

Implementation of Total Quality Management in Improving the Quality of Educators and Educational Personnel at MTS NW Pengkuru Sakra Barat, Indonesia

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Abstract. This research aims to determine the implementation of TQM to improve teachers and education staff at MTs NW Mengkuru. This research uses a descriptive qualitative research type. The data sources in this research use primary data sources and secondary data. Data collection in this research used observation, interview and documentation techniques. Data analysis is done through data collection, condensation, display, and conclusions drawing. Inspection data validity using tests on credibility, transferability, dependability, and confirmability. Research result: 1) Implementation of Total Quality Management at MTs NW Mengkuru uses the principle of continuous improvement and four steps: Plan, Do, Check, Act (PDCA); 2) Supporting factors for the Implementation of TQM in Improving the Quality of Educators and Education Personnel, namely Commitment of the Madrasah Head, Support of the Madrasah Head, Active Participation of Educators and Education Personnel and a Culture of Openness at MTs NW Mengkuru.

Keywords: Total Quality Management; Educators; Education Personnel.

INTRODUCTION

Changes in organizations, one of which is educational institutions, are a necessity to encourage change from within the academic institution itself, such as Human Resources (HR) issues and managerial decisions or behaviour. However, the drivers of this change are no less important, namely technological advances, market changes, and socio-political pressures, which will impact the quality of education. Every educational institution is said to be of quality if it can meet its needs, both from existing resources and for the satisfaction of education users.

All educational institutions want superior quality and excellence. So, academic institutions or schools should implement Total Quality Management (TQM). TQM is a hard work that needs to be implemented in educational institutions; in addition to improving the quality of education, it also identifies the human nuance that manifests itself in the formation of teamwork. Good interaction is established between leaders and subordinates, resulting in innovations that make educa-

tion users happy and satisfied with the quality achieved. Total quality management (TQM) is a concept used to manage educational institutions to improve their quality.

Implementing Total Quality Management is an approach to running a business that maximizes an organization's competitiveness by continuously improving products, services, workforce, processes, and the environment. Satisfaction of educational users is the main priority for educational institutions that apply the Total Quality Management concept and also support success in achieving academic goals. Quality and quality are very varied, causing very competitive competition. It is a challenge for every institution to create professional innovations to obtain good quality education. Educators must keep the quality of education separate from the formulated vision and mission because these serve as the basis for achieving educational goals.

MTs NW Mengkuru, as an Islamic educational institution, has the principle of maintaining the quality of education. MTs NW Mengkuru received

the latest A Accreditation in 2022; this shows the Madrasah head's commitment to continue striving to achieve the Vision, Mission, and Educational Goals through continuous improvement and the importance of paying attention to the satisfaction of education users. The improvement process focuses on several things, namely the input-output strategy. This view holds that meeting all educational inputs will produce quality graduates.

By achieving user satisfaction, education users will automatically have a positive impact as a form of loyalty to the madrasah. Everyone must have a sense of kinship to have a sense of ownership and responsibility for the tasks carried out at the madrasah. All problems are resolved through a deliberation process to avoid the emergence of new issues. The principal also pays great attention to the comfort of teachers and students, so it is facilitated with a comfortable study room, a clean and tidy teacher's room, a computer library, and a sturdy library building to support students to study independently and read lots of books. Thus, the quality of education needs to be improved in line with the National Education Standards (NES).

Apart from that, the head of the madrasah at MTs NW Mengkuru pays attention to the satisfaction of educators and education staff as figures in forming students with character and achievements. Improving professional teachers as an indicator of quality, the principal of MTs NW Mengkuru always controls the teachers when carrying out the learning process in class and evaluates teacher performance. Improving teacher performance is carried out by providing training and attending MGMP and seminars on preparing learning tools in classroom management as an effort to implement Total Quality Management, which is the basic foundation for offering satisfaction to education users.

METHOD

This research is qualitative. Qualitative methods are methods for exploring and understanding the meaning that several individuals or groups of people ascribe to social or humanitarian problems [1]. The approach used in this research is approximation descriptive in the form of written or spoken words of people or observable behaviour [2]. This research aims to explore and understand the process of implementing Total Quality Management to improve the quality of

education at MTs NW Mengkuru. The data sources in this research consist of two types, namely primary data obtained by researchers or investigators directly from the symptoms and secondary data obtained by researchers from other oral and written sources [3]. Researchers used three methods: observation, interviews, and documentation. Data analysis is carried out by data collection, display, reduction, and conclusion drawing/verification (concluding) authors [4]. Meanwhile, techniques for testing validity are credibility, transferability, dependability, and confirmability tests [5].

RESULTS AND DISCUSSION

Implementation of Total Quality Management in Improving the Quality of Educators and Education Personnel

Implementation Total Quality Management at MTs NW Mengkuru uses the principle of continuous improvement and uses four steps, namely plan (planning), do (implementation), check (examination-evaluation), and act (follow-up), abbreviated as PDCA. PDCA must be carried out by every personnel from all parts of the company to meet customer satisfaction [6]. The quality management process is carried out systematically and continuously through the PDCA cycle authors [7]. The following is the TQM implementation process based on the PDCA process at MTS NW Mengkuru;

Plan: Total Quality Management Planning to improve the quality of educators and education staff at MTs NW Mengkuru. Planning is the process of thinking and carefully determining what will be done to achieve the goals set [8]. The planning stage begins with identifying the problem to produce a hypothesis of the problem and the goals that must be achieved so that the desired results can be realized [9]. The Integrated Quality Management Planning Model at MTs NW Mengkuru in improving the quality of educators and education staff at MTs NW Mengkuru includes:

1. Determining Quality Goals for Educators and Education Personnel. The objectives of the quality of educators and education personnel at MTs NW Mengkuru align with the institution's vision and mission. Vision is a realistic picture of the future that is wanted to be realized within a certain period. At the same time, a mission is a statement regarding what the organization must achieve for interested parties in the future. The

mission statement explains the product or service offered [10].

Determining objectives for the quality of educators and education personnel at MTs NW Mengkuru is carried out systematically by holding regular meetings where quality objectives are updated and adapted to the latest needs and developments in education. Discuss the shortcomings and obstacles that teachers and students experience in the classroom and the challenges education staff face in ensuring the proper implementation of all administrative data. Implementing the administration of educators and educational personnel is an activity from entry to the dismissal of academic personnel authors [11].

Improving the quality of educators and education personnel fulfils all performance indicators based on the duties and functions of educators and education staff in Madrasas. Critical factors in education directly influence the educational process, so educators and academic staff must be able to provide the best performance so that the educational process runs as expected [12].

2. Determination of quality standards for educators at MTs NW Mengkuru. The quality standards for educators at MTs NW Mengkuru refer to the criteria and requirements that educators (teachers) must fulfil to provide quality educational services. National Educator and Education Personnel (PTK) standards are determined to maintain the quality of education or educational output authors [13]. Educators (Teachers) at MTs NW Mengkuru prioritize educators with academic qualifications and religious understanding to ensure that the learning process at the madrasa runs effectively and efficiently and can achieve the desired educational goals. Teachers as educators are essential elements of schools in the education system authors [14].

The teaching staff at MTs NW Mengkuru have educational standards that have academically obtained a bachelor's degree, either a Bachelor's or Master's degree. As stated in standard 5, "Standards for Educators and Education Personnel are stated, namely: In Indicator 5.1, the number and qualifications of educators are by the standards with the following characteristics: a) All educators have a minimum of D4/S1, b) The ratio of class-group educators is one class teacher (especially SD/MI), c) At least choose one educator per subject lesson [10].

The following is the determination of educational quality objectives based on implementing Total

Quality Management at MTs NW Mengkuru Sakra Barat: Academic achievement, Use of Educational Technology, Development of Teaching Materials, Improvement of Teaching Skills, and Participation in Extracurricular Activities. Teachers must have a broad view and, of course, have four essential competencies that must be mastered: pedagogical, social, personal, and professional [15].

3. Determining objectives for the quality of educational staff at MTs NW Mengkuru. The objectives of the quality of educational staff at MTs NW Mengkuru include improving school administration, improving customer service skills, maintaining facilities and infrastructure, and empowering students with additional skills. By achieving this goal, MTs NW Mengkuru can create an environment that supports student growth, innovation, and academic excellence.

Do: Implementation of Total Quality Management

1. Implementation of TQM for Educators. The implementation of TQM to improve the quality of educators at MTs NW Mengkuru means that educators (teachers) must be able to produce quality learning output. Remembering that a quality educational institution is the institution's ability to make good quality graduates with strong personal and academic competencies [16]. Implementation of TQM for educators at MTs NW Mengkuru includes;

2. Student academic achievement. Efforts by educators at MTs NW Mengkuru to increase students' academic achievement levels in certain subjects by 10% during one school year, several things done by educators at MTs NW Mengkuru, namely teachers who plan to learn well, integrate technology creatively, and measure student progress regularly, have the potential to achieve positive results in learning So that educators at MTs NW Mengkuru can convey lesson material in a way that is easy for students to understand.

3. Use of Educational Technology. Educational technology integration can develop new ways to utilize digital tools and resources. Teachers skilled at integrating educational technology can select and evaluate digital resources that suit learning goals and student needs. Teachers at MTs NW Mengkuru use online platforms for learning. However, teachers must spend time learning new technology and keeping students engaged in online education, especially in distance learning or blended learning.

4. Development of Teaching Materials. Developing teaching materials that include relevant content is critical to ensuring that students are engaged and gain a deep understanding of the material being taught. Educators at MTs NW Mengkuru consider the main point when developing teaching materials: the material's relationship to students' daily lives. Apart from that, it is also influenced by the learning approach used by the educator himself.

5. Improved Teaching Skills. Improving the teaching skills of educators (teachers) at MTs NW Mengkuru includes aspects such as communication skills, understanding of student learning, and adjustments to individual student needs. Improving teacher communication skills at MTs NW Mengkuru is carried out by teachers reading many books and articles about effective communication in teaching. Apart from that, teachers also carry out direct practice in class by trying different communication techniques.

6. Participation in Extracurricular Activities Teachers actively support and lead extracurricular activities to broaden students' experiences outside the classroom. Extracurricular activities at MTs NW Mengkuru include organizational activities such as the Scouts Youth Red Cross (PMR) and skill development activities such as Hadrah (purdah), soccer teams, and pencak silat. Extracurricular advisors, such as Scout advisors at MTs NW Mengkuru, are directly involved in the implementation process and are responsible for organizing, leading, and supporting Scout activities.

(Check); Check and Evaluate Total Quality Management in improving the Quality of Educators and Education Personnel

Measuring the performance of educators and education staff is an essential process in measuring the work effectiveness and efficiency of the performance of educators and education staff. Measuring the performance of educators and education personnel is an integral part of improving education quality. Teacher performance is the teacher's ability to carry out his duties and responsibilities as an educator by developing students to improve their learning achievement authors [17]. Several steps are used to measure the performance of educators and education staff at MTs NW Mengkuru, such as Performance Evaluation, Attendance and Involvement Levels, Professional Capability Assessment, and Administrative Performance.

Act: Follow-up to Total Quality Management in Improving the Quality of Educators and Education Personnel. Continuous improvement is a process that focuses on continuously improving an organization's effectiveness and/or efficiency to meet policies and goals authors [6].

1. *Human Resources Training and Development.* Training and development of human resources at MTs NW Mengkuru aims to have competencies that align with quality management demands. Training and development is an effort to increase the knowledge and abilities of educational staff in carrying out their work to be more effective and efficient authors [18]. Training and human resource development at MTs NW is also carried out by attending workshops on the use of technology in teaching. Teachers have many new strategies for integrating technology into learning to change how they interact with students.

2. *Follow-up to Improve the Quality of Certification Teachers.* There are 12 certified teachers at MTs NW Mengkuru until 2023, and 3 people will receive PPG in 2024. Certified teachers are a valuable asset for madrasas, and they continue supporting teachers in their professional development. There are four follow-up steps to improve the quality of accredited teachers at MTs NW Mengkuru, namely: a) Advanced Training, teachers who have been certified at MTs NW Mengkuru undertake further training to continue to improve their skills in teaching, managing classes, and using educational technology; b) Action Research: Teachers can engage in action research by researching their teaching practices, identifying areas where they can improve, and implementing changes based on the results of their research. Action research program for certified teachers as a follow-up effort to improve the quality and professionalism of certified teachers.

3. *The follow-up to Improve the Quality of Not Been Certified Teachers.* Increasing teacher professionalism, ensuring that teachers meet the standards set by educational institutions or local governments, and obtaining certification are essential steps. The Principal of MTs, Nw Mengkuru, is committed to providing support and growth opportunities for all teachers to continue improving the quality of education we provide to students. The strategic efforts undertaken by the head of MTs NW Mengkuru are a) Initial Training; teachers who are not yet certified at MTs NW Mengkuru need comprehensive initial training to prepare them for teaching; b) Collaboration and Team-Based Learning: this collaboration and

team-based learning program can help teachers' professional development at MTs NW Mengkuru. Collaboration programs can help teachers become more open to new perspectives and ideas in teaching; c) Administrative Support: The head of MTs, NW Mengkuru, is very enthusiastic about the administrative needs of educators and teaching staff, so the Madrasah Head encourages all teachers to prepare administrative needs, which are the main requirements for appointing certified teachers.

Factors supporting the implementation of Total Quality Management in the professional development of teachers and education personnel

1. Commitment of the Madrasah Head. The Madrasah head at MTs NW Mengkuru is committed to applying TQM principles to ensure that every aspect of educational activities, from teaching to school management, runs efficiently and effectively, thereby improving the quality of education. The head of the madrasah must be responsible for the smoothness and success of all regulatory and management matters formally to his superiors or informally to the community who have entrusted their students. The success of a madrasah cannot be separated from that of a practical and qualified madrasah head by authors [19].

Applying TQM principles at MTs NW Mengkuru can create an environment that supports quality, efficient, and effective learning for all stakeholders involved. To ensure that the TQM implementation process runs perfectly, the Madrasah Head always holds regular meetings with educators and education staff to discuss progress and challenges in implementing TQM. Hansler and Brunell developed four TQM principles: Customer satisfaction, Respect for everyone, management based on facts, and Continuous improvement [20].

The TQM policy, which is based on the vision and mission of MTs NW Mengkuru, has had a good impact on educators and education staff such as For educational staff (teachers), the quality of teaching has improved, and for educational staff (staff), administrative efficiency has increased. Students and parents are satisfied with academic services. So, implementing TQM at MTs NW Mengkuru helps change the educator and education staff paradigm from quantity (output) to quality (outcome). Madrasah heads must have high managerial competence to make decisions

and initiatives to improve the quality of madrasa authors [17].

2. Active participation of educators and education staff. Educators and education staff at MTs NW Mengkuru fully participate in the TQM implementation process. Where educators and education staff at MTs NW Mengkuru show commitment to quality and continuous improvement efforts to have quality education, participation in all elements of education is required [13].

The active participation of educators and education personnel significantly changes school culture and student performance. Teacher involvement in decision-making, implementation of best practices, and continuous improvement have created a more effective and inclusive learning environment. Their collaboration and participation create an environment oriented towards quality and constant learning.

3. Culture of Openness. MTs NW Mengkuru's culture of openness is characterized by active participation in working groups to identify problems and find solutions to improve the quality of learning. MTs NW Mengkuru teachers have an active role in this process. School leaders' support and encouragement also greatly influence teacher involvement.

The impact is that educators can continuously evaluate and improve teaching practices by identifying problems, analyzing data, and developing solutions together with fellow educators within MTs NW Mengkuru. The culture of openness in the implementation of TQM makes an excellent contribution to educators and education staff, where educators and education staff have the opportunity to continue to provide ideas and concepts for improving the quality of teaching and become facilitators in the process of implementing TQM at MTs NW Mengkuru.

CONCLUSIONS

Implementing Total Quality Management at MTs NW Mengkuru uses the principle of continuous improvement in four steps: Plan, Do, Check, Act (PDCA). Determining Quality Goals for Educators and Education Personnel:

Plan: Total Quality Management Planning at MTs NW Mengkuru, namely Determining Quality Goals for Educators and Education Personnel, Determining Quality Standards for Educators at MTs NW Mengkuru, and Determining Quality Standards for Education Personnel at MTs NW Mengkuru.

Do: Implementation of Total Quality Management; 1) Implementation of TQM for Educators; Student academic achievement; Use of Educational Technology; Development of Teaching Materials; Improvement of Teaching Skills Participation in Extracurricular Activities.

Check: Evaluate Total Quality Management by evaluating performance at MTs NW Mengkuru, carried out once every semester. Educators and education staff conduct a dialogue between direct superiors and staff to provide regular feedback.

Act: Follow-up to Total Quality Management in improving the Quality of Educators and Education Personnel, namely by Continuous Improvement: employs comprehensive and supportive professional development programs, which help institutions continually improve teaching and school management practices: a) Training and Human Resource Development by identifying training needs through performance evaluation, individual needs assessment, and open dialogue with teachers and education personnel; b) follow-up on certified teachers with further training, mentoring, peer review, and action research;

c) follow-up for teachers who have not yet been certified, namely with initial training, collaboration, and administrative support.

Supporting factors for the implementation of Total Quality Management in improving the quality of educators and education personnel are:

1) Commitment of the Madrasah Head: The Head of MTs, NW Mengkuru, as the leader in implementing TQM, continues to play an active role and is the leading actor in the concept of continuous improvement for the educational institution he leads. The support provided by the head of MTS NW Mengkuru took the form of rhetorical support for TQM and allocating time and resources to monitor and ensure that TQM practices were implemented consistently.

2) The active participation of educators and education staff at MTs NW Mengkuru shows commitment to quality and continuous improvement efforts.

3) Culture of Openness at MTs NW Mengkuru, namely actively participating in working groups aimed at identifying problems and finding solutions to improve the quality of learning.

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