

The Implementation of Total Quality Management at SMP Kristen Kawangkoan Indonesia

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Abstract:- This study aimed to obtain analyzed result and description of: (1) the strategy to improve quality at SMP Kristen Kawangkoan; (2) the constraints of implementation of total quality management at SMP Kristen Kawangkoan; (3) the efforts made to overcome the constraints of the implementation of total quality management at SMP Kristen Kawangkoan. The study was conducted from January 2019 to Maret 2019 with qualitative method by using observation, interviews, document study at SMP Kristen Kawangkoan. Based on the data, findings, and results discussion, it was concluded that: (1) the at SMP Kristen Kawangkoan was implemented at good and maximal way, when the school achieved Pioneered National Standard School (RSSN) school category by involving all the educational implementers of the school (teachers, educational staff, school committee, parent, and denominational foundation) and technically the activities were organized by the school Development Team with task distribution for the school Development Team members, implementation of activities, evaluation, and follow-up. The instrument used as reference for the strategy to improve quality was indicators of the 8 components of National Standards of Education. The result was that the internal and external customers at SMP Kristen Kawangkoan felt satisfactory with the service they received; (2) The constraints of (1) the implementation of total quality management at SMP Kristen Kawangkoan were the lack of complete understanding of strategy to improve quality by some components of the school and the educational implementers of the school, difficulties in the development of facilities due to small site of the school and not-maximal support from the municipal government of Minahasa; (3) efforts made to overcome the implementation of total quality management at SMP Kristen Kawangkoan consisted of making breakthroughs such as dissemination of understanding to the educational implementers regarding the importance of the school as service unit which. Was expected to render satisfactory service to all customers by continuously building communication with the interests of the school.

Based on the conclusions, it is recommended that: (1) in the implementation of the strategy to improve quality at SMP Kristen Kawangkoan should continuously involve all school components and educational implementers which technically are conducted by the School Development Team by considering the stages based on the management functions so as to achieve the goals in reference to the 8

components of the National Standards of Education; (2) The school should build cooperation with the related parties so as to get financial aids to provide laboratories so that the planned programs could be implemented in a professional way as expected and to provide means and facilities according the needs of a quality school; (3) The school location should be moved by developing a proposal of school development program to the denominational foundation, city government, and provincial Department of National education.

Keywords:- Total Quality Managemen.

I. INTRODUCTION

The quality of state-owned schools in the Kawangkoan sub-district is indeed very different from private schools. Where from the profile taken from the results of the observation of the Education Reference Data at the Ministry of Education and Culture, data that clearly illustrates how the quality of education quality in each junior high school in the Kawangkoan sub-district of these eight schools is indeed different. Where from eight schools only the Kawangkoan Christian Middle School has not been accredited, so indeed this school must improve a lot to be able to achieve the standards of implementing national scale education based on accreditation. With this condition, the role of improving the quality of education is the main objective that must be immediately implemented, so the introduction of schools conducted by the school, principals, teachers and the foundation is one of the answers, which might make people who want to send their children to school. Kawangkoan Christian Middle School all this time or maybe there are other factors.

The urgency of the development of the quality of education by looking at the conditions of developing reality cannot be delayed any more. Science is growing. Education in Indonesia needs to internalize quality so that it is in line with the progress of nations in the world. In the development of education a quality management system is needed, so as to be able to achieve the best achievements. Strategy is a plan or action that is designed in such a way as to achieve a goal, a good strategy depends on how neatly the steps taken in preparing the plan. According to Sukmawan (2010: 36) strategy is a pattern or plan that integrates the main objectives, policies and sequences of organizational actions into one in a good overall.

Today efforts to improve the quality of education continue to be carried out by various parties in order to develop human resources and develop national character. Improving the quality of education is a development target in the field of national education and is an integral part of efforts to improve the quality of Indonesian people as a whole. Education is an important factor that must be realized in the education process. Good quality education must be supported by a number of factors, both internal and external factors. Quality or quality is a dynamic condition that relates to products, services, people, processes, and environments that meet or exceed expectations. Zahroh (2014: 13) states that quality is a process to improve the output produced. The quality of education in question is ability. where educational institutions are using as optimal as possible. Whereas, according to Rivai (2012: 87) that quality management is defined as a system approach to management that aims to continuously improve value to customers by designing continuously improving the system process.

The importance of research on the quality of education is based on that quality is not something that happens suddenly and arises automatically in the presence of teachers, administrative staff, and principals. However, quality must be planned, through the quality trilogy, namely quality planning, quality control, and quality improvement. In improving education quality can be influenced by educational input factors and educational management process factors. Educational input is everything that must be available because it is needed for the process to take place. Educational inputs consist of all available school resources. This is what currently in our educational institutions is still not well implemented. It is high expectation for schools to encourage the participation of school people (principals, teachers, students, employees, school committees and communities around schools and stakeholders) directly to be able to improve school quality based on national education policies and applicable laws and regulations. That is, schools must be more serious in conducting comprehensive and continuous reform of school development and future orientation.

The quality of education in junior high schools in the Kawangkoan sub-district is already good where there are several accredited A and B schools, so the quality of these schools is of national standard so the teaching and learning process must be carried out by following the national education pattern in Indonesia. Schools that have national standards are indeed all state schools where public schools get more assistance in facilities for learning activities up to arts and sports. However, unlike the private sector school, namely Kawangkoan Christian Middle School where it has not been accredited so that the learning process and facilities at the school are still far from national standards, after seeing this, this does not mean that the school is unable to compete with state-owned and accredited schools, but that this school is able to attract students to attend Kawangkoan Christian Middle School. Some of the findings obtained in the observation process by researchers showed that there were a number of things that had been

done by Kristen Kawangkoan Junior High School in attracting students' interest to learn and gain knowledge in the school, where there were hundreds of registered students actively attending school there. So this, researchers want to get information and observe how the school improves the quality of schools; Based on the background of the problem that has been described, the authors want to examine the "Quality Improvement Strategies of Education at Kawangkoan Christian Middle School in Minahasa District".

➤ *Formulation of the Problem*

- What is the quality standard of education at Kawangkoan Christian Middle School in Minahasa District?
- What is the strategy for improving the quality of education at Kawangkoan Christian Middle School in Minahasa District?
- What factors are supporting and inhibiting strategies for improving the quality of education at Kawangkoan Christian Middle School in Minahasa district?
- What efforts have been made to overcome the inhibiting factors in Kawangkoan Christian Middle School?

➤ *Research Purposes*

- To obtain the results of analysis and description of strategies for improving the quality of education at Kawangkoan Christian Middle School in Minahasa District.
- Strategies for improving the quality of education at Kawangkoan Christian Middle School in Minahasa District
- What factors are supporting and inhibiting strategies for improving the quality of education at Kawangkoan Christian Middle School in Minahasa district
- What efforts were made to overcome the inhibiting factors at Kawangkoan Christian Middle School.

➤ *Benefits of Research*

• *Theoretical Benefits*

The results of this study are expected to theoretically be able to contribute to the quality of improving the quality of education and as a basis for subsequent similar research activities.

• *Practical Benefits*

It is hoped that the school so that the results of this study can be used as study material, and if possible be used as input for the implementation of strategies to improve the quality of education. The results of this study can be used as a reference material and a comparison and improvement in the application of strategies to improve the quality of education at Kawangkoan Christian Middle School.

II. RESEARCH METHODS

This research is qualitative research. Qualitative Research is a research that is used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals individually or in groups (Nana, 2010). The approach used in this study is a descriptive qualitative research approach. Descriptive qualitative research describes the research activities carried out on certain objects clearly and systematically. This study clearly and sequentially describes the research questions that have been determined before the researcher enters the field and they do not use hypotheses as directions in research (Sukardi, 2003: 14). It can be understood that qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research, such as behavior, perception, motivation, action, to improve the quality of education in schools.

This study uses analytical research methods. Analytical research is research that is intended to gather information about the status of a symptom that exists, namely the state of symptoms according to what they are at the time the research was conducted and then analyzed and interpreted. Research on strategies to improve the quality of education at Kawangkoan Christian Middle School in Minahasa District. The research period is 3 months, namely December 2018 to February 2019. Minahasa District has Kawangkoan Sub-District area with a number of junior high schools around eight schools where state status schools have seven schools and one private status school namely Christian junior high school managed by The AZR Wenas Ds Foundation, Kawangkoan Christian Middle School is a private school that was founded in 2000 where it is located in Sendangan Village.

III. FINDINGS

Quality Standards for Education at Kawangkoan Christian Middle School

The findings which are the Education Quality standards at the Kawangkoan Christian Middle School are as follows:

- The school principal paid great attention to the quality of education at the Kawangkoan Christian Middle School and referred to 8 educational quality standards.
- The description of the school's vision, mission and objectives are discussed in meetings / deliberations attended by principals, teachers and administrative staff.
- There is a close cooperative relationship built between the principal and the teaching staff.
- The policies taken are the results of school deliberations.
- The quality of education is the shared responsibility of the principal and staff of teachers and employees.

Strategies to improve the quality of education at Kawangkoan Christian Middle School. The findings which are the strategies used in achieving the above capabilities are as follows:

- Include teachers and principals in MGMP activities, Diklat activities or other activities carried out by other agencies.
- The efforts to develop the teacher's profession are not only centered on teaching readiness, but also on aspects of social responsibility.
- Include principals and teachers in symposium activities, seminars.
- Encouraging school residents to diligently write journals or scientific works.
- Diligently follow developments through mass media, or through other technologies.
- Provide opportunities for teachers to continue their studies to a higher level.
- Give freedom to teachers to utilize school facilities in order to empower learning media.

Obstacles in the strategy of improving the Quality of Education at Kawangkoan Christian Middle School. The implementation of a strategy to improve the quality of education is faced with various obstacles. The obstacles found are as follows:

- Willingness and low student motivation
- School situation and conditions
- The participation of principals and teachers in various competency development programs is not optimal because they are not serious enough to follow them.
- Problems with limited funds, so that teachers do not participate in competency development programs implemented by other agencies.
- The cost problem is rather large, because there is a large development competency activity.
- Time which coincides with the KBM implementation activities

Efforts to overcome obstacles in the strategy of improving the Quality of Education at Kawangkoan Christian Middle School

- The process of planning development of quality education at the school level.
- The process of socializing the results of the preparation of teacher competency development program planning.
- The implementation of the MGMP program in the internal school, conducting the seminar by inviting speakers.
- Utilization of IT facilities as widely as possible by the teachers.
- The existence of lobbies by the school to synchronize the program.
- There is scholarship assistance for teachers who will study further.

IV. RESULT AND DISCUSSION

A. Education Quality Improvement Strategies (Aspects of Principals and Teachers)

Armstrong (in Sudjana, 2000: 69) suggests there are five duties and responsibilities of the teacher, namely responsibility in (a) teaching, (b) tutoring, (c) curriculum development, (d) profession development, and (e) coaching cooperation with the community. This opinion is strengthened by Government Regulation Number 74 of 2008 concerning Teachers who argue that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students. This explanation shows that the teacher must have competence. Then in Government Regulation Number 19 of 2005 concerning National Education Standards affirmed competence as an agent of learning at the level of primary and secondary education and early childhood education includes: pedagogical competence, personality competence, professional competence; and social competence. And in conjunction with that opinion Mulyasa (2009: 135-138) argues about the scope of Education Quality which includes, namely: Understanding and can apply the educational foundation both philosophical, psychological, and sociological. Understand and can apply learning theory according to the level of development of students. Able to handle and develop the field of study which is his responsibility. Understand and can apply various learning methods. Able to develop and use a variety of relevant tools, media and learning resources. Able to organize and implement learning programs. Able to carry out evaluation of student learning outcomes. Able to grow the personality of students.

These competencies are an absolute requirement that must be mastered by the teacher. And so that the teacher is able to answer these problems, the level of competence that is in the teacher must be developed. The process of developing teacher professional competence. The program for developing professional teacher competencies can be carried out within the school or in activities outside the school. For internal school development activities, such as conducting MGMP between teachers of the same subject. Also conducting seminars or workshops.

All activities carried out at its core are to improve the Quality of Education, which is specifically described as follows:

- Understanding national education standards which include standard content, process, competency of graduates, education and education staff, facilities and infrastructure, management, financing and assessment of education.
- Develop KTSP which includes understanding KTSP, developing syllabus, preparing lesson plans, implementing learning, assessing learning outcomes and improving KTSP according to development.
- Mastering standard material which includes mastery of subject matter and deepening material.

- Manage learning programs which include formulating objectives, outlining competencies, selecting and using learning methods, compiling learning procedures, and implementing learning.
- Manage classes, including arranging classrooms and creating learning intentions.
- Using media and learning resources which include selection, manufacture, use and management, and development.
- Mastering the educational foundation which includes philosophical, psychological and sociological foundations.
- Understanding and carrying out the development of students which includes the function, organizing and assessment process.
- Understanding and organizing school administration.
- Understanding research in learning.
- Showing exemplary and leadership in learning.
- Developing educational theories and concepts.
- Understand and implement the concept of individual learning.

B. Obstacles in the Education Quality Improvement Strategy

Teacher professionalization has been carried out a lot, but in its implementation it is still faced with various obstacles. These constraints occur both within the Ministry of Education at both the national and provincial and district / city levels. Like still lacking seriousness in handling education problems, such as handling teacher problems. These symptoms are partly due to an imbalance between various programs to improve the quality of education and the quality of teachers handled by the agency. And worse, it seems that handling is not done by experts, so it does not produce continuous quality improvement (continuous quality improvement). Besides that, the main factor is the availability of funds. Many programs are offered by several public and private universities to develop teacher professional competencies. But the availability of funds was limited, which resulted in the teachers not participating in the program. Basically the school is responsible, but with the various policies that appear now where the school is no longer given authority in terms of funding, the school has difficulty finding sources of funds. And the expectations of the school are the existence of financial assistance from the government through the Ministry of Education itself, or assistance from the local government.

In conjunction with the emergence of these obstacles, namely concerning time. Because many development programs are time to run together with the teaching and learning process. Like a seminar or a day workshop, where at the same time the teachers are busy with their assignments in class. What is certain is that the teachers cannot leave the class for the activity, because the teacher is bound by the applicable regulations. Because of that, there really needs to be a special policy for these programs, such as reducing time for teachers or need to synchronize programs with the school. As a participant in the Education Quality development program, the teacher concerned is expected to be maximal in participating in the activity. But

often there are teachers who are not serious enough to follow it, so the results are not optimal. Like taking part in the temporary activities, because it's too late to attend. Likewise, during the implementation process there are teachers who go home quickly or not seriously to follow it.

C. These Problems are Obstacles in the Effort to Implement Strategies to Improve Education Quality

Efforts to overcome obstacles in the Education Quality Improvement Strategy. Obstacles in the implementation of the Education Quality development strategy have implications for teacher performance. Mulyasa (2009: 9) suggested seven indicators that showed weak teacher performance in carrying out their main tasks of teaching, namely as follows: 1) low understanding of learning strategies, 2) lack of skills in managing classes, 3) low ability to do and use class action research, 4) low achievement motivation, 5) lack of discipline, 6) low professional commitment, and 6) low time management skills.

These problems must be solved so that they do not have wider implications in the learning process in the classroom. One effort that needs to be carried out is to develop Education Quality, which is more focused on efforts to improve teacher skills in the learning process in the classroom. Such efforts are like the implementation of competency development programs organized by the school itself. This program certainly facilitates the teachers, where the teacher can manage the time, and the implementation does not need to go out in the school environment. Then also what needs to be done is that the school tries to find breakthroughs in the form of lobbies whether to the Education Office or higher education institutions such as the University level, to be able to get convenience for teachers to take part in competency development activities. The convenience is more specific in relation to funds.

Ease in relations with funds is used to improve teacher education qualifications. Because with teacher qualifications increasing, surely the teacher's competency will increase as well. Like the advanced study program, teachers who are still undergraduate qualified can continue their studies to the master level, as well as so on until the Doctoral level.

V. CONCLUSION

The conclusions in this study are as follows: 1) Education Quality Improvement is an absolute requirement that must be taken by the school. The strategies that can be developed by the schools themselves are as follows: a) involving principals and teachers in MGMP activities, Diklat activities or other activities carried out by other agencies, 2) efforts to develop teacher professions in addition to focusing on teaching readiness, but also on aspects social responsibility, 3). involving principals and teachers in symposium activities, seminars, 4) encouraging principals and teachers to diligently write journals or scientific work, 5) diligently following developments through mass media, or through other technologies, 6) giving opportunities to teachers to continue their studies to a higher level, and 7) give freedom to teachers to utilize school facilities in order to empower learning media. b) In implementing a quality development strategy, schools are faced with various problems that become obstacles. Such as: 1) low willingness and student learning motivation, 2) teacher participation in various competency development programs is not maximal because the teacher is less serious to follow it, 3) problem of limited funds, so that the teacher does not participate in competency development programs carried out by other agencies, 4) The cost problem is rather large, because there are large competency development activities that are charged a fee, and 5) Time that coincides with the teaching and learning activities, c) Problems that arise that are definitely needed efforts to solve them. The efforts include: 1) the process of developing quality planning at the school level, 2) the process of socializing the results of the preparation of teacher competency development program planning, 3) implementing the MGMP program within the school, conducting seminars by inviting speakers, 4) utilizing IT facilities as widely as possible by the teachers, 5) the existence of lobbies carried out by the school to synchronize the program, and 6) the existence of scholarship assistance for teachers who will study further.

The suggestions in this study are as follows: 1) The strategy for developing the quality of education in schools needs to be increased or intensified, concerning the competencies of principals and teachers. Where can be done regularly. 2) The school needs to minimize the problems that arise in relation to the implementation of quality development strategies such as by issuing various policies that support the success of the program. 3) There is a need for hard work from the school to solve problems that arise, such as by preparing a more transparent and accountable plan for implementing a competency development program so that teachers are motivated to take part in the activity.

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