



Implementation of Total Quality Management at Doloksanggul State Special School in 2023

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Abstract. *This study aims to know and describe the implementation of Total Quality Management (TQM) at Doloksanggul State Special School, Humbang Hasundutan Regency, North Sumatra Province. The method used in this study is descriptive-qualitative method. The techniques used in data collection are observation, interviews and documentation studies. Data analysis is carried out by data reduction and data presentation. For data validity tests are carried out by Triangulation. After conducting research at the Doloksanggul State Special School, researchers found several facts that the implementation of Total Quality Management (TQM) at the Doloksanggul State Special School had been implemented properly.*

Keywords: *Implementation; Total Quality Management; State Special School*

INTRODUCTION

Education is an action or behavior given to students to get something positive change that is meaningful for their lives in the future. For the community, there are various types and forms of schools that can be chosen for their children to study. In terms of choosing a school to set as a place to educate their children, the main indicator is quality. What about the quality? This question is often asked by the community in determining and making their choice of a product, institution or organization to be chosen. The rapid flow of changes in the current era forces humans to participate in following and adapting to the changes of the era so as not to be crushed by the era itself. In this case, educational institutions or schools that are places to gain knowledge for students are no exception (Marbun et al., 2022). The quality of education is very important to be considered by policy makers so that the school is not abandoned by students. In terms of ensuring the quality of education, Total Quality Management (TQM) really needs to be implemented in every educational unit.

Doloksanggul State Special School is a school devoted to providing teaching, education and training for children with special needs, with various disabilities. Blind,

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Deaf, Mentally Impaired, Mentally Impaired and Autism are students who are educated at Doloksanggul State Special School. In the development of the times that cannot be separated from the development of the world of education, schools are the spearhead to improve the quality of human life. The quality of education is the obligation and responsibility of the entire community and government for better survival.

Total Quality Management (TQM) is a way of management to increase effectiveness, efficiency, cohesiveness, flexibility and overall business competitiveness. As defined by the British Standard Institution, TQM consists of "management philosophies and corporate practices that aim to utilize the human and material resources of an organisation in the most effective way to achieve organisational objectives." Quality improvement has become a considerable force around the world. Although the methods for improving and managing quality are numerous, it can be said that TQM is an important determinant in the success of not only manufacturing organizations, but also Educational Institutions. By implementing Total Quality Management (TQM) for schools, the quality of the school will increase, while for schools that have not implemented Total Quality Management (TQM), the quality of the school must be very low. However, until now there are still many schools that are still minimal in implementing Total Quality Management (TQM) in schools. On that basis, researchers are interested in conducting research on the implementation of Total Quality Management (TQM) at Doloksanggul State Special School.

THEORETICAL STUDIES

Many experts give their views on quality. According to Joseph Juran, Quality or quality is defined as the suitability of product use (fitness for use) to meet customer needs and customer satisfaction or quality as conformity to specifications. Meanwhile, according to W. Edward Deming stated that quality is the suitability of market needs or whatever is the needs and desires of consumers. According to Philip B Crosby quality is as required or standardized or quality as zero defects, perfection, and conformity to requirements. Feigenbaum defines quality as full customer satisfaction.

The quality of schools must be monitored and guaranteed, so that every student gets a meaningful education for their lives in the future (Nababan et al., 2023). Every stakeholder must work hand in hand to improve the quality of education. Understanding

Total Quality Management (TQM) as a philosophy of continuous improvement that can provide a set of practical tools to every educational institution in meeting the needs, desires, and expectations of its customers, now and for the future (Pakpahan et al., 2021). Thus, the implementation of TQM is very helpful for educational institutions in managing changes and formulating educational program agendas to meet the expectations of their customers. According to Nawari (2003) TQM is functional management with an approach that is continuously focused on improving quality, so that its products are in accordance with the quality standards of the community served in the implementation of public service duties and community development (Lal et al., 2023). The concept departs from management as a process or series of activities integrating the resources owned, which must also be integrated with the phasing of the implementation of management functions. In improving the quality of education, there needs to be support and cooperation between existing components. Schools must have the following characteristics in improving the quality of their education as stated by Mulyasa in his book, *Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi*, quality schools must have the characteristics of:

a. High Effectiveness Teaching and Learning Process

Effective teaching and learning processes also place more emphasis on learning to know, learning to do, learning to live together, and learning to be

b. Strong School Leadership

Whether or not a school is good is inseparable from the leadership of the principal. The headmaster has a strong role in coordinating, mobilizing, and harmonizing all available educational resources. The leadership of the Principal is one of the factors that can encourage schools to be able to realize the vision, mission, goals, and objectives of their schools through programs that are implemented in a planned and phased manner (Ariawan et al., 2021). Therefore, school principals are required to have strong management and leadership skills in order to be able to make decisions and initiatives to improve school quality.

c. Safe and Orderly School Environment

The school environment plays a very important role in determining the quality of the school. Schools that have a safe, orderly, and comfortable learning environment greatly affect the ongoing teaching and learning process (enjoyable learning).

d. Effective Management of Education Personnel

Education personnel, especially teachers, are the soul of the school. School is just a container. Therefore, the management of education personnel, starting from needs, planning, development, performance evaluation, labor relations, to arriving at rewards, is an important work for a school principal.

e. Schools have a Culture of Quality

Every stakeholder in the school must work hand in hand to ensure and improve the quality of the school. A culture of quality must be embedded in the hearts of all school residents, so that every behavior is always based on professionalism.

f. The school has a compact, intelligent, and dynamic "Teamwork"

To improve the quality of schools must cooperate and work together with heart. Don't know Super heroes, there is a Super Team. Teamwork is a characteristic that is required to get a quality school, because educational output is the collective result of school residents, not individual results.

g. Schools have Authority (independence)

Each school has unique characteristics and is different from the characteristics of other schools. A good action or policy in one school is not necessarily well implemented in another school, therefore the school has the authority to do the best for its school in accordance with the analysis of the characteristics of the school. So that schools are required to have the ability and ability to work that does not always depend on superiors.

h. Schools have Open Management (Transparency)

This openness/transparency is aimed at decision making, planning and implementation of activities, the use of money, and as a means of control.

i. School has a Willingness to Change (psychological and physical)

Nothing is eternal, what is eternal is change itself. For this reason, schools are required to be able to change and adapt to the changes themselves. Of course, what is meant by change is improvement, both physical and psychological.

j. School Conducts Continuous Evaluation and Improvement

Regular learning evaluations are not only aimed at determining the level of absorption and ability of students, but the most important thing is how to utilize the results of these learning evaluations to improve and perfect the teaching and learning process in schools. The results of this learning evaluation must be utilized for policy improvement and action on an ongoing basis.

k. Have Good Communication

Effective schools generally have good communication, especially between school residents, and also between schools and community members so that the activities carried out by the school can be known and get support from community members.

l. Schools have Accountability

Accountability is a form of accountability that must be carried out by schools for the success of programs that have been implemented. This accountability takes the form of achievement reports that are achieved and reported to the government, parents, and the community.

m. Schools have Sustainability Management Capabilities

Effective schools also have the ability to maintain their sustainability in both programs and funding.

While Umiarso & Imam Gojali (2010), said that education quality indicators can be grouped into six categories, namely:

1) Teacher Professionalism

The quality of teacher professionalism consists of: a. Teachers master subject matter and science and technology; b. The teacher has exemplary attitudes and behaviors; c. The teacher has a love and commitment to the profession; d. Teachers become motivators so that students actively learn; e. Teachers are honest, fair and pleasant; f. Teachers master various learning strategies and assessment techniques; g. Teachers are

open to updates and insights; h. Teachers pay attention to differences in the characteristics of each learner; i. Teachers get the opportunity to develop personal and professional.

2) Curriculum and Learning Process

The quality of the curriculum and learning process, consisting of: a. The curriculum is developed in accordance with the conditions and needs of the community; b. Curriculum development following advances in science, technology and art; c. The learning program is prepared systematically and comprehensively; d. Learning programs support spiritual, intellectual, social, emotional and aesthetic aspects; e. Teaching and learning activities are carried out to develop the potential of students as optimally as possible; f. Curriculum development improves the competence and independence of students; g. Curriculum development focuses on developing students' potential optimally; h. Curriculum development adapted to the conditions and needs of the community; i. Curriculum development is proportionally tailored between national interests and local needs; j. Collaborative curriculum development involving stakeholders; k. Curriculum development and implementation shall be carried out collegially in teacher forums; l. Curriculum development is carried out by considering the conditions of students, educational units and directions.

3) Infrastructure and Learning Resources

Which can be grouped on the quality of infrastructure and learning resources, including: a. Utilize varied learning resources, including the environment; b. The availability of infrastructure that supports the learning and learning process; c. Learning facilities and resources are easily obtained by each learner; d. The availability of quality and decent textbooks, in accordance with the number of students; e. Availability of libraries, library collections and adequate services; f. Utilized information and communication technology in the learning process; g. Arrangement of facilities that ensure safety, fitness, health and comfort in learning; h. The availability of necessary laboratories, sports facilities, and creative spaces.

4) Learning and Learning Assessment

Which can be grouped on the quality of assessment and learning, namely: a. The assessment is carried out in a planned and continuous manner; b. The assessment is

conducted openly; c. The assessment is conducted authentically; d. Assessment of learning outcomes and learning is used for further coaching; e. Assessment of students is carried out covering all aspects of potential development; f. The learning process begins internally and externally.

5) Attraction and Learning Success (for students)

Which can be grouped on the quality of attractiveness and success of learning (students), namely: a. Learners who experience learning barriers or special intelligence receive special guidance; b. Students are interested in staying in school and there is no drop out; c. The opening of opportunities for accelerated learning for students who are able; d. Open opportunities for students who have difficulty obtaining coaching; e. The quality of participating graduates is above national standards; f. Competence of graduates in accordance with life skills needs; g. The development of students' ability to follow environmental changes.

6) Development of Institutional Culture and Environmental Utilization

Which can be grouped on the quality of institutional culture development and environmental utilization, namely: a. There is a shared commitment to achieve the best process and results; b. A pleasant atmosphere of the educational unit; c. The vision, mission and goals of the school are simple, measurable, definable, reasoned and time-bounded; d. The school/madrasah receives support from the community, parents, graduates, and the authorities; e. Availability of appropriate educators and education personnel; f. Open communication in decision making; g. Ensuring the welfare of educators and education staff; h. Educational processes and outcomes can be accounted for; i. Education providers reflect for self-improvement; j. A work plan shall be prepared jointly between the school/madrasah, the school/madrasah committee and related agencies; k. Establish harmonious relationships with stakeholders; l. Education units manage resources in a transparent and accountable manner; m. Utilization of resource persons in learning; n. Developing partnership networks between local, regional and international education units; o. Establishment of institutional cooperation with other parties; p. Establishment of community participation in supporting the implementation of education.

METHODS

This research was conducted at the Doloksanggul State Special School, which is located at Jl. Mayor Saur H. Purba, Bukit Inspirasi Doloksanggul Office Area, Doloksanggul District, Humbang Hasundutan Regency, North Sumatra Province. The method used in this study is descriptive-qualitative method. The techniques used in data collection are observation, interviews and documentation studies. Data analysis is carried out by data reduction and data presentation. In accordance with the nature of qualitative research, this research is sourced from qualitative observations in the field. Qualitative research is fact-finding with proper interpretation. The accuracy of interpretation depends on the sharpness of analysis, objectivity, systematics and systemic, so qualitative research is more descriptive analytic. For data validity tests are carried out by Triangulation. As Burgess argues what Burgess puts it with a "dual research strategy" or as Denzin puts it with "triangulation." In connection with that, Moleong also tried to build a validity testing technique which he named the examination technique. With reference to Denzin, the technical implementation of the steps to test the validity of research results triangulates research, methods, theories, and data sources. As for this study, it uses triangulation of data sources, namely by comparing and checking both the degree of confidence of an information obtained through time and different ways with the qualitative method carried out. Then triangulation methods are also used by checking the use of data collection methods, whether the information obtained by the interview method is the same as the observation method, or whether the observation results are in accordance with the information provided when interviewed. In this study, an in-depth study was conducted on the Implementation of Total Quality Management (TQM) at Doloksanggul State Special School in 2023. The data will be investigated, then analyzed, and given interpretation for further conclusions.

RESULT AND DISCUSSION

In this discussion, comprehensive findings in the field and analysis are presented. After the data is collected through observation, interviews, and documentation studies, analysis and discussion are carried out. The data collected and analyzed are school data from Doloksanggul State Special Schools around: Implementation of Total Quality

Management (TQM) in Doloksanggul State Special Schools in 2023. 1. Teacher Professionalism.

After collecting data from the field, information was obtained that:

- a. Teachers master the subject matter and science and technology, this can be seen by researchers from teacher teaching techniques that are fun for their students and use Chromebooks that are connected to the internet network and id learning communities. In educating children with special needs, teachers of Doloksanggul State Special Schools pay close attention to the different characteristics of each student by first conducting diagnostic assessments for their students. The teachers of Doloksanggul State Special Schools have attitudes and behaviors that can be exemplified by children educated at Doloksanggul State Special Schools. Teachers have a love and commitment to the teaching profession, this is characterized by a fairly high level of teacher attendance and discipline.
- b. The curriculum and learning process are in accordance with the conditions and needs of the community. This was marked by the success of Doloksanggul State Special Schools to become a Mobilizer School (*Sekolah Penggerak*). Doloksanggul State Special Schools received assistance in curriculum development and learning processes from the Ministry of Education, Culture, Research, and Technology. The curriculum and learning process apply the independent curriculum by implementing the Pancasila Student Profile Strengthening Project as its hallmark by implementing the dimensions of the Pancasila Student Profile Strengthening Project itself, namely: (1) Faith, devotion to God Almighty, and noble character; (2) Independent; (3) Mutual cooperation; (4) Global diversity; (5) Critical Reasoning and (6) Creative. These six dimensions are implemented in the curriculum and learning process at Doloksanggul State Special Schools as a Mobilizer School (*Sekolah Penggerak*).
- c. Infrastructure and learning resources at Doloksanggul State Special Schools are adequate although there are still things that need to be addressed. As a mobilizing school, Doloksanggul State Special Schools utilizes various learning resources, including its environment. Every teacher is facilitated with a Chromebook as a learning tool and every classroom has an internet network that will be used by

teachers to access learning according to student needs. The Audio Visual method is the most popular method by students of Doloksanggul State Special Schools.

- d. The curriculum and learning process are in accordance with the conditions and needs of the community. This was marked by the success of Doloksanggul State Special Schools to become a Mobilizer School (*Sekolah Penggerak*). Doloksanggul State Special Schools received assistance in curriculum development and learning processes from the Ministry of Education, Culture, Research, and Technology. The curriculum and learning process apply the independent curriculum by implementing the Pancasila Student Profile Strengthening Project as its hallmark by implementing the dimensions of the Pancasila Student Profile Strengthening Project itself, namely: (1) Faith, devotion to God Almighty, and noble character; (2) Independent; (3) Mutual cooperation; (4) Global diversity; (5) Critical Reasoning and (6) Creative. These six dimensions are implemented in the curriculum and learning process at Doloksanggul State Special Schools as Mobilizer School (*Sekolah Penggerak*).
- e. Attractiveness and Success of learning (learners). As a mobilizing school, Doloksanggul State Special Schools implements an Individualized Education Program for participants who experience learning barriers. For students who are able to continue to university, Doloksanggul State Special Schools facilitates it. There are already Doloksanggul State Special Schools students who are students in universities by getting scholarships from the Ministry of Education, Culture, Research and Technology. Students of Doloksanggul State Special Schools received learning about vocational, life skills education, such as batik, salon and beauty, sewing, doorsmer, souvenirs and handicrafts. Students of Doloksanggul State Special Schools managed to win various competitions at the provincial and national levels.
- f. Development of institutional culture and environmental utilization. As a driving school, all stakeholders of Doloksanggul State Special Schools are committed to making Doloksanggul State Special Schools a fun school and successfully educate its students with its vision, mission and goals, namely:

Vision: Realizing Doloksanggul State Special Schools which is safe, comfortable in developing students with special needs as dignified Pancasila Students.

Mission: To realize this vision, the education unit has determined strategic steps outlined in the mission as follows:

1. Creating a fun learning atmosphere and in accordance with the needs of Children with Special Needs.
2. Creating a safe, comfortable, neat and clean school physical environment.
3. Instilling faith and devotion through the practice of religious teachings.
4. Optimize the learning and guidance process.
5. Fostering the independence of students through habituation, entrepreneurship and self-development activities that are planned and sustainable.

Goals:

Short Term Goals

1. Develop a religious school culture through religious activities;
2. Develop students' ability to live independently and participate in further education;
3. Develop students' talents and interests in academics, sports, cultural arts, and skills;
4. Preparing students to have personality and have skills to live independently in life in society;
5. Develop various activities in the learning process in the classroom based on national character education;
6. Establish cooperation with other institutions in realizing school programs.

Medium-Term Goals

- 1) Apply communication skills with Oral Language and Sign Language Communication through a language day with a total communication approach (komtal)
- 2) Cultivating a love of cleanliness with the cleanliness movement is part of faith
- 3) Fostering national insight that loves the surrounding environment by maintaining beauty by cultivating plants, discipline, honesty in accordance with its potential through Merah Putih sekolahku
- 4) Collaborate with regional stakeholders to design agricultural cultivation products as adaptive skills for students with special needs

Long-Term Goals

1. Graduates are obedient to carry out the teachings of the religion they adhere to in everyday life which is manifested in the form of obedience to carry out worship and attitudes and behaviors in accordance with the teachings of the religion they follow.
2. Graduates master one or more vocational skills that can be used as their lifeblood.
3. The development of student creativity which is manifested in the form of new ideas in the skills products they master.
4. The achievement of graduates who master literacy and numeracy competencies as lifelong learning.
5. The realization of a school culture that reflects the 6 dimensions of the Pancasila Profile.
6. Achievement of independent graduates in everyday life.
7. The absorption of graduates in the world of work either as workers or business partners in the business world.
8. Availability of educators and education personnel with adequate numbers and academic qualifications.
9. The school has a business that is able to facilitate students.

Doloksanggul State Special Schools establishes cooperative relations with the Business World and the Industrial World, as well as the Humbang Hasundutan Regency Government through related agencies, such as: The Social Office provides batik training, provides business capital for selling, raising chickens and other businesses. The Manpower Office provides training in salons, electricity, grooming and beauty.

CONCLUSION

After conducting interviews, documentation studies and field studies, it can be concluded that: Total Quality Management (TQM) has been implemented at Doloksanggul State Special Schools in 2023, with indicators including: 1. Teacher Professionalism; 2. Curriculum and Learning Process; 3. Infrastructure and Learning Resources; 4. Assessment and Learning at Doloksanggul State Special Schools are carried out in a planned and continuous manner; 5. Attraction and Success of learning; 6. Development of institutional culture and environmental utilization.

With the implementation of Total Quality Management (TQM) at Doloksanggul State Special Schools in 2023, the quality of education at Doloksanggul State Special Schools is well maintained.

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