

The Implementation of Total Quality Management (TQM) Model at State Senior High Schools in Semarang

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Abstract--- The quality of an educational institution can be measured from three aspects, they are; competence, accreditation, and accountability. Nowadays, there are more public demands on the high- quality of educational institutions and schools, especially senior high schools. Several efforts made by school administrators to achieve the objectives of education quality by implementing Total Quality Management (TQM). This study is to analyze the confirmatory implementation of TQM at State Senior High Schools in Semarang. It was a quantitative study. The population of the study was all teachers at State Senior High Schools in Semarang. Primary data were collected by distributing the questionnaires. Then, data were analyzed by descriptive statistics and Lisrel confirmatory analysis with AMOS software. The results of the study showed that descriptively the implementation of TQM consisting of the variables; continuous improvement, quality culture, teamwork, customer satisfaction, and *Saeyeg Saeko Proyo* were in good categories. The highest confirmation of TQM formation was teamwork at 76%. These findings indicate that teamwork in a school organization, especially State Senior High Schools in Semarang is an important part of implementing TQM.

Keywords: TQM, Continuous Improvement, Quality Culture, Teamwork, Customer Satisfaction, *Saeyeg Saeko Proyo*

I. INTRODUCTION

Nowadays, education in Indonesia is experiencing four main crises, they are; quality, relevance, or external efficiency, elitism, and management. The conditions of schools in Semarang have several problems in those areas and they have implications for school productivity. High-quality educational products are needed in this free trade era as a result of globalization. Globalization leads all things moving fast without any clear boundaries among countries. Nowadays, there are more public demands on the high-quality of educational institutions and schools, especially senior high schools. They want a real change to improve the quality of education in Senior High Schools, especially in school productivity. Effective education depends on the education unit transforming students

to achieve the added value; it is productivity. Teachers and school principals are important and strategic factors to increase school productivity.

In traditionally-managed organizations, competition among departments within the organization is boosted. On the other hand, some organizations implement Total Quality Management (TQM) with its indicators; teamwork, partnerships, relationships among company employees, and suppliers, government agencies, and the surrounding community. The implementation of TQM is to design work, to make decisions, and to solve problems. Thus, the data needed to create benchmarks, achievements, and improvements.

Based on the explanation above and related to the interests of school on productivity research, TQM is a way of managing school organizations to increase school productivity by making continuous improvements. It provides a set of practical tools for each school to fulfill the needs, desires, and expectations now and then by utilizing all school resources; such as teachers and existing infrastructure optimally.

Understanding school productivity does not only increase efficiency but also increases efficiency and school quality. It is expected that graduates are fit to society's expectations and the expectations of the world of work. Understanding basic school is vital since schools are the main part of education. Regarding the quality of schools, TQM is an important thing implemented well in *Semarang* Public Senior High Schools. TQM is an approach of quality control through organization members' participation at schools to achieve the quality goal of education. TQM is a formal and institutionalized mechanism of quality control to solve problems by focusing on participation and creativity among teachers in a school organization under the leadership of the principal. The principal is the top leader who can direct, mobilize, coordinate, and control all school members to make sure that TQM can be carried out properly and the school goals can be achieved as planned.

In its practice, TQM requires enforcement of the entire organization, both vertically and horizontally. The special characteristics of TQM are active participation from all parties, oriented to the quality as customer satisfaction, dynamic management, top-down and bottom-up, and well-teamwork. The indicators of the TQM model at schools are *Saeyeg Saeko Proyo*, continuous improvement, quality culture, teamwork, and customer satisfaction. This TQM is studied to improve the quality of schools at Semarang State Senior High Schools. The benefits of the research are theoretically to develop the TQM theory from Sallis, and practically, it can be used to improve the quality of education and school productivity in Semarang especially at Semarang High Schools

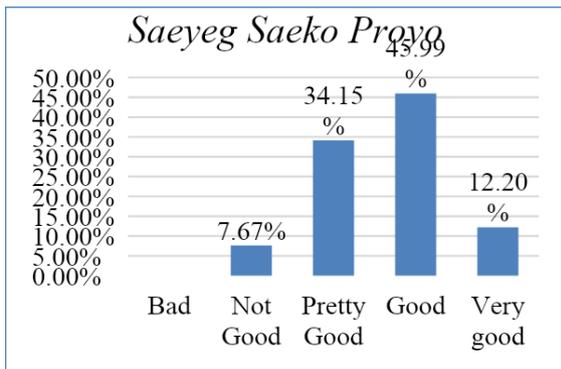
II. THE METHOD

It was a quantitative approach. The population of the study was all teachers at State High School teachers in Semarang, they were 295 teachers taken by random proportionally at each Semarang State High School. Primary data were collected by distributing questionnaires that had been tested for its validity and reliability. Data were then analyzed by descriptive statistics and Lisrel confirmatory model analysis with the AMOS software.

III. RESULTS AND DISCUSSION

TQM is a philosophy consisting of the principles as the basis for improving organizational performance at Senior High Schools. The implementation of TQM in this study is measured from five indicators, they are; *Saeyeg Saeko Proyo*, continuous improvement, quality culture, teamwork, and customer satisfaction. The results of the descriptive analysis in details can be seen below; The Description of *Saeyeg Saeko Proyo* Indicator of TQM

Saeyeg Saeko Proyo is a new concept of TQM related to Javanese culture. It is in Javanese. It can be interpreted as a leader who can collaborate and cooperate with others to optimize the school resources properly. The results of the descriptive analysis of *Saeyeg Saeko Proyo* were 45.99% in the good category. It can be seen in Figure 1.

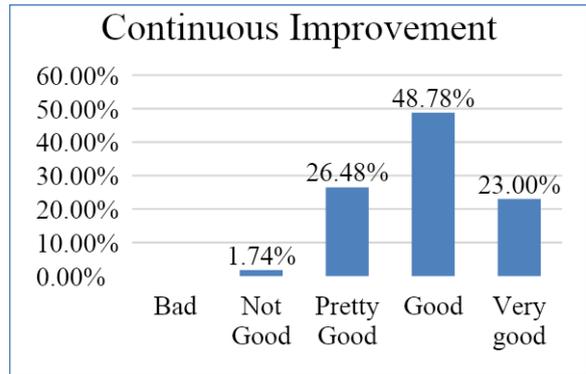


Source: The Processed Data in 2020

Figure 1. The Description of *Saeyeg Saeko Proyo* of TQM at State Senior High Schools in Semarang

The Description of Continuous Improvement Indicator of TQM

The indicator of continuous improvement is in the high category at Semarang State High Schools. It means that the schools try to provide quality services, missions, and objectives and also to ensure quality and continuous improvement. The result of the analysis was 48.78% in the good category and 23% was in the very good category. The continuous description can be seen in Figure 2 below.

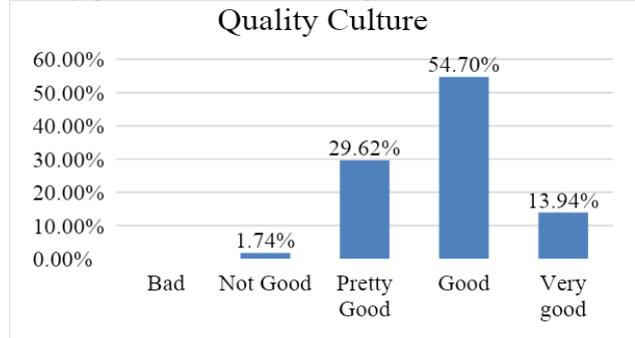


Source: The Processed Data in 2020

Figure 2. The Description of Continuous Improvement of TQM at State Senior High Schools in Semarang

The Description of Quality Culture Indicator of TQM

Quality culture is in the high category at State Senior High Schools in Semarang. It means that the cultures related to media communication, standardized curriculum, and standardized facilities and infrastructure can create a good school. The analysis results are 54.70% is in good and 13.94% is in very good. It can be seen in Figure 3 below.



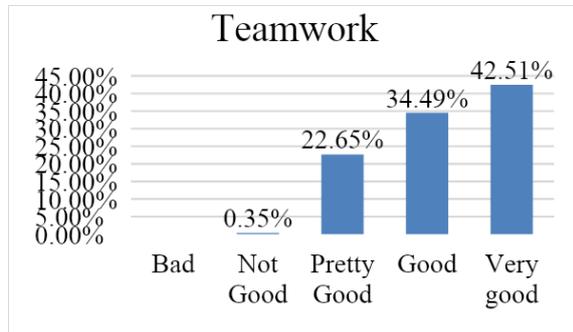
Source: The Processed Data in 2020

Figure 3. The Description of Quality Culture of TQM at State Senior High Schools in Semarang

The Description of Teamwork Indicator of TQM

Teamwork exists at State High Schools in Semarang; it is in very good and good categories. The good teamwork among school members can reach school goals. Teamwork at State High Schools in

Semarang is 34.49% in good and 42.51% in very good categories. The description of teamwork is presented in Figure 4 below.



Source: The Processed Data in 2020

Figure 4. The Description of Teamwork of TQM at State Senior High Schools in Semarang

The Description of Customer Satisfaction Indicator of TQM

The result of the TQM analysis on customer satisfaction is in the high category. It means that customers and internal and external stakeholders are satisfied with the school quality and education. The analysis shows that the categories of customer satisfaction are in 49.48% and 21.25% or good and very good. The details can be seen in Figure 5 below;

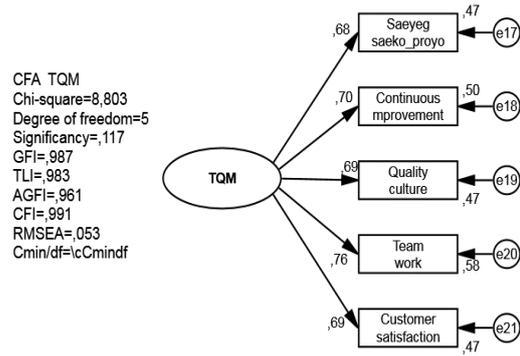


Source: The processed data in 2020

Figure 5. The Description of Customer Satisfaction of TQM at State Senior High Schools in Semarang

Confirmatory Factor Analysis (CFA) of Total Quality Management (TQM)

The constructs of TQM consist of five indicators, they are; *Saeyeg Saeko Proyo*, continuous improvement, quality culture, teamwork, and customer satisfaction. TQM constructs are tested by using Amos version 22; the result is presented in Figure 6 below.



Source: The Processed Data in 2020

Figure 6. Confirmatory Factor Analysis (CFA) of Total Quality Management (TQM) at State Senior High Schools in Semarang

Based on Figure 6 above, it can be said that the measurement model of the TQM construct is declared fit. The model produces Chi-squared (χ^2) at 8.803 which is smaller than the reference threshold (χ^2) at 10.351 with the probability of 0.05 with a free degree of 5. The next sign is the significance value of the model significance is 0.117 which is bigger than 0.05.

The highest construct of TQM is teamwork with the loading factor value for 0.764; it means that teamwork is good and can provide psychological enthusiasm for both individuals and school organizations. Good teamwork can achieve school goals and quality. With good teamwork, a school can keep up with developments and well-standardized procedures. The concept of TQM in education can be implemented or carried out with the main objective of improving the quality of continuous, and integrated education through solid teamwork.

The smallest construct of TQM is *Saeyeg Saeko Proyo* with the loading factor of 0.680. It shows that the new concept of TQM by assessing the cooperation among the school members is fit to the expectations. *Saeyeg Saeko Proyo* is the cooperation of all school members with a sense of belonging and enthusiasm for progress. It is in line with what is expected for the school's goal of improving the overall quality of education.

These findings support the opinions from Sallis (2012: 34) which states that TQM is a philosophy of continuous quality improvement and can be used as a practical tool by educational institutions to fulfill the needs, wants, and expectations of present and future customers in the field of education. In its implementation, it is also called Total Quality Education (TQE). TQM in the context of education, Sallis stressed that: "*Total Quality Management is a philosophy improvement, which can provide any educational institution with a set of practical tools for meeting and exceeding present and future customers need, wants and expectation*".

TQM is a practical and strategic approach to run an organization oriented on customer needs. Quality improvement is a process referring to continuous improvement built on the basis: works producing transitions and activities series which lead to the desired output. It can be said that the organizations (State Senior High Schools in Semarang) with the TQM model are successful to build sustainable improvement to achieve the vision, mission, goals, and objectives of the school.

IV. CONCLUSION

The TQM conceptual model of five indicators, they are; *Saeyeg Saeko Proyo*, continuous improvement, quality culture, teamwork, and customer satisfaction are in good categories. From those five indicators, the highest construct is teamwork with a very good category. The confirmatory results of the TQM model are fit; then the confirmatory results show that the highest TQM-forming construct at State Senior High Schools in Semarang is teamwork for 76%. These findings indicate that implementing TQM for teamwork construct is an important part of improving the quality of schools, which can sustainably improve the quality of education.

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