management is implemented at Taman Siswa elementary school.

## ■ METHOD

### Participants

The population in this study was 18 people consisting of school principals, education staff, educators, parents and students. Furthermore, the sampling technique used was purposive sampling so that 7 people were selected to be used as samples. This research program is about the implementation of total quality management at Taman Siswa Elementary School as seen from the perspective of customer focus, high obsession with quality, teamwork, continuous system improvement, education and training, involvement empowerment of educators and education staff.

### **Research Design and Procedures**

Based on the research objectives, this research uses descriptive qualitative methods. Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action, and others holistically by means of descriptions in the form of words and language (Creswell & Creswell, 2018). Qualitative research is the choice for conducting this research because the object to be researched is a natural object that is not manipulated by the researcher, develops as it is and its dynamics will not be affected by the presence of the researcher. This research was conducted using a qualitative method using a case study approach. There are three stages in the qualitative research process, namely the description, reduction and selection stages. The description stage is the stage where the researcher describes what he feels because this stage is the beginning for the researcher to get to know briefly about the information received. The reduction stage is the focus on reducing the information that has been obtained at the initial stage and selecting data that is considered important in the research to focus on a particular problem. The final stage is the selection stage where the focus that has been determined in the previous stage will be described in more detail.

### **Data Collection**

Data collection techniques used observation, interviews, and documentation studies. Observations in this study by making direct observations in the field to determine the condition of TQM at Taman Siswa elementary school related to customer focus, top management commitment, teamwork, continuous system improvement, education and training, involvement and empowerment of educators and education staff (Sweis, Al-Mansour, Tarawneh, & Al-Dweik, 2013). The interview used by the

researcher is a structured interview. Then the documentation study was used to obtain data relating to the objective situation at Taman Siswa elementary school regarding school profiles, students, educators and education staff, facilities and infrastructure. In this study, the researcher acted as a passive participant-observer, that is, the researcher only observed the research object (phenomena or behavior of informants and respondents) to find out how TQM was implemented in elementary schools.

### **Instrument Research**

In qualitative research, the research instrument or tool is the researcher himself (Creswell & Creswell, 2018). Research requires tools to store data and information obtained from data sources in research. These tools can also be used as evidence of research and data collection. There are several tools used to support this research, namely an interview guide used as a guide for conducting interviews with sources; observation sheets are used to collect data and information; documentation is used to obtain data and information; and audio media is used to obtain data from sources so that it is clear, namely the researcher uses a recording device.

### **Data Analysis**

Qualitative data analysis techniques used Miles & Huberman with four stages, namely data collection, data reduction, data exposure, and conclusion (Creswell & Creswell, 2018). Data collection was carried out by observation, interviews and documentation. Data reduction means summarizing and selecting the main things that are considered important so that they can be focused on and look for patterns and themes. Data that has been reduced will provide a clearer picture and make it easier for researchers to carry out further collection and search for it if necessary. Then the presentation of the data in this research is presented in narrative form. The final stage in

qualitative data analysis in this research is drawing conclusions and verification.

Furthermore, test the validity of the data used, namely using two types of triangulation including source triangulation and technical triangulation. Source triangulation is carried out by comparing and checking interview results from different sources. Triangulation techniques are obtained from the results of interviews and then checked again using data obtained from observations or documentation.

**RESULT AND DISCUSSION**

Based on the results of observations made at Taman Siswa elementary schools, data were obtained regarding the quality of the school, such as facilities and infrastructure. The data on facilities and infrastructure at Taman Siswa elementary school consists of one unit of library room, 300 library books, one unit of sports field, one unit of science laboratory, six units of LCD projector, two units of computers, and one unit of wall magazine, and all of which are in good condition. This elementary school also has supporting facilities including classrooms, principal’s room, teacher’s room, education staff room, living room, UKS room, cooperative room, prayer room, library, toilets, security guard post, ceremonial field, sports field, and canteen. All of these facilities are in good condition except

for the cooperative room which is not in good condition (see Figure 1). Then, the available Taman Siswa elementary school infrastructure data, namely water installation, electricity network, telephone network, internet, road access, water sources with all in good condition. The good condition of facilities and infrastructure indicates that the implementation of TQM in schools has been effective.



**Figure 1.** The facilities and infrastructure of Taman Siswa elementary school

Furthermore, the research data is described according to the research focus, namely the implementation of total quality management at Taman Siswa elementary schools. The research sub-focuses are customer focus, top management commitment, teamwork, continuous system improvement, education and training, involvement and empowerment of educators and education staff. The data from the interviews can be shown in the Table 1.

**Table 1.** Customer focus interview results

Sub Focus	Indicator	Results
Customer focus	Satisfied feeling	The results of interviews conducted by researchers with parents of students and students show that they are satisfied with the service and handling of complaints provided by the school, the way of teaching educators is also easy to understand and the environment is comfortable.
	Fulfillment of education customer expectations	The results of interviews conducted by researchers show that the principal and educators provide the widest opportunity for parents of students to convey all suggestions, criticisms, opinions, and are

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Recommend the school to others

willing to deal with complaints when parents complain by deliberating and finding a middle ground on existing problems.

The results of the interviews conducted by the researchers with the parents of the students indicated that they would recommend Taman Siswa elementary school to other people because they were satisfied with the service, such as if there were problems with fast learning in providing solutions.

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Additionally, the schools provide services to education customers by providing opportunities for student parents to convey their suggestions, criticisms, or complaints directly to the principal or through their respective classroom educators. Han and Sa (2022) said that educational institutions sell quality services. Quality service should be part of the employee culture as well as working to focus on the customer. Students are customers while a school is like a company with all employees and educators as staff. Beside that, the parents of the students were very satisfied with the service and treatment provided by the school. This is evidenced by the parents who recommend Taman Siswa elementary school to other people. This means that customer satisfaction is the level of one's feelings after comparing the performance or results he feels compared to his expectations (Alfian, Ali, Rosadi, & Fitriyani, 2022).

The findings in the dimension focused on customer satisfaction are that parents and students feel satisfied with the service and handling of complaints provided by the school. The principal and teachers provide the widest possible opportunity for parents to convey all suggestions and criticism. Furthermore, the student's parents will recommend Taman Siswa elementary school to other people because they are satisfied with the services provided at the school. The success of a service in achieving school goals depends on the students. Schools are able to provide

quality services to students so that it will be easy to achieve school goals well and ultimately achieve student satisfaction (Yusuf, 2023). The quality of school services is currently a major concern in winning the competition at every educational institution. So that service quality becomes one of the institution's strategies for creating student satisfaction (Jasti, Venkateswaran, Kota, & Sangwan, 2022).

Next, the findings from dimension of top management commitment at Taman Siswa elementary school. The school already has top management's commitment to quality, such as the facilities and infrastructure that are available already meet the criteria set by the education office. The facilities and infrastructure are in good condition and function properly. In addition, at Taman Siswa Teluk Betung elementary school, there were also many awards and trophies that students managed to collect through various competitions. This proves that the school has a top management commitment to school quality. Kigozi, Ko, and On (2019) states that quality is a measure to assess that an item or service has a use value.

The findings from dimension of teamwork in which at Taman Siswa elementary school a teamwork has been created between educators and educational staff. They contribute to each other both energy and mind to achieve certain goals that are efficient and harmonious. Teamwork is the process of working in a group that must

have an attitude of responsibility, intensive communication, task focus, and responsiveness to achieve organizational goals (Snongtaweeporn, Siribensanont, Kongsong, & Channuwong, 2020). Collaboration within a school is the main capital for achieving quality and stakeholder satisfaction through a continuous quality improvement process. Therefore, teamwork in TQM plays a very vital role. This is because the strength of a solid team will produce maximum TQM. However, on the other hand, if the team at the school is not solid then it is certain that the school will be left behind by other educational institutions (Al-Kahlan & Khasawneh, 2024).

The findings from dimension of continuous system improvement. Taman Siswa elementary school has made continuous system improvements to existing facilities and infrastructure. In addition, the school also evaluates teaching materials and learning outcomes. This is useful to find out whether or not the learning objectives have been achieved and also the learning process that has been carried out. Jevanesan, Antony, Rodgers, and Prashar (2021) said that every school needs to make continuous improvements to achieve success.

The findings from dimension of education and training for educators and education staff. Taman Siswa elementary school is a school that has conducted training and education for educators, both in-school and out-of-school training. The content of the training program is relevant and in line with training needs. The training method provided is in accordance with the learning styles of the trainees. This is done in order to improve the performance and skills of educators. Education and training are fundamental factors because with education and training every educator and education staff will improve their technical skills (Jumady, Sugiarto, & Latief, 2021).

The findings from dimension of principal involves and empowers educators and education staff such as during exam activities so that these

activities can run well. Empowerment is a process where educators and education staff become able to be involved, share, and influence which will ultimately have a positive impact on their lives (Al-Zoubi, Qablan, Issa, Bataineh, & Al Kaabi, 2023). So that the success of the school can be seen from how the application of total quality management in the school.

Total quality management (TQM), if implemented properly, can improve various educational programs. TQM can also be applied as a medium in establishing good relations between the world of education and government. Additionally, if these dimensions are implemented by schools seriously, they can improve the quality of output and compete with other educational institutions both at the national and even international levels (Al-Qayoudhi, Kamal, & Said, 2024).

## ■ CONCLUSION

The implementation of total quality management at Taman Siswa elementary schools in this study used six dimensions of TQM consisting of customer focus, top management commitment, teamwork, continuous system improvement, education and training, involvement and empowerment of educators and education staff. Customer focus means that schools need to support educators and other staff to always take initiative towards students in order to create quality quality schools. Then top management commitment means there are consequences and responsibility for quality for organizational success. Teamwork needs to be created in schools to form an effective and harmonious work atmosphere. This continuous improvement is needed in education to create good quality schools. Education and training as a space for educators and education staff to gain knowledge and skills for themselves to achieve effective performance. Involvement and empowerment of educators and education personnel to help organizations achieve success. These six



dimensions have been implemented in Taman Siswa elementary schools which is known through observation data, interviews, and documentation.

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