

IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT (TQM) IN VOCATIONAL HIGH SCHOOLS (ANALYTICAL STUDY AT SMK KARYA NUGRAHA BOYOLALI REGENCY)

Ngatiman^{1*}

Ki Supriyoko²

A. Mufrod Teguh Mulyo³

^{1,2,3}Program Doktor Pascasarjana UNU Surakarta

e-mail: ngatimaniman6590@gmail.com¹, kisupriyoko@yahoo.co.id²,

mufrodteguh1983@gmail.com³

*Correspondence: ngatimaniman6590@gmail.com

Submitted: 26 March 2022,

Revised: 05 April 2022,

Accepted: 16 April 2022

Abstract. This study aims to describe: (1) the implementation of TQM in SMK Karya Nugraha Boyolali Regency; (3) supporting and inhibiting factors in the implementation of TQM at SMK Karya Nugraha Boyolali Regency. This research is a descriptive study using a qualitative approach. Data collection techniques used are interviews, observations, questionnaires and document studies. Furthermore, the collected data were analyzed using interactive model qualitative data analysis techniques. The results of this study indicate that: (1) Implementation of Total Quality Management (TQM) at SMK Karya Nugraha Boyolali Regency is indicated by the strategic plan, quality policy, upside-down organization, participatory and entrepreneurial leadership models, systems and procedures QMS ISO 9001:2015, conducting a self-assessment that has been running in accordance with quality guidelines and applicable legislation, supported by team work that has entered the hard work stage, in the last 3 years SMK Karya Nugraha Boyolali Regency has finally succeeded in realizing customer satisfaction, respect towards everyone, management based on facts and making continuous improvement.

Keywords: implementation; total quality management.

INTRODUCTION

There are various forms of strategies for improving the quality of education including: School-Based Management System (SBM), ISO 9001 (version 2008 and 2015) which prioritizes business process patterns that occur in corporate organizations so that almost all types of businesses can implement this management system, BS5750 quality standards in the UK, MBPE Quality Management System (Malcolm Baldrige Performance Excellence) which is a comprehensive management guide and performance measurement in improving organizational performance which consists of 7 (seven) criteria and quite a lot of conformity with BAN-PT accreditation standards, this quality standard often used by Universities, Management System with Balanced Scorecard (BSC) model (contemporary management tool used to improve organizational ability to multiply financial performance). Basically all types of quality improvement strategies are packaged in order to meet customer needs. The answer to this problem is none other than preparing quality human resources (HR) who are capable and ready to compete at national and global levels through education ([Hadis & Nurhayati, 2012](#)).

Education in fact, has not been able to produce quality human resources, which are able to answer all the challenges in the era of globalization, perhaps it has not been fully realized. Even the world of education in Indonesia today is still largely emphasized on the aspect of equity, which in Coleman's conception is categorized at

the level of passive equality of opportunity to enter school or study, and has not yet reached the level of active equality of opportunity to obtain education or the highest results through school ([Fatkuroji, 2017](#)). It is not an exaggeration to say that the Indonesian nation is not yet ready to face the competition in the third millennium era. One of the reasons for this unpreparedness is the phenomenon and the reality of the low quality of human resources produced by the world of education ([Wahyudi & Lutfi, 2019](#)); ([Hartono, 2016](#)). In order to get out of the above conditions, in today's competitive era, education in Indonesia should not only include equality of access, but also need to be developed to the level of equality of survival, equality of output, and equality of outcome.

Educational institutions as a system, sub-systems that have not been handled much are the sub-systems that are faced and management or management ([Saudah, 2015](#)); ([Manso et al., 2010](#)). In fact, it is said that the crisis of educators, which is felt today, revolves around the crisis of management. As the culmination of the crisis, the quality of education is still low, and in terms of resource management it is still not efficient.

Educational Institutions management factors will greatly determine the productivity and effectiveness of educational institutions ([Aydin, 2017](#)); ([Aldieri et al., 2018](#)). Education as a system will not be able to produce quality outputs and outcomes, moreover the educational process is not managed properly, therefore, this means that education must also be managed professionally, in order to be able

to compete and be able to answer all global challenges. After this awareness emerged various reform movements such as the effective school movement which seeks and promotes the characteristics of effective schools. There is an independent school movement, which emphasizes the autonomy of the use of school funding sources. Some focus on decentralizing authority from the central education office to school-centred activities such as school-based curriculum development, school-based student guidance, and so on. The reform movement that used these different approaches then gave birth to SBM models.

School-based management (SBM) is an important education management model. School-based management provides greater autonomy, flexibility/flexibility to schools, and encourages community participation in order to be able to increase their role in improving school quality. School-based management (SBM) adheres to the principles of independence, cooperation, participation, openness, and accountability. Giving greater autonomy to schools is expected to increase creativity, initiative, and innovation in improving school performance. Some of the shortcomings/obstacles that may be faced by interested parties in implementing SBM are as follows: Not Interested in Getting Involved, Inefficient, Group Minded, Requires Training, Confusion over New Roles and Responsibilities, Coordination Difficulties, and Advantages of SBM (School Based Management) in schools. The emergence of these weaknesses then innovates that in terms of productivity and effectiveness, educational institutions must always carry out improvements by always

paying attention to internal (inside) and external (outside) factors. One of the outside factors that need to be considered is quality approaches from industry and business, including Total Quality Management (TQM).

Total Quality Management (TQM) is one of the many strategies in quality management that is oriented towards stakeholders. Quality management or quality management in TQM is carried out in a systematic, gradual, comprehensive and sustainable manner. All these stages are carried out with the aim of achieving customer satisfaction with high quality. TQM refers to organizational change, starting from changes in structure, goals, manager roles, and employee roles. The application of TQM in corporate organizations has a positive impact on work characteristics ([Lamato et al., 2017](#)). TQM is implemented on a philosophical basis, namely as a tool or tool to improve quality by taking into account the needs and satisfaction of customers or stakeholders.

The concept of TQM is very much needed by educational institutions, given the needs and satisfaction of users is the main goal of services in an educational institution. *"The concept of TQM is very much needed by educational institutions, considering the needs and user satisfaction are the main goals of services in an educational institution"* ([Sallis, 2014](#)); ([Wang et al., 2012](#)).

Total Quality Management is an absolute thing for educational institutions, especially institutions that have declared themselves as Public Service Agencies (BLU) ([Huriyah, 2016](#)).

Quality management in educational institutions can be done by managing all educational resources, so that they carry out their main duties and functions with full responsibility, so as to be able to produce quality services and services according to user expectations and needs. In implementing Total Quality Management (TQM) in educational institutions, there are five things that must be considered; namely the focus on internal and external customers, total involvement, quality standards, commitment and continuous quality improvement ([Surya, 2011](#)).

Total Quality Management (TQM), as a management strategy focused on process improvement for customer satisfaction, which is seen as successful in the industrial world in developed countries such as Japan and America, has begun to be glimpsed by educational institutions to be adapted with the aim of producing "products" that are quality. In the perspective of Total Quality Management, education is an institution that provides and produces products in the form of services ([Kigozi et al., 2019](#)); ([Wang et al., 2012](#)). The products in the form of services are provided to customers consisting of: 1) internal customers, namely managers of educational institutions (including teachers, librarians, laboratory assistants, technicians and administrative staff), 2) external customers which are divided into: a) primary external customers or students, b) secondary external customers, namely parents, government and society, and c) tertiary external customers, namely users or recipients of graduates from both universities and the world of work or business, at local, national, and even international levels ([Widiyanto et](#)

[al., 2016](#)); ([Purike, 2021](#)).

Services provided by educational institutions, especially universities, include: a) curricular services, b) research services, c) community service, d) administrative services, and e) extra-curricular services ([Winarsih, 2017](#)). Because at the secondary education level there is no scientific work in the form of a thesis let alone a thesis, then research services and community service services do not exist or are not applied. So that there are only three services, namely curricular services and extra-curricular services and administrative services.

TQM is essentially an organizational philosophy and work culture (philosophy of management) that focuses on quality. According to Deming, quality is what the customer says it is ([Vera & Trujillo, 2013](#)). The goals (goals) to be achieved in organizations with a TQM culture are to meet or even exceed what is needed (needs) and expected or desired (desires) by customers.

With regard to efforts to prepare human resources to face global challenges, secondary education has a very important and strategic role in accordance with Law Number 20 of 2003 Article 1 Paragraph 10, formulating the objectives of secondary education is an education unit is an educational service group that provides education on the path formal, non-formal, and informal at every level and type of education.

SMK Karya Nugraha as a secondary education institution, is facing increasingly tough challenges along with changes in society due to the influence of globalization. In order to produce output that is able to carry out the mandate of

Islamic religious awareness in a society that is always dynamic, Karya Nugraha Vocational School must be able and able to organize secondary education that produces quality output.

To produce quality output, it is required to manage a quality learning process as well. Over the last few years, there have been quite a number of changes that have taken place and progressed quite rapidly. With the stipulation of the National Final Examination Standard (UAN), the graduation rate of SMK Karya Nugraha has reached 100%, although the level of output quality still varies. The various achievements they have prove that Karya Nugraha Vocational School has basically implemented Total Quality Management in improving the quality of education which is oriented to process quality and output quality. The process of implementing Total Quality Management in practice cannot be separated from the important role of the principal himself in carrying out his duties and functions.

Based on the results of a preliminary survey conducted by researchers, it was found a problem that in practice, the implementation of Total Quality Management at SMK Karya Nugraha, of course, is not as easy as turning the palm of the hand. There are quite a number of problems faced by Karya Nugraha Vocational School, including the ethos that is not uniform from one another, the presence of several teachers in the wrong room in teaching that are not in accordance with their field of study as a result, this school has difficulties in developing the quality of education. This condition has resulted in reduced public interest in

sending their children to SMK Karya Nugraha, as evidenced by the last year (school year 2019/2020) SMK Karya Nugraha has slightly decreased the number of students. The reason for researchers to conduct research at SMK Karya Nugraha is the desire to find out more about the operational management pattern in quality development at SMK Karya Nugraha, Total Quality Management is the starting point in analyzing management patterns at SMK Karya Nugraha with an orientation on improvement. both Extra Curriculum and Extra Curricular on a continuous basis (continuous improvement). This improvement is not only limited to the area of concern for educative staff, but also involves all components in the implementation of education in schools.

In order to improve the quality of learning process management that is able to produce quality outputs and outcomes, then. it is necessary to take action and in-depth academic studies in the form of program evaluations as stated by Stufflebeam, that the purpose of carrying out evaluations in an activity program is to obtain feedback for improvement, so that services are maintained up to date and ensure that a program is carried out properly. effectively meet customer needs.

Karya Nugraha Vocational School in the context of the research that the author is doing, the aim is to determine the skill management process of Karya Nugraha Vocational School by using the TQM approach as a benchmark and reference. In this way, it is hoped that the problems and obstacles faced can be identified which can then be used as a starting point for future improvements. The main focus studied in

this research is in addition to the quality of the content, the presentation of skills services (both curricular, extra-curricular and administrative) at SMK Karya Nugraha in order to satisfy customers, especially primary external customers namely students in the perspective of Total Quality Management (TQM). To analyze why the implementation of Total Quality Management (TQM) was carried out by the SMK Karya Nugraha educational institution.

METHODS

The approach used by the author in this research is a combination approach, qualitative approach and quantitative approach. This is taken on the basis of the considerations that each approach. it has advantages and disadvantages. With the advantages of each approach, they can complement each other's shortcomings. Thus, the two approaches are expected to be able to reveal and describe the quality, services and results of the services provided at SMK Karya Nugraha in a more comprehensive manner.

To obtain the data needed in this study, the following data collection methods were used: Observation Method, Documentation Method, Interview Method, and Questionnaire Method.

Data analysis of the results of this study used descriptive qualitative and quantitative descriptive methods. Qualitative descriptive is after the data has been collected, then compiled and classified. Furthermore, it is analyzed and interpreted with words in such a way as to describe the object of research at the time this research is carried out, so that it can

describe the answers to the problems that have been formulated. The thinking approaches used are: Inductive Method, Deductive Method.

RESULTS AND DISCUSSION

The implementation of TQM at SMK Karya Nugraha Boyolali is represented by the ISO 9001: 2015 Quality Management System where the ISO 9001: 2015 QMS is able to provide actual and potential messages to customers that school institutions take quality seriously that policies and practices are in accordance with quality standards national and international levels whose goal is to achieve high quality products which have implications for external trust as well as internal pride building.

The implementation of TQM at SMK Karya Nugraha Boyolali has different characteristics or types of quality supporting components, therefore a pattern of analysis is formulated that is able to accommodate the interests of both parties, where the comparison of TQM implementation at SMK Karya Nugraha Boyolali will be seen through aspects of the components of Leadership and Strategy, System and Procedures, Teamwork, and Self-Assessment.

1. Leadership and Strategy

- a. Leadership and TQM Strategy at SMK Karya Nugraha Boyolali.

Leadership and Quality Strategy implemented by SMK Karya Nugraha Boyolali includes activities to determine strategic plans, quality policies, and leadership models. The following is a description of these

activities. Leadership and Quality Strategy implemented by SMK Karya Nugraha Boyolali includes activities to determine strategic plans, quality policies, and leadership models. The following is a description of these activities.

1) The strategic plan

The strategic plan of the Karya Nugraha Boyolali Vocational School is in the form of a vision, namely to become a superior, independent educational institution based on Imtaq. This vision is embodied in a mission that produces graduates: (1) Have faith and fear of God Almighty and have noble character; (2) Professional and ready to face global challenges; (3) Entrepreneurial spirit, creative, innovative, so as to create job opportunities; (4) Competence so that it can be absorbed in the world of work and industry; (5) Insight and care for the environment; and (6) Potential to follow further education.

2) Quality policy

SMK Karya Nugraha Boyolali is a Vocational Training Institute, which overall carries out the mandate from the government and the community to produce graduates/middle-level workers who have competence in their fields, SMK Karya Nugraha is also assisted by 5 (five) Heads of Expertise Study Programs including: 1) Head of Expertise

Competency Study Program : Islamic Banking; 2) Head of the Automotive Engineering Expertise Study Program for the motor body; 3) Head of the Light Vehicle Automotive Engineering Expertise Study Program; 4) Head of the Computer and Informatics Engineering Study Program and 5) Head of the Motorcycle Engineering and Business Skills Competency Study Program. in accordance with the requirements and expectations of customers, both regionally, nationally, and internationally.

The management of SMK Karya Nugra Boyolali is determined to meet the requirements and expectations of customers as well as stakeholder requirements by working optimally to form/produce EXPERT graduates/human resources, namely human resources who are: (1) Productive (Producing quality goods/services); (2) Initiative (Always trying to develop the power of initiative); (3) Adaptive (Able to adapt to various situations, conditions, and demands of the development of science and technology); (4) Alert (Be careful in producing goods/services); (5) Analytical (Able to think and act analytically, intelligently, and carefully in dealing with various problems); (6) Faith and Taqwa

(Always based on faith and devotion to God Almighty).

Furthermore, in order to realize customer requirements and expectations as well as stakeholder requirements, the school builds a quality organization that enchants every element/organization, namely: (1) Caring (Having high concern so as to create a conducive work environment); (2) Energetic (Having high motivation and enthusiasm in carrying out tasks); (3) Sportsmanship (Upholding the value of honesty and responsibility in the organization); (4) Thought (In carrying out the tasks, authorities and responsibilities of the organization, always prioritize constructive and innovative thinking processes); (5) Normative (Works in accordance with existing and mutually agreed norms); (6) Fair (Always apply the concept of fairness towards work practices that are fair-play and satisfy customers. To ensure that the quality policy can be achieved and maintained, a management commitment is established that will always carry out continuous and continuous improvement.

3) Leadership Model

The following is a presentation of data about the leadership model in the implementation of TQM at SMK

Karya Nugraha:

a) Delegation and distribution of authority

One of the principal's professional competencies is to apply leadership in their work, with the sub-dimension of developing professional school policies, and distributing authority to their subordinates in accordance with the job description.

b) Decision Making Mechanism

Decision making is one of the most important things in management. Decision making cannot be separated from leadership. Decision-making tends to be bottom-up with the following mechanisms: First, identifying the various components that are the basis for decision-making from the entire school community; Second, the collection and selection of components according to the priority scale; Third, prepare a draft decision making to be discussed in the policy-making process.

Every decision that is taken is often made through deliberation, I often see that the principal does not just impose his will but with the results of deliberation after going through the process

from below. Decisions become one of the foundations for implementing the organization and as a basis for policy making.

c) Policy Setting Process

In taking a policy the principal holds a special meeting to accommodate proposals and aspirations. In order to produce optimal policies within the TQM framework, the principal must first ensure that he has received sufficient information. In implementing TQM, the principal as top management took strategic steps, there were 4 steps he took, including: 1) The school formed a school board consisting of the principal, QMS, teacher representatives, parents, community members, school staff and students, 2) The school board then measures the needs of the school, 3) the school board develops an action plan that includes goals and objectives, and 4) takes decisions to make school progress programs.

d) Build Communication Pattern

To find out how the principal in building communication patterns,

with all stakeholders, all the programs that he has carried out, are currently and will be carrying out so that they are understood by all parties. The principal is quite communicative in conveying all matters relating to his leadership. He is able to play his role as a good manager or leader. Two-way communication between the other person and himself. Often asks for information and input about the working relationship between himself and others. He even asked to be criticized if it didn't fit, he even opened a mail service, either open or secret, as long as it was constructive. He dared to be corrected or asked for advice and opinions.

e) Supervise

The principal has the task of supervising, coaching or guiding teachers and education personnel as well as administrators. In carrying out the supervision program through a class supervision program, impromptu (inspection) and extracurricular activities. Supervision is done by making instruments to measure the level of success. He uses the results

of supervision to improve the performance of teachers and employees as well as for school development. The results of supervision are communicated in order to be reciprocal for the interests of the institution or the interests of improving the quality of teachers or employees.

The first thing to do is to look at the jobs given to each different between teachers, TU and students. If it is seen that the main task is running, it is not uncommon for him to give a kind of praise and for those who have not been running in an orderly manner, he gives support or calls him in his own style so that he does not feel offended, including supervising in terms of skills, behavior and attitudes. Against students, it is also carried out by implementing rules that must be followed between student rights and student obligations so that students have rights and obligations which are certainly different from other school members.

- f) Provide motivation and build a conducive working atmosphere

The role of school principals in motivating teachers, education staff

and administrators is very important so that they are enthusiastic and passionate in carrying out their duties in order to improve the quality of education. Motivation can be given in the form of rewards or punishments, both physical and non-physical. In providing motivation the principal considers a sense of justice and feasibility because this is important for the principal to create a conducive climate.

Creating a work atmosphere that is full of kinship, namely mutual trust, mutual respect, and mutual respect for the entire school community, which is always compact and solid in carrying out the success of the school to achieve its goals. The principal is not reluctant to give praise for the maximum work but is also not awkward in conveying criticism of the work that has not been optimal, the principal continues to encourage the perfect performance of teachers and staff according to their respective abilities.

Principals are not reluctant to give rewards for maximum work but also do not hesitate to correct teachers or other

employees, if they see things that are not appropriate. Principals continue to encourage the achievements of teachers and staff according to their respective abilities. The principal also tries to create a work atmosphere that is full of kinship, namely mutual trust, mutual respect, and mutual respect.

2. System and Procedure

SMK Karya Nugra Boyolali implements the ISO 9001:2015 Quality Management System with ISO IAF consultants, which means that the school focuses on customer satisfaction by preventing nonconformities at every stage of work implementation. The procedure taken by the school includes several steps, namely:

- a. Planning; First, the school conducts a preparatory workshop. The purpose of the preparation is to make initial standards of activities and tasks of all the elements in it. Second, the preparation of schools to make standards in records or records.
- b. Implementation; First, after the school already has a quality assurance consultant, the school will socialize the ISO management system to the school community. Second, internal audit training by involving all teachers with the aim that teachers are able to understand and apply knowledge to dare to audit or correct their

fellow colleagues. Third, internal audit where this activity is carried out 2 (two) times a year for 2-3 days. For teacher affairs audit activities, the team will take samples, so that the internal audit does not check the whole thing but takes samples. Schools refer to auditing in ISO as checking whether the system is running or not, for example, one teacher being audited was found to have not made a lesson plan. The analysis found that the error was not solely on the teacher, but on the system, apparently there was no control for the teacher. Then the results of the analysis are not to punish the teacher, but the results are conveyed to who is responsible for the teacher's affairs, for example in the curriculum field there is or is not a system capable of monitoring these teachers to make learning tools.

- c. Then, the external audit is carried out 2 (two) times or every 6 months. The auditing agency (consultant) visited the school for one day by taking samples. Karya Nugra Boyolali Vocational School together with other schools under the same roof as the auditing agency held a coordination and agreement to jointly share the costs of accommodation, transportation, auditor consumption, so that the financing is lighter.
 - d. SMK Karya Nugra Boyolali implements the ISO 9001:2015 Quality Management System with
-

IAF Quality Assurance consultants from Germany, which also means the school focuses on customer satisfaction by preventing nonconformities at every stage of work implementation. In addition to the QMS ISO 9001: 2015, SMK Karya Nugra Boyolali is also preparing for the QMS ISO 14001 on Environmental Management Systems. The procedures taken by the school include several steps, namely: (1) All school members make a commitment that they will implement a quality management system; (2) Forming an ISO team that compiles documents; (3) Preparation of Documents, then together with the school conduct the socialization (awareness) of the ISO QMS to school residents about the ISO management system, in this case the Karya Nugra Boyolali Vocational School. After compiling the document, (4) the school conducts a pre-audit (exercise); then (5) The school conducts an internal audit with the aim of seeing and fixing things that become problems. After the internal audit, then conduct a management review. Followed by an external audit. In the external audit, if there are still many shortcomings, there will be repetition. Then the school was determined to be worthy of the ISO 9001:2015 QMS by giving a certificate as a symbol.

- e. States that the ISO 9001 QMS procedures are: (1) writing and ratifying documents (quality

guidelines, Standard Operating Procedures (POS), work instructions, forms, and so on); (2) implementation of all that has been written in the document. At this stage it will undergo several changes for refinement (fine turning). There is always the possibility that a document will have to be revised. This stage is considered sufficient if it has been carried out for at least four months and has produced notes/records as evidence of its implementation; (3) once the school is sure that the system has been structured and operates in accordance with the requirements of ISO 9000, the school can apply to a certification body of its own choosing for audit.

From the theory and explanation above, it can be concluded that the ISO 9001:2015 QMS is a system built by SMK Karya Nugra Boyolali by carrying out procedures that include the following stages: writing and ratifying documents, implementing and improving, and certifying.

3. Teamwork

Oakland states that "*Teamwork in an organization is an important component of TQM implementation, considering that teamwork will increase confidence, communication, and develop independence*". Teams need time to grow and mature. There are four stages of growth and maturity in team development including: (1) the development stage, where at this stage the team is not yet a team, but rather a collection of individuals. The emotional

level associated in this stage starts from excitement, optimism, idealism, pride, and anticipation of worry, suspicion, and anxiety; (2) the challenge stage, is the stage where members begin to realize the scale of the task ahead and they can react negatively to the challenges that come by placing their own personal agendas.

The process of forming the TQM team at SMK Karya Nugra Boyolali is as follows: before the ISO 9001:2015 QMS there was no QMS formed, only the ISO team during the preparation process with a period of 1 (one) year. After certification, the school principal determines the structure in the school. The team structure formed includes several sections, namely: (1) Deputy Principal for Management and Manpower Affairs; (2) Secretary; (3) R&D (Research and Development); (4) Document Management; (5) RSBI

Affairs.

From the description above, it can be concluded that the stages of the mechanism for forming the TQM team at SMK Karya Nugra Boyolali are technically different but in principle experiencing the same dynamics, namely teamwork has reached the stage of hard work, where team members come out of differences and determine work methods and they are able to initiate the problem-solving process and improve the process.

4. Self-Assessment

Self-assessment is intended to increase accountability and transparency which basically emphasizes corrective steps or objective corrections if there are discrepancies or deviations between implementation and planning. The self-assessment process mentioned as follows.

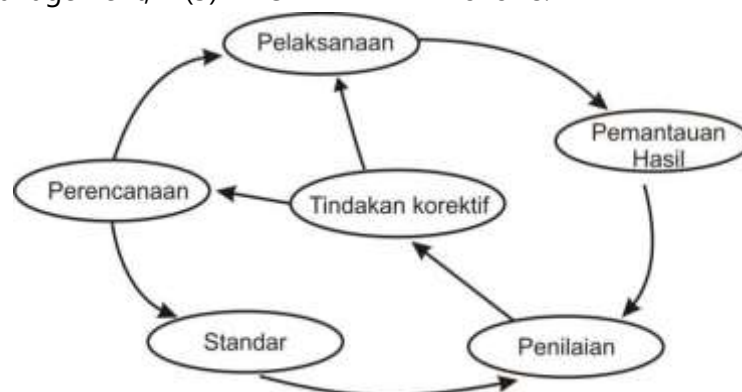


Figure 1. Self-Assessment Process

Quality assessment includes several components, one of which is Quality Management Training Assessment. States that training assessment is a comparison between normative criteria (what should be) and the condition of the group or individual being audited

(what exists). We tend to assume everything is going well until the facts show otherwise. Lack of training provided to individuals or groups who are expected to implement quality concepts and procedures is usually the main factor causing the failure of TQM

(Total Quality Management) programs.

The training assessment process in outline is comprehensive in scope and designed to recognize the bond between the organization and its environment. Quality assessment is also intended to identify the relationship that exists between the school and its parts. Quality assessment is expressed in a form that does not blame or corner.

The existing steps of the quality assessment process summarized as follows:

- a. Interview staff and administrators to find out what managers and subordinates actually do with a focus on key tasks, responsibilities, knowledge and skills required to perform the job. Then the existing data is analyzed.
- b. Use competency statements to describe each individual task. Everyone needs to be assessed on the basis of competence to emphasize the importance of successful task performance.
- c. Explore the profile of each personal that describes the importance of each skill for successful task performance.
- d. Use competencies to identify each person's strengths and weaknesses.
- e. Evaluate individual proficiency for each competency, then compare.
- f. This model is useful for preparing one's career plans.
- g. All information can be used to carry out personal development programs in schools.

The TQM tools used in the quality assessment process can be used:

deliberation, brainwriting, check sheets, interviews, surveys, conflict management. The assessment carried out by SMK Karya Nugra Boyolali is carried out by evaluating 2 (two) times a year, namely in May and November. It is periodic and not all parts are audited. There is indeed a section that needs to be audited often 2 (two) times a year, there are also audited once every 1.5 years to see its implementation, depending on the implementation in the field. For example, the library here is more organized, so it's not too frequent.

Technical implementation: First, socialization that an audit will be carried out on a certain date and instructed to the unit to immediately make preparations; Then Second, the implementation has procedures including (1) Opening Meeting explaining the purpose and objectives of the audit; (2) Implementation, Presenting the implementation schedule, for example, section x there are 5 (five) units being audited with a scheduling matrix, then the auditors are active according to the set hours and then go to the place of each unit, for example, the sarpras, then take a sample of what carried out by sarpras, then linking planning with implementation; (3) In the closing meeting, the team presents its findings, and preventive and curative improvements, prevention and resolution must immediately be carried out. At the same time, if the deficiency can be resolved, for example, it is found that LCD facilities in room x cannot

function, this has long been reported that the LCD is damaged but has not been handled, of course, there will be a solution, so it must be addressed immediately. There will be an agreement/commitment so that this problem does not happen again, so there will be prevention. The Sarpras team must make a system, make procedures, how to prevent this incident from happening again. This means that he has to schedule equipment inspections or routine maintenance. Whenever there are findings, it can be ascertained that two things will be done, namely completion and prevention (curative and preventive).

There are several self-assessment activities at SMK Karya Nugra Boyolali including those relating to the Fulfillment of Customer Satisfaction. To measure the performance of the management system, the school monitors information related to customer perceptions and expectations in order to find out whether the school has met customer needs by using certain methods (questionnaires, interviews, and other methods) determined by the school.

- a. Internal Audit, the School establishes a documented procedure that states the responsibilities and requirements for planning and carrying out internal audits, establishing records and reports of results at certain time intervals, and establishing internal audit procedures.
- b. Monitoring and Measurement of

Educational Processes, Schools establish and implement appropriate methods for monitoring and measuring the Quality Management System processes.

- c. Monitoring and Measurement of Educational Process Outcomes is carried out by:
 - 1) For verification purposes, schools determine, monitor, and measure the characteristics of the results of the educational process whose implementation is carried out at appropriate stages of the realization of the educational process;
 - 2) The school maintains evidence of conformity with the established criteria;
 - 3) The school ensures that the measurement and monitoring records show the authority of the personnel authorized to pass the results of the educational process.
- d. Data Analysis, the School establishes, compiles, and analyzes appropriate data to demonstrate the suitability and effectiveness of the Quality Management System and to assess where continuous improvement of the Quality Management System can be made. Analysis of this data should provide information about: (1) meeting customer expectations; (2) the suitability of the educational process; (3) characteristics and trends of the educational process and students including

-
- opportunities for preventive action; (4) suppliers.
- e. Improvements that include several things, namely: (a) Continuous Improvement, Schools continuously improve the effectiveness of the Quality Management System through the use of quality policies, quality objectives, audit results, data analysis, corrective actions, prevention and management reviews. (b) Corrective Action, the School will take action to eliminate the cause of the nonconformity, in order to prevent the recurrence of the non-conformity by taking into account the priority scale. (c) The school establishes a documented procedure to establish requirements for: a review of nonconformities (including customer complaints), determination of causes of nonconformities, assessment of the need for action to ensure that nonconformities do not recur, determination and implementation of necessary actions, recording of results of actions taken, review of corrective actions which is conducted.
 - f. Preventive Measures, the School establishes actions to eliminate the causes of potential non-conformities that can occur at any time. Preventive action must be appropriate to the impact of the potential problem.
 - g. It establishes a documented procedure for establishing requirements for determination of potential and causes, assessment of the need for action to prevent nonconformities, determination and implementation of necessary actions, records of actions taken.
 - h. It can be concluded that the self-assessment action carried out by SMK Karya Nugra Boyolali meets the standards: planning; implementation; results monitoring; evaluation; the existence of an assessment standard; and corrective actions (curative/preventive). In terms of self-assessment, they have conducted a line visit survey 10 times or twice.
- CONCLUSIONS**
- Implementasi Total Quality Management (TQM) di SMK Karya Nugra ditunjukkan dengan rencana strategis, kebijakan mutu, organisasi terbalik, model kepemimpinan partisipatif dan kepemimpinan kewirausahaan, sistem dan prosedur SMM ISO 9001:2015, dan penilaian mandiri yang telah berjalan sesuai dengan pedoman mutu yang telah dibuat dan peraturan perundang-undangan yang berlaku, didukung oleh kerja tim yang sudah memasuki tahap kerja keras.
- REFERENCES**
- Aldieri, L., Kotsemir, M., & Vinci, C. P. (2018). The impact of research collaboration on academic performance: An empirical analysis for some European countries. *Socio-Economic Planning Sciences*, 6(2), 13–30.
<https://doi.org/10.1016/j.seps.2017.05>
-

0037.15698

- Aydin, O. T. (2017). Research performance of higher education institutions: A review on the measurements and affecting factors of research performance. *Yükseköğretim ve Bilim Dergisi*, 4(2), 312–320.
- Fatkuroji, F. (2017). Implementasi Modul Analisis Kebijakan Pendidikan Berbasis Riset. *Nadwa: Jurnal Pendidikan Islam*, 11(1), 85–107.
- Hadis, A., & Nurhayati, B. (2012). *Manajemen mutu pendidikan*. Alfabeta.
- Hartono, Y. (2016). Pendidikan Dan Kebijakan Politik (Kajian Reformasi Pendidikan Di Indonesia Masa Orde Lama Hingga Reformasi). *Agastya: Jurnal Sejarah Dan Pembelajarannya*, 6(1), 35–45. <http://doi.org/10.25273/ajsp.v6i01.879>
- Huriyah, L. (2016). Penerapan Total Quality Management (TQM) Dalam Peningkatan Mutu Layanan Publik UIN Sunan Ampel Surabaya. *Journal of Islamic Education Studies*, 1(2), 303–332.
- Kigozi, E., Ko, J., & On, Y. (2019). Total quality management (TQM) practices applied in education institutions: a systematic review of literature. *International Journal of Innovative Business Strategies*, 5(2), 341–352.
- Lamato, B. R., Jan, A. B. H., & Karuntu, M. M. (2017). Analisis Total Quality Management (TQM) Terhadap Kinerja Manajerial Pada PT. Asegar Murni Jaya Desa Tumulung KAB. Minahasa Utara. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 5(2). <https://doi.org/10.35794/emba.5.2.201>
- Manso, J. M. M., García-Baamonde, M. E., Alonso, M. B., & Barona, E. G. (2010). Pragmatic language development and educational style in neglected children. *Children and Youth Services Review*, 3(7), 1028–1034. <https://doi.org/10.1016/j.childyouth.2010.04.008>
- Purike, E. (2021). Political Communications of The Ministry of Education and Culture about “Merdeka Belajar, Kampus Merdeka (Independent Learning, Independent Campus)” Policy: Effective? *EduLine: Journal of Education and Learning Innovation*, 1(1), 1–8. <https://doi.org/10.35877/454RI.eduline361>
- Sallis, E. (2014). *Total quality management in education*. Routledge.
- Saudah, S. (2015). Lintas Sejarah Dan Ragam Penyelenggaraan Pendidikan Anak Usia Dini (Formal, Non Formal, Informal). *JEA (Jurnal Edukasi AUD)*, 1(1), 1–30.
- Surya, P. (2011). Profesionalisasi Pengawas Pendidikan dalam Konteks Otonomi Daerah. *Aspirasi: Jurnal Masalah-Masalah Sosial*, 2(2), 177–190. <https://doi.org/10.46807/aspirasi.v2i2.441>
- Vera, J., & Trujillo, A. (2013). Service quality dimensions and superior customer perceived value in retail banks: An empirical study on Mexican consumers. *Journal of Retailing and Consumer Services*, 2(6), 579–586. <https://doi.org/10.1016/j.jretconser.2013.06.005>
-

Wahyudi, M. A., & Lutfi, A. (2019). Analisis Reformasi Pendidikan dalam Mewujudkan Pemerataan Kualitas Pendidikan di Indonesia. *Jurnal Administrasi Publik: Public Administration Journal*, 9(2), 191–201. <https://doi.org/10.31289/jap.v9i2.2921>

Wang, C.-H., Chen, K.-Y., & Chen, S.-C. (2012). Total quality management, market orientation and hotel performance: The moderating effects of external environmental factors. *International Journal of Hospitality Management*, 3(2), 119–129. <https://doi.org/10.1016/j.ijhm.2011.03.013>

Widiyanto, N., Sandhyaduhita, P. I., Hidayanto, A. N., & Munajat, Q. (2016). Exploring information quality dimensions of government agency's information services through social media: A case of the Ministry of Education and Culture in Indonesia. *Electronic Government, an International Journal*, 12(3), 256–278.

Winarsih, S. (2017). Kebijakan dan implementasi manajemen pendidikan tinggi dalam meningkatkan mutu pendidikan. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 15(1), 51–66. [10.21154/cendekia.v15i2.1005](https://doi.org/10.21154/cendekia.v15i2.1005)



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).
