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School Management in Total Quality Management Perspective at Bina Latih Karya Vocational School Bandar Lampung- Indonesia

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Abstract

Total quality management is a management method that is focused on process improvement for customer satisfaction. This research aims to find out how is the school management in the perspective of total quality management, situated in SMK (Vocational High School) Bina Latih Karya Bandar Lampung and to find out the supporting and inhibiting factors in school management based on the perspective of total quality management at SMK Bina Latih Karya Bandar Lampung. This research uses a qualitative approach with a descriptive research type, whilst observation, interviews, and documentation are implemented as the data collection methods. The data analysis technique used data reduction, data presentation, and conclusion drawing. The results showed that SMK Bina Latih Karya as an educational institution has implemented activities that focused on the demand for customers' satisfaction and reducing errors in activities. Customer satisfaction is important in the world of education through several activities, including, continuous improvement of the system, the existence of the balance of duties and responsibilities between employees in terms of school management both in terms of learning management, management of educators, students, facilities and infrastructure, financial management and also in terms of managing relationships with other parties. Furthermore, SMK Bina Latih Karya implements management based on facts and is not subjective in dealing with problems or obstacles, and always makes improvements.

Keywords: Strategy, Contextual, Teaching, Learning, Metacognitive.

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Introduction

Education is the spearhead in preparing a reliable generation because education will be able to maximize the potential that exists in students. (Lana et al., 2021) Through this education, the potential of students will continue to be explored in order to become reliable human beings to be able to be critical, logical, and innovative in dealing with and solving any problems they face. It is stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (NO.20, 2003). Education is also meaningful as change, with education being able to help humans towards better growth and development.

The main key to improving the quality of education is the optimization of human resources (HR), especially teachers (Sutrisno, 2021). Teachers are expected to carry out and print learning optimally and professionally. Improving the quality of education cannot be separated from school management, which will directly influence and determine the effectiveness of the curriculum, various learning resources, teaching time, and the learning process. Instead, efforts to improve the quality of education must begin with improving school management, in addition to improving and developing learning resources (Mulyasa, 2004).

In history, there are three experts related to the quality theory that have been influential to this day, namely, W. Edwards Deming, Joseph M. Juran, and Philip B. Crosby (Suarez, 1992). All three have in common, namely in terms of participatory management which involves input, problem-solving and decision-making made by all members of the organization and its customers (Stanley & Ann, n.d.) In this regard, Spanbauer & Hillman (1992) emphasize that education management must apply modern quality management adopted from the concept of total quality management.

Hensler and Brunell in Nasution (1993) stated at least There are four main principles in Total Quality Management; 1). Customer satisfaction, 2). Respect for everyone 3), Management based on facts, 4) Continuous improvement. Further, Gumus (2020), AbdulAzeez (2016), Ismail & Ali (2016), Shahmohammadi (2017), Ehinola & Akinfolarin (2018) sees Total Quality Management (TQM) as a management strategy focused on process improvement for customer satisfaction.

The success of integrated quality management in schools is measured by the level of customer satisfaction both internally and externally. Schools are said to be successful if they are able to provide services according to customer expectations. Teachers and employees are satisfied with school services in the form of division of labor, relationships and communication between teachers and leaders, employees, salaries or honorariums received, and other services. Nowadays, there are doubts about the quality of education in schools, especially in vocational schools, making the school seen as a second choice by parents in sending their children to school. However, as time goes by, Vocational High Schools are increasingly showing their quality and are able to compete with other schools. BLK Vocational School Bandar Lampung is one of them that proves that the achievement and quality of education in this school are not inferior or even better than other schools. This is evidenced by the superior achievements that continue to be achieved and adequate infrastructure facilities, making the BLK Vocational School very well responded to by the community. BLK Vocational School is one of the vocational schools that are quite good in terms of facilities and infrastructure, especially private schools. So, BLK Vocational School should be used as an example for other SMKs in developing their management.

The relevant research that has been done by previous researchers, namely; Research by Marmoah, Suryanjani, and Fauziah in Putri (2020) shows that the implementation of the five clusters of TQM in Girimarto District has been carried out very well by showing the overall score results in the very good category, namely 95.50 so that it can be said that the implementation of TQM has been carried out very well. As highlighted by Tahira et al (Tahira et al., 2020) with the title Government special education's principals' perceptions about total quality management (TQM in education): A qualitative research. This study uses a qualitative approach with research findings showing that the application of total quality management in special or extraordinary educational institutions still has unclear concepts and there are still gaps for improvement that affect the practice of total quality management in educational institutions.

From the various things mentioned above, researchers are interested in studying more deeply; School Management in the Perspective of Total Quality Management at Bina Latih Karya Vocational School Bandar Lampung.

Problems of Study

Based on the description of the background above, the formulation of the problem in this study is as follows:

How is the School Management from the Perspective of Total Quality Management at BLK Vocational School Bandar Lampung?

What are the supporting and inhibiting factors in school management in the perspective of total quality management at BLK Vocational School Bandar Lampung?

Methodology

Research Design

This research is field research, which means that this research is all data obtained by collecting data from empirical experience in the field using qualitative methods. According to Bogdan and Taylor, quoted by Moleong(2000) qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

The design of this research is qualitative descriptive research, namely research with the intention of conducting an investigation by describing/describing the state of the object and research subject regarding the facts that appear or as they are. In addition, this study emphasizes the process rather than the results. In this case, the author focuses more on the Management of Vocational Schools from the Perspective of Total Quality Management at BLK Vocational School Bandar Lampung.

Participants

The subjects in this study were all those involved in the management of vocational schools from the perspective of total quality management at BLK Vocational School Bandar Lampung as informants to obtain data. While the object of this research is to focus on how the management of vocational schools in the perspective of total quality management at BLK Vocational School Bandar Lampung and what factors are inhibiting and supporting the management of vocational schools in the perspective of total quality management at BLK Vocational School Bandar Lampung.

Research Instruments

The research using qualitative methods places the researcher as the main instrument in the process of collecting research data, for, researchers held the study directly on the field to interact and interview informants, take notices (observations) to collect the data from its source then collected by interview, documentation, and observation techniques.

Data Analysis

Data analysis was carried out from the beginning of the study to the preparation of the final results of the study. The data analysis model used is the flow data analysis (Flow Model Analysis) or Interactive Data Analysis from (Miles & Huberman, 1992), namely the data analysis model consisting of the following steps; (1) Data Collection, (2) Data Reduction, in the sense of selecting the data obtained, summarizing and focusing on the problem, (3) Data Display, systematize data clearly in a clear form such as by making matrices and graphs if needed, as well as (4) Conclusion and Verification.

Results and Discussions

School Management

Improving the quality of education will be largely determined by various aspects, such as the curriculum, the learning process, students, educators, and education staff, support for education financing, management of facilities and infrastructure, school-community relations, and the management of special services. In terms of quality, there are standards set by the government in the National Education Standards. These standards are standards that have been reviewed and can be achieved by every educational institution in Indonesia. However, at the practical level, researchers found aspects in the issue of improving the quality of education at SMK Bina Latih Karya Bandar Lampung as follows;

- 1) Curriculum Management, Bina Latih Karya (BLK) Vocational School Bandar Lampung refers to the 8 National Education Standards, which focus on content standards, process standards, graduate competency standards, and assessment standards which are divided into their preparation in the curriculum books of each Study Program.
- 2) Learning Management, BLK Vocational School is closely related to the way educators implement lesson plans, organize learning activities, carry out learning activities and evaluate the learning process. In terms of learning management carried out by all teachers at SMK, BLK always applies effective and efficient management. This starts with establishing strategies and planning, organizing, continuing with the implementation of learning, and then closing with evaluation activities. Then the evaluation is used as the basis for feedback for further learning improvement.
- 3) Students Management, BLK Vocational School Bandar Lampung city; Student management is a service that focuses on the management, supervision, and service of students both inside and outside the classroom. Student Management is more emphasized in Counseling Services, where students can be monitored for activities in the academic and non-academic fields and receive counseling about learning achievement or a form of sanction warning if an error occurs in the student. The guidance process cannot be separated from the role of BK teachers to guide students until they are able to change their mindset for the better.
- 4) Educators Management, BLK Vocational School Bandar Lampung city is a potential human resource management process, the process of managing educators through human resource planning, among others in terms of:
 - a. Recruitment and selection of admissions and placement of educators in BLK Vocational Schools through a truly transparent and objective process so as to obtain competent teachers according to their competencies.
 - b. Providing incentives, awards, and education and training must be in accordance with applicable standards and regulations. Incentives at Bina Latih Karya (BLK) Vocational School Bandar Lampung are given monthly according to their duties and responsibilities. For an award to be given, there must be conditions. For example, a teacher with outstanding expertise in the field of expertise, the teacher can get an award from the institution in the form of gifts or other activities that the teacher can participate in.
 - c. The termination of employment occurs if there are unprofessional education personnel due to they do not meet customer satisfaction, starting with a reprimand process by providing advice through an individual approach so that the parties concerned do not feel offended but if there are still undisciplined ones, the first dismissal letter will be given. as a warning and will then be followed up with a letter of termination if the person concerned does not change in a positive direction.
- 5) The Management of Educational Staff Part of School Administration is in charge of

managing educators and education staff in charge of Administration, Finance, Student Affairs, Human Resources, and School Household Affairs. The Head of Administration is responsible for the work of the Administration section to prepare the needs of the teachers' Office Stationery, Infrastructure, School Security System, and other needs.

- 6) The Management of Educational Funding is a shared responsibility between the local government and the community. The Financial Management of BLK Vocational Schools certainly refers to the Financing Standards in the 8 National Education Standards, where the full task is the Finance section which is handled by the School Treasurer. In general, the distribution process will be distributed according to the submission process, such as purchasing stationery and other facilities. For the provision of employee salaries, of course, it will be given every month according to the rules of the institution, and a Letter of Accountability if there are Educators and Education Personnel, we will carry out external tasks.
- 7) The Management of Facilities and Infrastructure is an activity to organize facilities starting from planning needs, procurement, inventory, storage, maintenance, use, and removal. BLK Vocational School in terms of Management of School Facilities and Infrastructure is the responsibility of the Deputy Principal for School Facilities and Infrastructure who is fully responsible for the continuity and completeness of all general and special needs in each department which of course relates to the need for tools and practical materials that must be submitted as needed and verified according to the amount of inventory data and always carried out monitoring of the intended equipment to conduct a feasibility study whether the condition of the goods is still suitable for use or damaged.
- 8) The Management of School-Community Relationship; the school-community relationship is a reciprocal relationship between a school organization and the community. Public Relations of SMK Bina Latih Karya Bandar Lampung never stop forging partnerships with the business world and the industrial world so that SMK Bina Latih Karya can implement a curriculum that refers to Industry and the Vocational Program from DITPSMK. Not only with the business world and the industrial world, Public Relations of Bina Latih Karya Vocational School Bandar Lampung also collaborates with other fields such as the police, health, insurance, and other fields to be able to establish a cooperation agreement later during Field Work Practices and work placements.
- 9) Special Service Management; the school as an educational unit has the duty and responsibility to carry out the learning process. To support the learning process, it is necessary to have special service management for students: Management of Special Services at Bina Latih Karya Vocational School Bandar Lampung includes the following:
 - a. Library Services at Bina Latih Karya Vocational School Bandar Lampung has the task of providing active services in borrowing books and student learning modules at every level. Where in the library, there is a librarian tasked with recording and recording data as well as an inventory of incoming and outgoing books. There are also books purchased and books obtained from government assistance. For books, almost all subjects are in the library catalog of SMK Bina Latih Karya Bandar Lampung.
 - b. Health Services Bina Latih Karya Vocational School Bandar Lampung is centered on the School Health Unit (UKS), which has the task of serving the health of school residents if someone is sick or otherwise UKS also always plays an active role in health counseling by inviting the Health Office and the nearest Puskesmas.
 - c. School Safety Services at BLK Vocational School is also very good and focused on security guards who are tasked with maintaining school security stability in the process. Security guards are very responsible for maintaining and patrolling school security so that they can be maintained and avoid outside attacks by

maintaining security conditions, especially in the vehicle parking section considering the increasing number of motorcycle thefts. For this reason, the school carries out strict safeguards in terms of vehicles (owned by teachers, staff, and students) at school.

Supporting and Inhibiting Factors

The supporting actors of school management in the perspective of total quality management at BLK Vocational School Bandar Lampung are the commitment from all parties, both from the foundation and school committees as well as from stakeholders and having educators (teachers) and education staff (administrative employees) who have the commitment in terms of serving students, so that customer satisfaction is truly realized. To be able to maintain students who have a high commitment so that the number of students increases both in quantity and quality.

The inhibiting factor for school management in the perspective of total quality management at BLK Vocational School Bandar Lampung is when facing students who are still lacking discipline, especially regarding the contribution of education administration/tuition fees (SPP) that remain unpaid more than the due date.

Discussion

The government issued various rules and policies regarding improving the quality of education in Indonesia. Firstly by renewing the national education system through the Law of the Republic of Indonesia Number 20 of 2003 (NO.20, 2003). Furthermore, the Government also stipulates Eight National Education Standards with Government Regulation Number 19 of 2005, which discusses content standards, process standards, graduate competency standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards (National, 2005).

In an effort to improve the quality of education, the school management has a strategic role. Management is a very important thing that can affect all aspects, including schools. The application of management must be carried out thoroughly and should not be half-assed so that all the vision, mission and goals of the school can be achieved effectively and efficiently. Therefore total quality management is needed or what we often know as TQM.

The term TQM according to Edwar Sallis (Sallis et al., 2012) is often used to describe two different but interconnected ideas. The first is about the philosophy of continuous improvement and the second describes the tools, techniques, or practical activities used to bring about quality improvement. As a practical and systematic approach, TQM can be understood as a philosophy of continuous improvement so that organizational goals can be achieved by involving all components within the organization. Some of the main things in the implementation of TQM are (a) continuous improvement, (b) change management, (c) reverse organization, (d) maintaining customer relationships, (e) internal marketing, and (f) customer-oriented.

Meanwhile, according to Nanang Fattah (Fattah, 2012) in the world of education, Total Quality Management or better known as Integrated Quality Management, is a cutting-edge concept that aims to improve total quality in an educational institution, schools in particular, to be able to have an orientation to meet the needs of customers, namely students and the community.

The government made several regulations that stipulated that the principal had full responsibility for all learning activities. In the division, the principal and vice principal in the curriculum sector have responsibility for the overall quality of learning. The curriculum at BLK Vocational School Bandar Lampung implements the 2013 curriculum referring to the Regulations Director General of Primary and Secondary Education Number 07/D.D5/KK/2018 dated 7 June 2018 on the Curriculum Structure of Vocational High Schools (SMK)/Islamic Vocational School (MAK).

The learning process at BLK Vocational School Bandar Lampung starts with the teacher making 23-item learning tools. The implementation of learning includes three aspects of opening, content, and closing. The reference from each teacher's lesson plan for evaluation can be done at least once a week. This is in line with the statement of Ridwan & Suryono (2015), which states that educators or teachers are responsible for achieving the quality of learning activities for each subject according to what they are taught. Furthermore, Trisnantari, Mutohar, & Rindrayani (2019) explains that the learning management process is closely related to the way educators carry out lesson plans, regulate learning activities, carry out learning activities and evaluate the learning process. Shahmohammadi (2017) stated in the results of his research that the teacher's task performance achievement in process design, management, process improvement, public participation, and customer focus was higher than the average based on the total quality management model.

E. Mulyasa(2004) said that the management of students is a rule and order for activities related to students. These activities include the entry of students until graduation of students in school. There are at least three main tasks in the field of student affairs that must be considered, namely the acceptance of new students, learning progress activities, discipline development, and guidance(Taahyadin & Daud, 2018). In order to create quality schools, teachers need to understand all the elements available in their schools and successfully fulfill the mission set by the school management despite limited resources.

Management of facilities and infrastructure is an activity to organize facilities starting from planning needs, procurement, inventory, storage, maintenance, use, and elimination. Papanthymou & Darra (2018) concluded that information and communication technology, as well as total quality management, gave a positive contribution to administrative services.

Of all the school management activities, Bina Latih Karya Vocational School Bandar Lampung refers to four main principles in Total Quality Management; This customer satisfaction is proven by the number of students who are increasing every year to choose the BLK Vocational School as a school of choice, then BLK Vocational School is also very respectful towards everyone, for example, the school provides assistance that really helps students to get a job with a lot of cooperation with companies. Furthermore, the BLK Vocational High School implements management based on facts and is not subjective in dealing with a problem or obstacle, and the BLK Vocational School always makes continuous improvements (Figure 1).

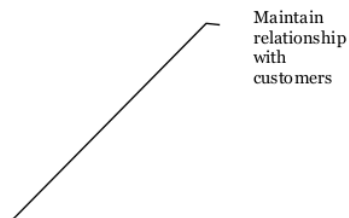


Figure 1. School management at SMK Bina Latih Karyain the perspective of Total Quality Management

Speaking about quality improvement, almost all problems from quality degradation are caused by mismatches in the selection of the management system, so from now on, management should be implemented very effectively and efficiently. Total Quality management is one example of a management system that has been successfully utilized in the industrial world. TQM can also be adopted for management in the world of education. Sohel-Uz-Zaman & Anjalin (2016) shows that in general, TQM can be said to be successful, taking into account its importance in creating a quality culture, namely change. As concluded by Gumus (2020) that success in improving the quality or standards of education must take into account the characteristics of the existing education system or see the main need in implementing the policy.

Conclusion

Based on the research results, it is concluded that school management in the perspective of total quality management at SMK BLK Bandar Lampung, namely:

BLK Vocational School, as an educational institution, has implemented activities that focus on satisfying customer needs and reducing activity errors. Customer satisfaction is important in the world of education, through several activities, including continuous system improvement, a balance of duties and responsibilities between employees in terms of school management, both in terms of learning management, management of educators, students, facilities, and infrastructure, financial management as well as in terms of managing relationships with other parties.

A significant supporting factor is a commitment from all parties, both from the foundation, and the school committee, as well as from stakeholders and having educators (teachers) and education staff (administrative staff) who are highly committed to serving students. At the same time, the inhibiting factor in school management from the perspective of total quality management at BLK Vocational School Bandar Lampung is if there are students and education staff who are less disciplined in terms of meeting administrative needs.

Suggestions

This research is limited to school management based on the perspective of total quality management, namely the aspect of the management field. For future researchers, it is very important to review school management based on aspects of leadership and educational organization as a whole. Based on the results of the research findings, the authors give suggestions to always work together in synergy for both education staff and educators as well as school committees and foundations with a commitment to advancing schools so that one mission and one vision are achieved for progress in the future.

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