

Implementation of Integrated Quality Management in Elementary Schools



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ABSTRACT: This study aims to describe the implementation of integrated quality management in elementary schools. This research is a qualitative research with a phenomenological approach. The setting of this study is two public elementary schools in Balangan Regency. The key informants were principals and teachers defined by purposive sampling technique. The data collection techniques were done through interviews, observation and documentation. The data validity was carried out by triangulating data by means of triangulation and peer briefing triangulation. The data analysis used interactive analysis of the Huberman model which consisted of data collection, data display, data reduction and verification/inference. The results of the study found that the implementation of integrated quality management in elementary schools is implemented through the principle of focus on customer satisfaction, respect for everyone, leadership and implementation of the principle of continuous improvement.

KEYWORDS: Implementation, Integrated Quality Management, elementary school

I. INTRODUCTION

Integrated quality management is defined as the fusion of all functions of the company into a holistic philosophy built on the concepts of quality, teamwork, productivity, understanding and customer satisfaction. Another understanding of integrated quality management is a management system that elevates quality as a business strategy and is oriented towards customer satisfaction by involving all members of the organization (Tjiptono, 2018: 12). The benefits of implementing integrated quality management are improvement, service, cost savings, and customer satisfaction. The notion of integrated quality management is primarily in the realm of education. Customers are more satisfied as a result of ongoing management system and service quality enhancements. Additionally, there are additional advantages that can be observed, such as an improvement in the relationship between the government and its citizens, a rise in government accountability and openness, and a rise in the productivity and efficiency of public services (Sikumbang & Afriansyah, 2013: 22).

The implementation of integrated quality management is not an approach that is direct or the results are obtained in an instant, yet it requires a systematic process. Many experts express their opinions regarding the phases or stages of implementation of integrated quality management. One of them is the one that states that the implementation phase of integrated quality management is grouped into three phases, namely the preparation phase, the planning phase and the implementation phase (Sikumbang & Afriansyah, 2013: 25).

Integrated quality management in the context of education is a methodological philosophy of continuous improvement, which can provide a set of practical tools to the educational institution in meeting the needs, wants, and expectations of customers, current and future. The quality management system demands statistical supervision and quality circulation, demands cultural change and also the improvement of work teams. Therefore, the international world through its economic institutions carries out a quality standardization step. Meanwhile, SDN Paringin 1 and SDN Paringin 2 Balangan themselves realize quality educational institutions. The quality education in these educational institutions has begun to gradually implement integrated quality for three years.

The results of a preliminary study conducted by the researchers at SDN Paringin 1 through interviews with the principal revealed that this school implements integrated quality management in its operations. Integrated quality management in these two schools is oriented towards customer satisfaction, especially students, which is organized through guidance and providing various facilities. These two schools also continue to carry out continuous improvements. Also, a preliminary study conducted by the researchers at SDN Paringin 2 Balangan through an interview with the principal revealed that this school began to implement integrated quality management in its operations in the past 2 years. Integrated quality management in these two schools is oriented towards customer satisfaction, especially students, which is organized through guidance and providing various facilities. These two schools also continue to carry out continuous improvements. Although there are still many shortcomings and obstacles, the educational institution is continuously improving and in this way quality will be achieved in accordance with the vision and mission that has been planned.

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II. METHODOLOGY

This research was a qualitative research with a phenomenological approach. The type of this study was a multi-site study at SDN Paringin 1 and SDN Paringin 2 Balangan Regency. This research utilized its own research instruments. The data collection techniques were obtained through interviews, observations and documentation. Data validity was carried out by triangulating data by means of engineering triangulation and source triangulation. Data analysis used interactive analysis of the Huberman model which consisted of data collection, data display, data reduction and verification/notability. The key informants of this study were principals and teachers defined by purposive sampling. The instruments in this study contained a focus on customers, including guidance and guidance, resources in the learning process, public facilities, respect for everyone, including: division of tasks and teaching and learning processes, leadership includes vision and mission as well as the involvement of subordinates, continuous improvement includes improving the quality of human resources and improving facilities and infrastructure.

III. RESULTS AND DISCUSSION

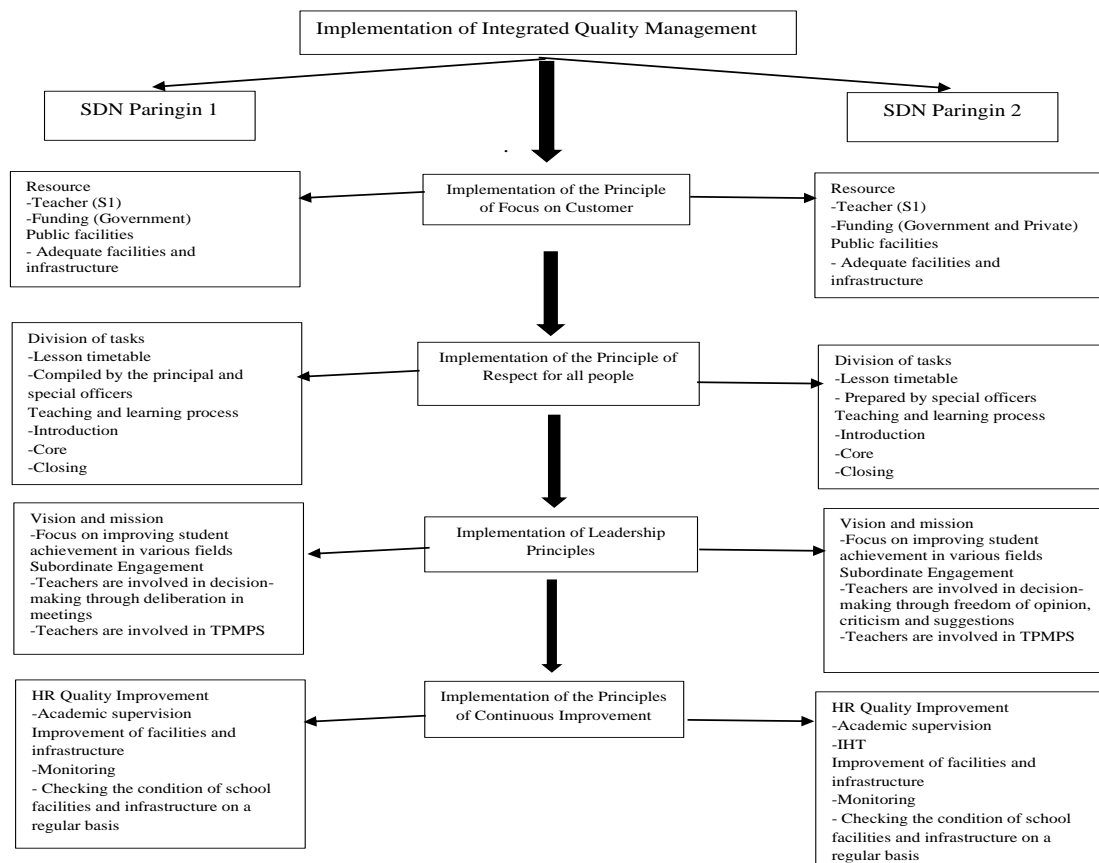


Figure 1. The Flow of Integrated Quality Management Implementation

A description of the findings on Site 1 and Site 2 regarding the implementation of integrated quality management at SDN Paringin 1 and SDN Paringin 2 can be seen in the following research findings:

A. Implementation of Customer Focus Principles

The results of this study showed that the support of teacher resources and sufficient funding became a support for success in implementing the principle of focusing on customer satisfaction. In addition, the availability of public facilities in the form of facilities and infrastructure is also a support for success in implementing the principle of focusing on customer satisfaction with regard to integrated quality management. The implementation of the focus on customers at SD Negeri Paringin 1 and SD Negeri Paringin 2 Balangan is equally sought by the school through the provision of various resources in the learning process and public facilities that are optimized to support the implementation of the teaching and learning process in schools and aim to increase customer satisfaction, especially students and teachers. The main main resource is teachers who are entirely S1 educated, then funding or finance which is fully funded by the Government. The difference is that at SD Negeri Paringin 2 Balangan, the source of funding besides coming from the Government is also sourced from the private sector, namely PT. Adaro.

Teachers must possess academic credentials, proficiencies, educator certificates, be in good physical and spiritual health, and be capable of achieving national educational goals. Academic credentials as described in article 8 are acquired through undergraduate or four-year diploma programs in higher education. Teachers who have satisfied the requirements are awarded an

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educator certificate, which serves as recognition of their status as professionals. Schools that have a government-approved, recognized program for hiring teachers administer educator certification. The process of certifying teachers is unbiased, open, and accountable.

Martini et al., (2022) stated that the professionalism of the teachers can be seen from the attitude or treatment of their colleagues. As stipulated in the teachers' code of ethics which states that teachers maintain professional relationships, family spirit, and social disputes. This means that teachers are required to maintain relationships with teachers in their work environment, as well as outside their work environment. If the teacher maintains communication and interaction with peers, it means that the teacher is acting in accordance with the teacher's code of conduct and this can be categorized as a disciplinary action. The professionalism of the teacher can be seen from the teacher's attitude towards students. Devoted teachers guide students to form a whole Indonesian who has the spirit of Pancasila. In addition, the principle of teachers who must guide students, not only teaching and learning, but also educating and guiding students by paying attention to the character of each student.

Agustina et al., (2021) stated that the professionalism of educators is closely related to the quality of education, because the learning process as the core of education will depend on the professionalism of educators. In Total Quality Management (TQM), the concept of quality and customer is expanded. Quality not only means conformity with certain specifications, but that quality is determined by the customer. In the global market total quality that includes emphasis on product quality, cost or price quality, service quality, quality of timely delivery and other qualities that are constantly being developed in order to provide continuous satisfaction to customers in order to create loyal customers. Increase market acceptance and share, which is gained through quick and flexible responses to market opportunities.

The results of this study are in line with Sulistiyana et al., (2019) research that states integrated quality or also known as Total Quality Management (TQM) can be defined into three words: Total (Overall), Quality (degree/ level of excellence of goods and services), and Management (action, art, how to improve, control, and direction). Based on it, TQM is a system management oriented towards customer satisfaction with the activities carried out, through continuous improvement and motivating employees. Suriansyah et al., (2017) stated that in line with the needs of a rapidly developing society, education was challenged to have good quality.

B. Implementation of the Principle of Respect for All People

The results of this study also showed that the principle of respect for everyone at SD Negeri Paringin 1 and SD Negeri Paringin 2 Balangan was implemented through the distribution of tasks for teachers which were actualized through lesson schedules by considering the competence and educational background of teachers to support the successful implementation of the principle of respect for everyone. In addition, the freedom for teachers in determining materials, strategies and learning media during the teaching and learning process is a form of exercising respect for everyone. Respect for everyone means that everyone in the school is considered to have potential, so that everyone in the organization is treated as well as possible and given the opportunity to excel, have a career and participate in decision making. This respect for everyone is seen based on two aspects, namely the division of tasks and the teaching and learning process.

The principle of respect for everyone is more about the process of empowering existing teachers at SD Negeri Paringin 1 Balangan, which is seen from the aspect of task division and teaching and learning process. The distribution of duties for teachers is actualized in the form of lesson schedules prepared by the Principal and appointed officers without involving teachers with the main weighing being the competence and background of teacher educators. Each teacher is required to teach at least 24 hours of lessons each week. The teaching and learning process is held through three stages, namely introduction, core and closing. Teachers are fully responsible and have freedom in determining learning methods, strategies and media according to the character of each student and the material presented.

The principle of respect for everyone is more about the process of empowering existing teachers at SD Negeri Paringin 2 Balangan, which is seen from the aspect of task division and teaching and learning process. The division of duties for instructors is really carried out in the form of lesson schedules created by appointed officials without the participation of teachers, with the qualifications and experience of the teacher educator being given the most weight. A minimum of 24 hours of instruction must be provided by each teacher each week. The teaching and learning process is divided into three phases: the introduction, the main lesson, and the conclusion. According to the personalities of each student and the topic being covered, teachers are completely responsible and free to choose the learning methods, strategies, and media.

Each teacher is responsible for the quality of the learning activities they design for each subject they are in charge of, in order to help the participants develop their learning independence and success in accordance with educational objectives, increase their curiosity, process information into knowledge, apply knowledge to solve problems, communicate their knowledge to others and develop learning independent and group with reasonable proportions. Suriansyah (2017) stated that it is necessary to provide a teacher education system that allows teachers to develop their abilities and competencies to convey science and technology.

Each teacher is responsible for the quality of learning activities for each subject he or she is entitled to refer to the development of the latest learning methods. They are also responsible to use varied, innovative, and appropriate learning methods

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to achieve learning objectives. Then, they are expected to use the available equipment and tools effectively and efficiently, pay attention to the nature of the curriculum, the abilities of students, and the varied previous learning experiences and needs especially for students from those who are able to learn quickly to slowly, enrich learning activities through cross-curriculum, research results and their application, direct to a competency approach in order to produce graduates who are adaptable, motivated, creative, independent, have a high work ethic, understand lifelong learning and think logically in solving problems.

C. Implementation of Leadership Principles

The results showed that the principle of leadership with regard to integrated quality management at SD Negeri Paringin 1 and SD Negeri Paringin 2 Balangan was actualized through the vision and mission of the principal who focused on improving student achievement in various fields and the implementation of learning accompanied by providing freedom for teachers in determining and applying learning methods, strategies and media. In addition, the involvement of subordinates is a support for the successful implementation of leadership principles in implementing integrated quality management.

The vision and mission of the principals of SD Negeri 1 Paringin and SD Negeri 2 Paringin Balangan Regency in implementing integrated quality management is focused on improving student achievement in various fields. The principals in carrying out his leadership also always involved the teachers in every decision-making process through deliberations that are actualized through meetings. The principals also formed a School Education Quality Assurance Team (SEQAT), chaired by the principal and his members were teachers. The total number of members is 11 people, the tasks start from managing education quality data in schools, coordinating, conducting coaching, quality mapping, monitoring and evaluation and recommending quality improvement strategies.

The results of this study are supported by research that Rizkie et al., (2022) states that leadership is an aspect related to quality. Similarly, research states that academic supervision is an important aspect of supporting the achievement of integrated quality management in a teaching institution. (Mujiati et al., 2019).

D. Implementation of the Principle of Continuous Improvement

The results showed that the implementation of the principle of continuous improvement with regard to integrated quality management at SD Negeri Paringin 1 and SD Negeri Paringin 2 Balangan was held through improving the quality of human resources and improving the quality of facilities and infrastructure. The continuous improvement that is sought as part of the implementation of integrated quality management at SD Negeri Paringin 1 Balangan is the improvement of the quality of human resources and the improvement of facilities and infrastructure. Improving the quality of human resources is carried out through the academic supervision of the principal which is carried out 2 times in 1 semester, namely at the beginning of the semester and the end of the semester through class visits and observations. The improvement of facilities and infrastructure is carried out through monitoring and checking the condition of school facilities and infrastructure periodically by the principal and if it is found that there are inadequate facilities and infrastructure, it will be immediately addressed or repaired.

The continuous improvement sought as part of the implementation of integrated quality management at SD Negeri Paringin 2 Balangan is the improvement of the quality of human resources and the improvement of facilities and infrastructure. Improving the quality of human resources was carried out academic supervision accompanied by coaching which is continued by involving teachers in the development program in the form of IHT (In House Training) which is carried out once a year at the beginning of the school year by involving all school members including principals, teachers, school administration staff. The improvement of facilities and infrastructure is carried out through monitoring and checking the condition of school facilities and infrastructure periodically by the principal and if it is found that there are inadequate facilities and infrastructure, it will be immediately addressed or repaired.

The results of this study are supported by research conducted by Rizkie et al., (2022) stating that leadership is an aspect related to quality. Similarly, research states that academic supervision is an important aspect of supporting the achievement of integrated quality management in a teaching institution (Mujiati et al., 2019). The results of this study are in line with the opinion that the strategy of improving the quality of educational human resources through the development of teacher competencies is actually an integral part of the college development program in general. The success of the program will affect the quality of the college itself. These programs need to be implemented regularly and continuously in order to truly create qualified teachers and be able to encourage the progress of higher education. On that basis, the professional development of teachers is a very important effort in order to improve the quality of education. Imron et al., (2019).

The principal's strategy in improving the quality of educational human resources, especially teachers, can be successful if academic supervision, teacher development, and teacher participation in teacher development programs are held. The strategy of increasing the professional competence of teachers will be successful if it is supported by the involvement of all school residents ranging from principals, teachers, school administration staff. The implementation of strategies to improve the professional competence of teachers will be effective if they are implemented in frequent intensity and implemented in the location closest to the school. Novita et al., (2022) stated that teacher professionalism is an important aspect because it determines the quality of the teaching and learning process. However, the fact is that there are still many teachers who are considered to have professionalism

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that is not as expected. From an input-process-output perspective, factors influencing professionalism include transformational leadership, school climate, work motivation, and teacher professionalism.

The efforts made by the school manager in this case the principal in improving teacher performance, teacher job satisfaction in schools is largely determined by the principal's managerial activities in motivating, encouraging them to be involved in all work in the school, encouraging the creation of good organizational culture behavior, and building a joint commitment that will further improve the performance and job satisfaction of the education staff, both teachers and other educational personnel (Hairiyati et al., 2022). Akbar et al., (2022) stated that to achieve good learning outcomes, it is necessary to have the principal's ability to carry out academic supervision both in planning, implementing, monitoring and following up so that all activities that take place can be measured and directed in accordance with the expected goals.

Thus, the results of this study are in line with research that states that routine supervision activities are carried out by the principal on teachers as one of the activities that are viewed positively in improving the quality of the learning process and efforts to improve teacher teaching performance. Hidayah et al., (2022) mentioned that academic monitoring is a method of assisting teachers in improving the professionalism of the educational process. This success will increase if the principal's academic supervision skills are used not only to evaluate the teacher's performance in controlling the teaching and learning process, but also to assist the teacher in improving his performance (Wieyanthi et al., 2022).

IV. CONCLUSION

The results of the study established that the implementation of integrated quality management in elementary schools is implemented through the principle of focus on customer satisfaction, respect for everyone, leadership and implementation of the principle of continuous improvement. It is important to improve school facilities and facilities to assist in the implementation of integrated quality management.

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