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**IMPLEMENTATION OF INTEGRATED QUALITY MANAGEMENT
IN IMPROVING SCHOOL PERFORMANCE
ON MAN 10 JUNE**

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ABSTRACT :

Education is very important in improving the quality of Human Resources (HR), Quality education is the hope and desire for society. The implementation of Integrated Quality Management (MMT) when applied appropriately can help improve school performance. This study aims to find out the preparation of programs, program implementation, and factors that affect the implementation of integrated quality management. This study uses a descriptive method with a qualitative approach. Data collection techniques are carried out by interviews, observations and documentation. The subjects in this study are school principals, teachers and employees. The results of the study show that: (1) SMK Negeri 1 Banda Aceh in the preparation of the program is guided by the basic principles of integrated quality management, (2) the implementation of integrated quality management carried out by the principal by involving all school supporters, the benefits of implementing integrated quality management are the improvement of teacher performance so that it affects student achievement and increases school performance, (3) factors that affect, First, supporting factors: the quality of human resources for teachers and principals is quite good, adequate infrastructure, a high level of public trust and interest, guardians and school committees, inhibiting factors: among others, human resources (HR) are not optimal and the work culture of teachers and employees is not in accordance with integrated quality management.

Keywords: *Integrated Quality Management, School Performance*

Introduction

In improving the quality of Human Resources (HR), the first and main factor that must be considered is education. In other words, a person's education level will have a significant effect on the quality of Human Resources (HR). This is certainly the hope of all people in accordance with the mandate of the 1945 Constitution and Pancasila as the basis of our country.

The main goal to be achieved in the 2013 curriculum is Character Education. The development of character or noble character for students is an expected output and an indication of the success of the new curriculum. Students are expected to become adult human beings who can be seen from several indicators such as expert qualifications, creative skills, and good behavior. As stated by Sukardjo and Komarudin (2012:83):

"Quality education basically produces quality human resources as well. Quality human resources are fostered in accordance with the development of students' potential since primary, secondary, and higher education. Those who receive these educational services then become adult human beings who have expert qualification indicators, are skilled, creative, innovative, and have positive attitudes and behaviors."

The realization of quality education is not only seen from the quality of its graduates, but also includes how educational institutions are able to meet customer needs in accordance with applicable quality standards and have noble morals in accordance with the religious teachings they adhere.

The performance of Human Resources (HR) involved in realizing character education is a very important thing to pay attention to. The criteria for school performance can be seen from the results of the school accreditation assessment carried out by the National School Accreditation Board (BASNAS). For schools that already have an ISO certificate, this assessment or audit is carried out internally or externally.

The development of school management thinking at this time leads to a management system called Integrated Quality Management (MMT) which is a program in meeting the needs, wants, and expectations of its customers, now and for the future. Before this is achieved, all parties involved in the educational process, ranging from the school committee, principal, head of administration, teachers, students to employees must really understand the essence and purpose of education.

In general, Madrasa Aliyah (MAN) Negeri 10 Jombang is classified into two groups, namely management, and technology. This school is one of the Madrasa level educational institutions that has a very large role in preparing human resources (HR) who meet the quality criteria of education.

The focus of this research is on "Implementation of Integrated Quality Management in Improving School Performance at MAN Negeri 10 Jombang". The selection of the research object at this school is because this school is a school that already has an ISO 9001:2008 certificate and is an RSBI (International Standard School Pilot) school.

Results and Discussion

1. Integrated Quality Management Concept

Management is a familiar term and is often used in various fields, including in the field of education. Management is the activity of managing or managing various resources in an effort to achieve a set result. As stated by Nawawi (Murniati, 2008:71) "management is the ability of leaders (managers) to utilize others through activities to create and develop cooperation in achieving organizational goals effectively and efficiently". The above opinion means that management is an effort to achieve organizational goals effectively and efficiently. Management can be applied to all activities in both formal and informal organizations. Management is universal and is a systematic framework of knowledge that concerns managerial functions. According to Fayol (Danim and Suparno, 2009:8) "there are five management functions, namely planning, organizing, commanding, coordinating and controlling".

The relationship between management functions is interrelated. In other words, they affect each other. The term Integrated Quality Management or better known as Total Quality Management (TQM) is one of the right ways to improve the quality of Human Resources (HR) and at the same time the quality of an organization. Harun (2010:47-48) defines Integrated Quality Management (MMT) or Total Quality Management (TQM) as "an effort to improve the quality of products (both goods and services) carried out by all members of the organization in doing the work of those involved in the organization".

Based on this opinion, it is clear that the quality of products produced both goods and services must be carried out jointly by all members of the organization or institution, because integrated quality management cannot be carried out without good cooperation by all members of the organization or institution. ISO 9000 is an internationally recognized standard for Quality Management System (QMS) certification that addresses standardization issues for goods and services. The main goal of ISO is the realization of a good organization and is able to maintain the quality of the products or services produced.

2. Principles of Integrated Quality Management

The implementation of Integrated Quality Management (MMT) in schools can only be achieved if the principles that have been applied in the Education Quality Program can be implemented correctly and adhere to several principles. These principles include according to Hensler and Brunell (Usman, 2013: 607-609): "(1) Customer satisfaction, (2) Respect for everyone, (3) Management based on facts, (4) Continuous improvement".

The principles of implementing integrated quality management proposed by Hensler and Brunell involve all elements of the school by viewing everyone in the school as a very valuable asset. The main focus is on meeting customer needs and satisfaction (satisfaction). Thus, in the end, it is hoped that the implementation of Integrated Quality Management in schools will be able to improve the quality of education in the school.

3. Integrated Quality Management Process

Integrated Quality Management is a management system that involves all elements of personnel in the industrial or institutional environment, both from the goods sector and the service sector. According to Rivai and Murni (2010: 480) the purpose of the implementation of "TQM is to improve the quality, efficiency and effectiveness of production, both in industrial and other institutional environments".

Tjiptono & Diana (Usman, 2013:626) give problems that cause MMTP to not be implemented, namely due to half-hearted efforts and other mistakes, including:

- a. Delegation and poor leadership from senior management.
- b. Team mania.
- c. Dissemination process.
- d. Limited (narrow) and dogmatic approach.
- e. Excessive expectations (unrealistic), and premature employee empowerment.

In accordance with the opinion above, Integrated Quality Management is impossible to realize if it is not followed with strong and serious determination. The absence of the implementation of good management functions is an obstacle to the achievement of this goal. Other obstacles in achieving Integrated Quality Management are the inability to work as a team (teamwork), premature employee empowerment, missed communication and expectations that are too excessive so that they are not realistic.

4. Integrated Quality Management Indicators

Indonesia has implemented minimum standards for educational institutions as stated in 8 categories.

These categories include Content Standards, Graduate Competency Standards, Educational Process Standards, Educator Standards, Education Personnel, Education Management Standards, Facilities and Infrastructure Standards, Educational Assessment Standards, and Education Financing Standards. If an educational institution is only able to meet the minimum scale set, it can be said that the institution has not been categorized as a quality educational institution. Especially if there are teachers as informants of educational institutions who cannot reach these minimum standards.

An educational institution is said to be of high quality, if this institution has an added value above the minimum standards set. In other words, if an educational institution wants to be said or recognized as one of the quality educational institutions, then it must try to find other added value and offer distinctive advantages that are not possessed by institutions with minimal standards.

A good educational institution will always strive to satisfy its customers. As stated by Priyadi (2012:80) "Making and producing is an easy thing and can be overcome with technology. However, the difficult thing is how to sell and be accepted in the hearts of customers, customers are satisfied if the service is considered, products are accepted if they have become part of the customer's life". In educational institutions, the products sold are quality services. Quality service must be part of the employee's culture, how to work focused on the customer.

5. Implementation of Integrated Quality Management in Institutions

Education is basically within certain limits the same as another service company. This is because education also provides educational services for students or students. In educational institutions, students are customers while institutions are like a company with all employees and teachers as staff.

According to Sukmadinata (Mahmud, 2012:10) "learning or teaching is basically the activity of teachers/lecturers to create situations for students/students to learn". In receiving educational services, students not only enjoy the services provided by teachers, but together with teachers develop themselves in increasing their knowledge, skills and improving their thinking abilities so that the knowledge they have acquired can be beneficial for themselves and their environment. Total Quality Management (TQM) in the field of education must prioritize meeting the needs of education customers by making continuous improvements to all aspects

of educational institutions. The main area that needs to be considered is related to the activities of the teaching and learning process.

Research Methods

This study describes the implementation of integrated quality management in improving school performance in MAN Negeri 10 Jombang.

The research method used is in the form of descriptive with a qualitative approach. Creswell (Sugiyono, 2013:228) states that "qualitative research means the process of exploring and understanding the meaning of individual and group behavior, describing social problems or humanitarian problems". In this study, the author determined several respondents who were considered relevant and able to provide accurate information. For this purpose, the author met and interviewed the Principal of MAN 10 Jombang, the Vice Principal, and several teachers who were the main subjects. To obtain additional data, the author asked for the willingness of the Head of the Administrative Section of the school.

Results and Discussion

Preparation of Integrated Quality Programs by Madrasah Heads and Teams in Improving School Performance

The head of the Madrasah, in this case as the leader of the institution, is the person who plays the most role in determining the direction of school policy in moving towards the goals to be achieved. The Head of MAN 10 Jombang in the preparation of both long-term and short-term programs is assisted by the Vice Principal and the Head of the Expertise Program. The selection of this assistant is carried out by means of deliberation and analysis of the success of performance in the previous year.

As stated by Usman (2012:13) "planning is the determination of organizational goals and the determination of strategies, policies, programs, projects, methods, methods, budgets, and so on needed to achieve goals".

Planning and program preparation is one of the absolute requirements for every organization or institution in addition to other facilities and infrastructure. The implementation of this planning is carried out both individually and in groups. Without careful planning or planning, the implementation of an activity will experience difficulties and obstacles.

MAN 10 Jombang is an education that implements a learning program in the form of Dual System Education (PSG). This means that learning is carried out in two places, namely in schools or institutions that are in accordance with the competencies of students. MAN 10 Jombang already has an ISO Certificate which is an internationally recognized standard for quality management system (SMM) certification. For this reason, MAN 10 Jombang in carrying out its activities is required to have a quality consultant.

The quality consultant for MAN 10 Jombang was carried out by TUV Rheinland. The existence of this Quality Consultant is felt to be very beneficial for this school in terms of providing advice and direction in the implementation of integrated quality management. In addition, this consultant provides direction and guidance to school principals, teachers and employees and participates in assessing the implementation of ISO 9001:2008 standards in schools.

Implementation of the Integrated Quality Program in Improving School Performance

Based on an interview conducted with the principal of MAN 10 Jombang, it is known that the principal always coaches teachers in order to improve their teaching ability. The main purpose of this coaching is to improve the quality of MAN 10 Jombang. Surya stated (Usman, 2012:1) "teachers are the main element in the entire educational process, especially at the institutional level. Without teachers, education is only a grandiose slogan because all forms of policies and programs will ultimately be determined by the performance of those at the forefront, namely teachers".

Based on the results of the research, information was obtained that the selection process for new student admissions at MAN 10 Jombang was carried out with a strict selection. Testing is carried out in writing and also by interview. In addition to the two selection methods, a health test is also carried out coupled with a test of the ability to read the Quran; an. From the description above, MAN 10 Jombang in an effort to implement quality management has selected selected seeds or inputs, so it is expected to produce quality outputs as well.

According to Sukmadinata et al (2010:12) schools that implement integrated quality management adhere to the principles of improving and maintaining quality which include: "(a) focusing on customers, (b) overall engagement, (c) measurement, (d) education as a system, (e) continuous improvement". Based on observations in the field based on existing theories, it can be said that MAN 10 Jombang has been able to implement the principles of integrated quality management or has implemented Integrated Quality Management (MMT).

Influencing Factors in the Implementation of Integrated Quality Management

Based on the data obtained, it was found that there are factors that support and hinder the implementation of quality management in MAN 10 Jombang.

The supporting factor in the implementation of integrated quality management at MAN 10 Jombang is the quality of teacher and principal resources that are quite good. In addition, the availability of adequate facilities and infrastructure makes this school in demand and trusted by parents. The participation of parents and school committees, which is supported by serious attention from the Education Office and the city government, which has established RSBI schools, so that in the implementation of ISO 9001:2008 the facilities and infrastructure are currently quite adequate.

High support from the community and other parties should be used as an opportunity that must be utilized and empowered as optimally as possible. Thus, the improvement of the quality of education will be even better in the future. This is also in accordance with Sidi's opinion (Murniati and Usman, 2009:3): "optimizing the participation of parents and the community, and being able to manage the resources available in schools and their environment to be used as widely as possible to improve student achievement and the quality of education in general". In addition to the supporting factors as explained above, in the implementation of quality management in an institution there are also inhibiting factors.

Factors that hinder the implementation of integrated quality management faced by schools include that there are still some teachers who teach not professionally. This is due to the placement of teachers in the school is not in accordance with their real needs. On the one hand, teachers for certain subjects are felt to be excessive, while for teachers in other fields of study, it is felt that they are insufficient.

Another obstacle that the author finds from the results of the interview with the Vice Principal in the field of quality management is related to the work culture of teachers and employees which is still not fully as expected. This is because the understanding and knowledge of teachers and employees about the implementation of integrated quality management is still very lacking. In terms of these obstacles or obstacles, Salazaar (Usman, 2013:626) stated that "the failure of integrated quality management of education (MMTP) is caused, among others: (1) the management wants to be immediately successful with MMTP, (2) only by learning and practicing briefly is considered to be sure to succeed in implementing MMTP".

Thus, what is no less important in the implementation of integrated quality management is the creation of a good and responsible work culture. Therefore, in the future, it is hoped that it can change the work culture for the better. This of course requires an external audit by a quality consultant.

CONCLUSIONS AND SUGGESTIONS

1. The preparation of the Integrated Quality Management Program at MAN 10 Jombang is guided by the basic principles of Integrated Quality Management. The principal has made positive efforts such as striving for the effectiveness of the learning process by motivating teachers to improve their competence. The principal also provides IT training to teachers, so that they can improve their teaching skills by using more creative learning media.
2. The implementation of Integrated Quality Management at MAN 10 Jombang is felt to be very useful for improving the performance of teachers and employees, in the teaching and learning process. This can be seen from the report card scores and National Exam (UN) scores obtained by students who meet the graduation standards. This year, MAN 10 Jombang students managed to pass 100%. Graduate students.
3. There are two factors that affect the implementation of integrated quality management in MAN 10 Jombang, namely: (1) Supporting factors, namely the availability of Human Resources (HR) both Principals, teachers and employees. In addition, adequate facilities and infrastructure as well as a high level of public trust and interest from the community motivate the Principal to make maximum efforts to take advantage of this supporting factor. On the other hand, (2) the inhibiting factors are also related to Human Resources (HR), both teachers and employees, who have not fully understood optimally about the Integrated Quality Management that they want to achieve. This misunderstanding is caused by the fact that there are still some teachers and employees who are still working not as expected.

Suggestion

1. In the preparation of an integrated Quality Management program, school principals must be guided by the reference which is the basic principle of integrated quality management. Among the basic principles is his willingness to manage by involving all school residents by being oriented towards internal and external customers.
2. In the implementation of integrated quality management, it is necessary to increase the cooperation of all parties and must not run alone. School principals in the implementation of integrated quality management are required to have strong managerial skills and development.

3. Improving the quality of education in MAN 10 will be more successful if all parties, including principals, teachers, employees, students, parents of students and school committees, synergistically work together in realizing this expectation. Finally, the Banda Aceh City Youth and Sports Education Office is expected to be more concerned in achieving the goals

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