

Effective School Management Through Total Quality Management

***Agantina Venalia¹, Burgawanti², Siti Dwiningrum³**

^{1,2,3}Universitas Negeri Yogyakarta (UNY), Daerah Istimewa Yogyakarta,
Indonesia

³  orcid id: <https://orcid.org/0009-0004-3428-5566>

*agantinavenalia.2022@student.uny.ac.id

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Abstract

Realizing the quality of education that is good and remains controlled, there must be a national standard of school management. The purpose of this research is to analyze and describe in depth, through a literature review, effective school management through Total Quality Management (TQM). The study employs a qualitative method; the data is collected using a literature review that is critically and comprehensively reviewed. TQM in program implementation requires high commitment from the members or individuals involved. The eight TQM components should ensure the success of its activities. School principals play an important role because they must be able to develop, train, and implement these eight components in the implementation of educational programmes in schools. TQM will fail if it is not based on ethics, integrity and trust. Training for TQM empowerment as well as specific technical skills are essential for program implementation as they can create a work environment conducive to program objectives. The lack of communication between sections and implementers can be a burden or obstacle in the implementation of activities.

Kata Kunci:

Manajemen
Sekolah
yang efektif
Total Quality
Managemen.

Standar nasional manajemen sekolah diperlukan untuk mencapai pendidikan yang berkualitas dan terkendali. Mendorong adanya pendekatan baru dalam pengelolaan peningkatan mutu pendidikan. Tujuan penelitian ini adalah menganalisis dan mendeskripsikan secara detail manajemen sekolah yang efektif melalui total quality management (TQM) melalui tinjauan literatur. Penelitian ini menggunakan metode kualitatif, data dikumpulkan menggunakan tinjauan literatur yang ditinjau secara kritis dan komprehensif. TQM dalam implementasi program memerlukan komitmen tinggi dari anggota dan pemangku kepentingan yang terlibat. Keberhasilan kegiatannya diharapkan dapat dijamin oleh delapan komponen TQM. Kepala sekolah memegang peran penting mampu mengembangkan, melatih, dan menerapkan kedelapan komponen tersebut dalam pelaksanaan program pendidikan di sekolah mereka, yang merupakan tugas yang sangat penting. TQM tidak akan berhasil tanpa didasarkan pada etika, integritas, dan kepercayaan. Pelatihan untuk mendukung total quality management (TQM) dan keterampilan teknis khusus sangat penting untuk pelaksanaan program karena dapat menciptakan

lingkungan kerja yang sesuai dengan tujuan program. Tidak adanya elemen komunikasi antara departemen dan pelaksana dapat menyulitkan dan menghambat pelaksanaan kegiatan.

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1. Introduction

The education unit or school, as the primary formal education implementation unit with a varied range of pupils who require diverse educational services and environmental conditions that differ from one another, must be dynamic and creative in carrying out its job in order to strive for educational excellence. This is possible if the school, with its diversity, is given the autonomy to organize and manage itself based on environmental conditions and student needs. To sustain quality and control the quality improvement process, there must be nationally agreed-upon criteria that serve as indications of the effectiveness of quality improvement. A new approach to education, especially the management of quality improvement, which enables all schools resources to be accustomed in a way that allows them to achieve their goals, has been promoted by this thinking.

The main considerations in the decision-making process under the new management are the diverse learning needs of students, the diverse professional development needs of teachers and other staff, the various school environments, and the expectations of parents and communities for quality education for their children, as well as the demands of the business world to obtain quality personnel. This raises the prospect of using various theories, perspectives, and frameworks in the decision-making process to improve educational quality by involving various community groups, particularly those concerned with education. The school is at the forefront of the educational process, while the community is encouraged to participate in order to gain a better understanding of education, and the central government assists in establishing the basic framework of education policy.

This technique differs from the traditional notion of school administration. The central bureaucracy dominated the education decision-making process in the old system, which comprised both macro and micro policies. Schools tended to simply apply these policies, which were not always in accordance with children's learning requirements, the school environment, or parents' expectations. Experience has shown that the old approach frequently resulted in inconsistencies between what the school requires and the policies that must be applied in the process of increasing educational quality. The phenomenon of school autonomy demonstrates a shift in thinking from a rational, normative, and prescriptive approach to educational decision-making to an awareness of the complexities of educational decision-making.

The principal, teachers, and instructional staff are among the school's resources. Improved resource quality is one of the issues that schools must address in order to achieve effective schools through Total Quality Management (TQM). Total Quality Management (TQM) is a service management method that aims to maximize resource quality through the continuous improvement of goods, services, personnel, procedures, and surroundings.

According to Bounds et al. (1994), Total Quality Management (TQM) has two sides to quality: the hard side and the soft side. The Hard Side of Quality encompasses all efforts to improve service processes, from product design to the use of control tools such as Quality Function Development, Just In Time, and Static Process Control, as well as other organizational changes (such as organizational structure), with the expectation that such efforts will improve service quality, thereby meeting public needs.

The goal of total quality management (TQM), a human-centred management approach, is to create more value while also increasing the value that may be offered to service recipients (Bounds et al., 1994). Total quality management is a management philosophy whose main goal is to ensure satisfaction with products and services by prioritizing teamwork attitudes and behaviours in terms of educational cooperation between school components. Total quality management requires a full commitment from the school principal, and this commitment extends to the teachers within the school system. The headteacher plays a very strategic role in the school he leads. The school principal is responsible for the overall implementation of the school and can mobilize school life to achieve the school's goals (Arifin, 2019; Mustiningsih et al., 2020). This article discusses the analysis of how effective school management is through Total Quality Management (TQM).

2. Methods

This research method utilizes qualitative research. The research target is useful to analyze how to improve effective school management through Total Quality Management (TQM). This research uses data collection techniques in the form of literature studies. This article was prepared by using a literature review that was critically and comprehensively reviewed. In connection with various sources that are examined and reviewed using reference sources, namely reference sources in the form of previous scientific works and scientific articles that have been published with an index that has high credibility.

The guidelines that are also the basis for conducting this research refer to the characteristics of literature studies proposed by Zed (2014), which are as follows: (1) Researchers work directly with text or data rather than direct field knowledge or eyewitness accounts of events involving people or other objects. (2) It is "*ready-made*", which means that the researcher does not have to go anywhere other than to deal directly with the source material that is already in the library. (3) Library data is generally secondary data, which means that researchers obtain it secondhand rather than directly from the library. This is not original field data. (4) The data conditions are not limited by space or time.

3. Result and Discussion

3.1 Definition of Effective School

In developing education, in addition to using a macro approach, it is also necessary to pay attention to the micro approach, namely by focusing more broadly on the school institution with regard to the overall condition of the school, such as the school climate and the individuals involved in the school, both teachers, students, and school principals, as well as their respective roles and relationships that occur with each other (Koster, 2005). Meanwhile,

Brookover (1979) revealed that school inputs are important, but much more important is how to utilize these inputs related to the individuals in the school.

Understanding the school institution as a whole is critical because the school is the primary foundation of education (Hegar Harini et al., 2024). Understanding school effectiveness is important not only for improving educational quality but also for aligning with national policy, specifically the decentralisation of education in the context of implementing regional autonomy. In terms of educational decentralisation, the Ministry of National Education has developed the concept of school autonomy, also known as school-based management, in the field of primary education. The government aims to achieve equity, relevance, and efficiency in education through this concept, in addition to raising the standard of instruction. With more autonomy, it is anticipated that schools will be able to allocate resources more freely in order to meet the needs of the local community, be more responsive to those needs, and engage the community in both supporting and directing education management at the school level.

A school is an institution composed of teachers, pupils, and administrative personnel, each of whom is responsible for initiating the program. Schools, as a formal education institution, are expected to create graduates with specific academic abilities, skills, attitudes, mental, and other personalities for them to continue their education or work in jobs that require their knowledge and talents. Based on the goals and objectives of education at the school level in line with national education objectives, as well as the length of time that education takes place in schools, school success is a micro measure of how well these goals can be accomplished in a given amount of time. Effective and ineffective schools are known from the standpoint of school success, which refers to the extent to which schools can achieve the educational goals and objectives that have been set. In other words, a school is said to be effective if it can accomplish its goals. The broad definition of effective schools is linked to the formulation of what should be done and what has been accomplished. If there is a strong relationship between what has been formulated to be done and the results achieved by the school, the school is said to be effective; otherwise, the school is said to be ineffective if the relationship is weak (Getzel, 1969).

3.2 Characteristics of an Effective School

Several specialists, including Squires et al. and Scheerens, have been successful in identifying the traits of successful schools. The qualities of successful schools were effectively formulated by David A. Squires et al. in 1983. Specifically: (1) there is a level of discipline that applies to principals, instructors, students, and personnel in the school; (2) there is a regularity in the routine of classroom activities; (3) there is a very high standard of school accomplishment; (4) students are expected to reach the planned goals; (5) students are expected to graduate by acquiring academic information; (6) there are prizes for students who succeed; (7) students think that hard effort is more essential.

Meanwhile, Jaap Scheerens (1992) characterizes an effective school as possessing five essential elements. The first five characteristics include high standards for student success, frequent evaluation of student-designed programmes, a friendly climate, strong leadership, and an emphasis on mastering core skills. Additional characteristics of successful schools include the following: (1) the ability to demonstrate proficiency in comparison to a set of

standards; (2) the establishment and pursuit of clear goals; (3) the presence of strong leadership; (4) the positive relationship between the school and parents; and (5) staff development and a learning-friendly environment (Townsend, 1994). Standardized testing, the reputation approach, school evaluation, and development activities are other ways to determine which schools are effective.

Edward Heneveld (1992) carried out a more thorough analysis of effective schools and identified 16 factors that were associated with effective schools: 1) community and parental support; 2) the educational system's effective support; 3) enough material assistance; 4) competent leadership; 5) good teaching; 6) flexibility and autonomy; 7) adequate time in school; 8) high student expectations; 9) positive teacher attitudes; 10) rules and discipline; 11) Organized curriculum; 12) rewards and incentives. 13) adequate learning time; 14) variety of instructional tactics; (15) frequency of homework; and (16) frequent assessment and responses.

3.2 Efforts Made to Become an Effective School

To summarize, the way to make schools more effective is to empower the resources that schools own. However, according to the SMU Consultant Team (2004), it is possible to improve school effectiveness by implementing the following strategies: (1) With more open and transparent communication, role holders will feel more positive about the school, creating a strong foundation to support school development. (2) Shared decision-making: all role holders should have decision-making authority; role holders feel more involved in the process; and they believe the principal values their opinions. The decision-making hierarchy has been established, and it shows who makes decisions for each roleholder. (3) Attention to teacher needs: the school pays more attention to teacher needs because this can provide a variety of teacher motivations. (4) Focusing on student needs: schools that focus on student needs are more accepted by students, parents, and the community. Improving teaching, providing more teaching time, adding extracurriculars, involving students in problem-solving decisions, and developing training programmes (extracurriculars) to prepare students for the world of work are all examples of student needs. (5) Striking for School and Community Integration Schools play an important social role in society, which includes the community in this context. The primary tool for connecting schools and parents. Typically, at the School Committee meeting, the principal's recommendations are reviewed, and its members decide which recommendations are supported as key issues and require funding. The roleholder's concerns have been communicated formally through meetings or informally through individual discussions with the principal. The above narrative can be visualized in Figure 1.

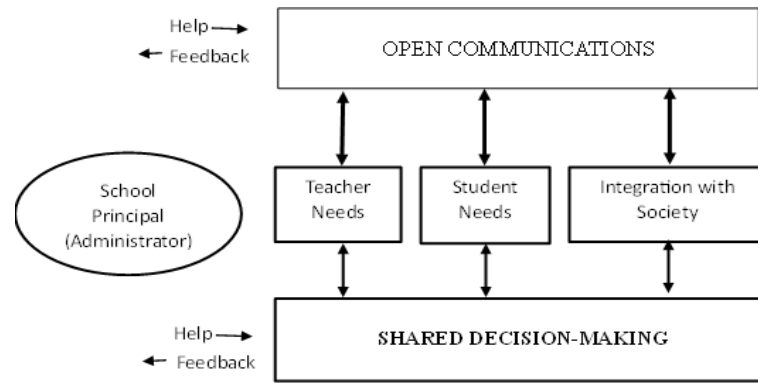


Figure 1. Effective School Development Models

One of the benefits of the school development model depicted in Figure 1 is that the school can become self-sufficient once it has achieved optimal levels of open communication and shared decision-making. This implies that the principal serves as a coordinator of the school's various functions. The main issues are the school's development direction and the identification of financial resources to assist the school's development, which can be ongoing in the principal's activities. This approach allows school development to continue even when a new principal is appointed in an education system where principals are periodically replaced.

3.4 Implementation of Total Quality Management in Effective Schools

TQM adoption is more than simply a management programme to complement or sweeten activities; it is necessary to boost work productivity. TQM must be goal-oriented to increase organizational performance (Thomas Packard, 1995). The eight parts that must be applied in organizational activities are elements that work together to form a TQM structure. Consider the following figure 2 :

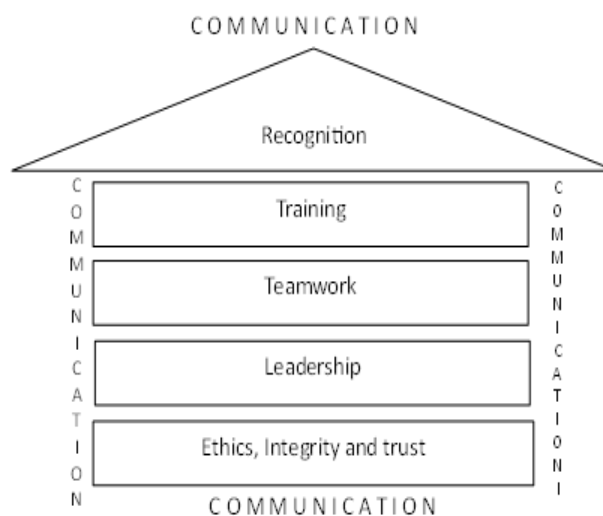


Figure 2. Total Quality Management's supporting elements foster communication.

3.4.1 Foundation forming

The foundation group is a collection of sections on ethics, integrity, and trust. Through TQM, a good work foundation will be established through ethics, integrity, and honesty. These three parts will open up and show the potential of TQM in an activity. The explanation of the three parts is as follows:

First, Ethics. Ethics is the study of right and wrong under all circumstances. There are two aspects of ethics that need to be taken into account. The first is organizational ethics, which determines the state of the organization by establishing guidelines that employees must follow in order to perform well. The second is individual ethics, which deals with the proper and improper conduct of every person involved in acting out or carrying out an activity within an organization. Monitoring and evaluation activities require ethics, both from the organization conducting the M&E and from the individuals carrying it out. The results of a money will not accurately represent the outcomes of a programme's implementation if ethics are lacking. While individual implementers must uphold ethics when gathering money data and interacting with programme participants, organizational ethics refers to how the individuals involved can adhere to the rules that have been planned for money procedures. This ensures that valid data is obtained.

Second, Integrity. Integrity is the manifestation of honesty, morals, values, justice, obedience, and sincerity towards the organization's reality. This condition will exhibit a specific characteristic, namely what (internal and external) the customer is expected and entitled to obtain. Duplicity (being disloyal or two-faced) is the polar opposite of integrity. TQM will fail if there is dishonesty in the workplace. Integrity is required of Money implementers in their work. The truth of money results must be considered in the absence of integrity. Money's integrity is manifested in the assertiveness of his work, which prioritizes Money's performance over siding with its object. Furthermore, fairness in data collection and reviewing money's results from various programs must be maintained in order for money's objectives to be met.

Third, Trust. Integrity and ethics produce trust. TQM performance cannot be built or realized without trust. Trust will aid in the development of full participation from all members of the organization. In addition to the commitment of activity implementers, trust is required to make decisions at all levels of the organization and to encourage each individual to take risks to improve their performance to help the organization improve. Because trust is a factor that promotes and ensures user (customer) satisfaction, it can be interpreted that trust can foster environmental cooperation to support TQM.

3.4.2 Foundation of Bricks

TQM walls will be formed on a strong foundation of honesty, ethics, and integrity to serve as a place or means to reach the roof that protects the entire TQM building. TQM requires training, teamwork, and leadership to realize the wall.

First, Training. Training must be completed in order to achieve a productive workforce or implementer. Supervisors or assistants are in charge of implementing TQM in each section and teaching the TQM philosophy. Interpersonal capabilities, collaborative skills, problem solving, decision-making, technical skills, and other necessary talents are all required. These trainings

should be implemented during TQM implementation so that everyone involved can become more effective in organizational performance. It is necessary to receive training for money implementation, particularly for creating money tools. Additionally, training in report writing, data processing and review, and implementation procedures is necessary for any project that involves a sizable number of participants or implementers of activities. With the support and guidance of a group of specialists or managers, it is envisaged that money operations will proceed as planned.

Second, Teamwork. Individuals cannot carry out monitoring and evaluation work; this activity requires teamwork; this condition is consistent with the TQM philosophy that group work is the key to TQM activities. An activity is expected to be completed more quickly with teamwork, and necessary problem solving will be improved. People will feel more comfortable opening up or expressing a problem in a teamwork setting and receiving assistance from other team members to solve the problem. TQM allows for three different types of work teams to be used: (1) Quality Improvement Team or Excellent Team (QITS). Teams are non-permanent (temporary) work teams that aim to solve specific problems that occur frequently. This team usually works for a period of 3 to 12 months. (2). Problem-solving teams (PSTs). The team is a small group of skilled people who may share tasks and responsibilities. Employee engagement teams, self-management teams, and quality circles are all instances of team structures. These teams normally work for one or two hours per week. (3) Natural Work Teams. The team is a small group of skilled people who may share tasks and responsibilities. Teamwork concepts include employee engagement teams, self-management teams, and quality circles. These teams normally work for one or two hours per week.

Third, Leadership. The most significant part of TQM is leadership. TQM leadership necessitates visionary leaders who can direct activities in a way that all implementers understand and who can provide guidance on organizational performance. Supervisors in the activity process must understand TQM, be committed, and consistently outperform in order to serve as a role model for other implementers. A supervisor or activity assistant must also ensure that the activity's strategy, philosophy, values, and objectives are communicated to the entire scope of the organization in order to maintain focus and clarity of direction. Dheeraj Mehrotra (2007) asserts that a leader needs to be aware of what students, service users, or consumers desire or will receive, regardless of their role as a supervisor, teacher, principal, or activity assistant. To ensure that the activity goals are sustained, all parties involved—from the top down to the lowest level—must demonstrate their commitment to shaping and promoting the value of excellent work.

3.4.3 (*Binding Mortar*)

Information is exchanged interactively between the sender and the recipient in communication. Communication between suppliers, users of goods or services, and other members of the organization is essential to the success of Total Quality Management (TQM). Supervisors or assistants need to open the environment for implementers to receive and transmit information about the TQM process. Accurate information sharing and two-way communication are essential. Such communication needs to be clear, and the recipient needs to understand it in line

with the sender's intended meaning in order to be considered reliable. In TQM, there are three distinct channels of communication.

3.4.4 Roof

The roof or roof formation is the last activity from the formation of a house, meaning that the roof can overshadow all activities and give a tangible form to the entire TQM implementation.

3.4.5 Recognition

The last component of a TQM system is recognition, which is bestowed upon groups and individuals who have executed the activity and met its goals. Every participant in an activity has proven their abilities both individually and as a team. It is the responsibility of the partner or manager in the field to determine whether a job is successful. Awards have the power to improve someone's self-esteem, productivity, and work quality. Since awards are given right after a job is completed, they must be given out right away.

Based on the above description, TQM is a quality assurance concept that aims to achieve the highest service quality. the best quality of service. TQM is more than just empty slogans or formality programmes; it is a genuine effort to maintain the quality of planned and implemented organizational services. Efforts to maintain organizational service quality that are planned and implemented in a systematic, structured, and measurable manner. The TQM concept is implemented using the principle of recording what is done and doing what is recorded. The point is to compile quality procedures according to organizational activities that are usually carried out and perform organizational activities according to established quality procedures.

The limitations of the research are that it does not specifically discuss what policy programmes are implemented by schools through Total Quality Management (TQM), only to provide a view of how to realize effective schools through TQM. So that there are other indicators that might appear. Then, this study only discusses, based on the results of the literature and the critical thinking of researchers in solving problems of improving the quality of education, including the problem of effective school management.

4. Conclusion

The significance of comprehending school effectiveness lies not only in its relationship to enhancing educational quality but also in its alignment with national policy, specifically the framework's devolution of education enacting local self-government, which is linked to school autonomy. It is anticipated that by distributing educational resources in accordance with priority needs, schools will be able to manage them more freely. Schools can be more responsive to the needs of the local community by allocating resources based on the needs that are most important. able to involve the community in supporting and managing school-level education management and be more receptive to the needs of the local community.

TQM in programme implementation requires high commitment from the members or individuals involved. The eight TQM components should ensure the success of its activities. School principals play an important role because they must be able to develop, train, and apply these eight components in the implementation of educational programmes in schools. TQM implementation will fail if it is not

based on ethics, integrity and trust. Training for TQM empowerment as well as specific technical skills are essential for programme implementation as they can create a work environment conducive to the programme objectives. Leadership and teamwork complement each other in the implementation of an activity. Losing the communication factor between sections and implementers can be a burden or obstacle to the implementation of activities. Appropriate rewards for programme implementers must be realized as soon as they finish implementing and achieving their work achievements. Through the application of TQM, a good quality of work will be obtained, creating a comfortable working atmosphere, sharing knowledge that is mutually beneficial, and obtaining rewards according to their performance.

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