LIGHTHOUSE

Implementation of total quality management (TQM) in improving school services

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ABSTRACT

This study aims to describe and analyze the implementation of total quality management (TQM) in improving school services at SD Islam Jaya Adhdhuha. This research uses a qualitative approach with a case study method. Data was collected through observation, interviews, and studying documents and records related to research. This study shows that the application of TQM at SD Islam Jaya Adhdhuha can increase customer satisfaction as evidenced by the continuous increase in input at SD Islam Jaya Adhdhuha, continuous improvements are made by the school so that many achievements are produced and achieved by teachers or students. However, it was also found that one of the factors that hindered the implementation of TQM at SD Islam Jaya Adhdhuha was attended by several parties who did not carry out long-term commitments properly. These findings lead to recommendations that synergy is needed in implementing TQM, principals as leaders must provide motivation and include all levels of management, teachers and employees to be responsible and give confidence in determining the quality to be achieved so that they can uphold their commitment to improve school services.

Introduction

Education is one of the efforts that can be made to develop human personality and abilities towards a better life. For this reason, education takes place without any specific time and space limits throughout life. An educational institution is expected to participate in building the nation's intelligence by providing training and teaching to its students to produce quality output. Schools as organizations function to foster creative and innovative human resources (HR) in order to meet the demands of an ever-changing era. The world of education plays a key role in developing and improving quality human resources in order to participate in global competition. Every educational institution is required to be able to produce high-quality graduates in accordance with the needs of the times so that they have the competence to master, apply, and develop science and technology that continues to grow (Salamah, 2010).

The factors that cause the low quality of education in Indonesia are first, the organization of education is carried out using a bureaucratic-centralized pattern where education management depends on bureaucratic decisions (Fernando et al., 2022). Secondly, national education policy and implementation uses the education production function or input-output analysis method which only focuses on the availability of inputs and the achievement of outputs produced. Thirdly, the low level of community participation in the implementation of education.

One of the ways that can be done to overcome the problems of education quality above is by implementing Total Quality Management (TQM) in schools. TQM is a concept of continuous improvement of the quality of products and services to achieve maximum customer satisfaction through: focus on consumer needs, involvement of all employees at every level of the organization, and continuous improvement of the quality of products, services, people, processes and organizational environment. The implementation of TQM is expected to change the pattern of a centralized approach to be more flexible by giving authority to the school so that it can freely manage the educational process and make decisions related to the survival of the school. TQM also changes the perspective on quality that not only focuses on the inputs and outputs owned and produced by the school, but also on the educational process applied by the school in producing quality outputs (Salamah, 2010).

Furthermore, to improve the quality of education in Indonesia so as to realize the goals of national education is not easy, of course this is a shared responsibility between the government, education experts and the community. When the government gives the opportunity to the school authority to optimize all its potential, various ways are implemented, one of which is by implementing TQM (Total Quality Management) in education to achieve the quality of education that is aspired to. Total Quality Management (TQM) is a paradigm of continuous improvement that can

provide a set of tools to every educational institution in meeting the needs and expectations of its customers today and for the future (Edward Sallis, 2007).

SD Islam Jaya Adhdhuha is one of the primary education institutions that, according to the author's temporary observations, strives to continuously improve the quality of the school by indirectly trying to implement the elements of TQM. Although there are still shortcomings and obstacles, the institution continues to improve it. In the preliminary study, in the form of interview activities with the principal Mrs. Alfi Solistiowati and also the Vice Principal of Curriculum, that Jaya Adhdhuha Islamic Elementary School has implemented the elements of TQM, such as focusing on internal and external customer satisfaction, for example providing the best service to students and teachers, as well as to parents of students. With the services provided by the school to students, it has a positive impact on its students, many academic and non-academic achievements have been achieved by its students. SD Islam Jaya Adhdhuha also continuously makes improvements to its management system such as evaluating the performance of teachers and employees every six months.

Training is always given to teachers and staff every week as an effort to empower teachers and staff to improve their competence, such as training in the use of technology and English language learning. The results of research conducted by Senol & Dagli (2017) state that principals must be able to develop and improve the competence of teachers to face 21st century learning, especially fluent foreign languages and using technology in education. The obstacle is that teachers and employees do not fully have the unity of purpose to improve school quality, for example, there are still some teachers who show disapproval of the policies issued by the school to improve school quality.

Literature review

TQM or integrated quality management is defined as a dynamic management system that involves all members of the organization applying quality control concepts and techniques to achieve customer satisfaction and the satisfaction of those who do it. Integrated quality management is an extension and development of quality assurance, where in the nature of the concept of integrated quality the customer is king (Tismat & Mitrohardjono, 2018).

Another definition delivered by Sallis (2007), quality or quality can also be seen from the concept of *absolute* and *relative.* In the absolute concept, something (goods) is called quality if it meets the highest and perfect standards. This means that the item has nothing to exceed. In the relative concept, quality means meeting established specifications and *fit for their purpose.* Quality in the relative concept relates to the producer, so quality means according to the specifications set by the customer.

According to Sallis (2007), integrated *quality* management or *total quality management* (TQM) is functional management with an approach that focuses continuously on improving quality, so that its products are in accordance with the quality standards of the people served in the implementation and development of society. The concept begins with management as a process or series of activities to integrate the resources owned, which must be integrated with the stages of implementing management functions, so that work can be carried out as a quality production activity. Every work in integrated quality management must be carried out with the stages of planning, preparation, implementation with effective and efficient methods to produce products in the form of goods or services that are beneficial to the community (Baidi et al., 2020; Makruf et al., 2021; Usman & Murniati, 2019).

The previous studies that are relevant to the discussion of this research include the following: Kurnia mareta putri, Islamic religious education study program (PAI) faculty of tarbiyah state Islamic religious institute (iain) kediri 2021, in her research entitled: The results of this study indicate that 1) the use of tqm tools at m*tsn 5* kediri uses swot analysis tools so as to see strengths (vision and mission, human resources, sarpras, madrasah programs, management of teaching and learning management, and cooperation), weaknesses (lack of b. Indonesian and bk teachers, lack of classrooms, and lack of cooperation) Indonesia and bk teachers, lack of classrooms, the current madrasah program cannot be implemented, the character of students cannot be monitored directly), opportunities (the high participation of student guardians, the community and the government in shaping the character of discipline), and threats (the emergence of madrasah with promising programs, the negative influence of the students' environment, and the lack of awareness of students towards madrasah regulations. 2) the form of tqm implementation in shaping the disciplinary character of students by making continuous improvements to disciplinary character, setting quality standards for disciplinary character, creating madrasah culture, making changes to the madrasah organization and maintaining relationships with customers.

From the results of the above research we can know that the importance of TQM in improving the quality of education is very influential, with the existence of TQM all systems become more controlled and directed and can be known weaknesses in the quality of education in our school so that schools can evaluate themselves to be better every year.

Methods

This research approach is qualitative research. Qualitative research is research to understand the phenomena experienced by research subjects, for example, behavior, perceptions, motivations, actions, etc.

The type of research used is a *case study, which is* research conducted intensively, in detail and in depth on an organization, institution or certain symptoms (Arikunto, 2006: 142) Thus, the results of this study are expected to provide a complete and well-organized picture of certain components so as to provide valid final results.

This research was conducted at SD Islam Jaya Adhdhuha which is located in gentan, Baki, Sukoharjo. This research is a multidisciplinary research that involves participants with different educational and occupational backgrounds with their respective competencies and expertise. The aim is to obtain relevant data for research purposes.

To obtain primary and secondary data for research purposes, the data collection techniques used are documentation, observation, and interviews. Data analysis in qualitative research is carried out since before entering the field, during the field, and after completion in the field. However, in qualitative research, data analysis is more focused during the process in the field along with data collection. The flow of activities in analyzing qualitative data uses an interactive analysis model based on data reduction, data display, and data analysis (Miles et al., 2007). The flow of activities in analyzing qualitative data uses an interactive analysis model based on the following steps: data reduction, data display, and conclution drawing/verification.

Results

Based on the results of interviews, observations, and documentation studies conducted at SD Islam Jaya Adhdhuha, researchers found that the implementation of total quality management (TQM) at SD Islam Jaya Adhdhuha has been well implemented, seen from the elements of TQM that have been implemented at SD Islam Jaya Adhdhuha in improving school services.

Discussion

Quality Standards of School Services at SD Islam Jaya Adhdhuha

The determination of service quality standards at SD Islam Jaya Adhdhuha begins with the preparation of school organizational guidelines made by the foundation and school, then developed by the leadership into school organizational rules, then reduced to school rules and in its implementation made into SOPs. Apart from referring to the rules of school organization, the service quality standards at SD Islam Jaya Adhdhuha also refer to basic education services according to the National Education Standards, namely:

Quality Standard of School Services of SD Islam Jaya Adhdhuha

Graduate Competency Standards

The graduate competency standards at SD Islam Jaya Adhdhuha consist of several points, namely students can be declared graduates if the subject grades or knowledge in theory are at least in accordance with the KKM (Minimum Completeness Criteria), have completed 12 semesters, besides that the assessment carried out by the school on students is also based on memorizing the Qur'an and worship activities. Students must memorize at least one juz in the Qur'an, namely juz 30 to be declared a graduate.

Content Standards

SD Islam Jaya Adhdhuha conducts curriculum development, namely the addition of learning materials by the school in teaching and learning activities. The curriculum development is local content materials such as Arabic, Environmental Education, and English. Self-development materials, namely BK services, habituation, and extracurricular activities, while other additional materials are special materials, namely Arabic, BTQ, and Tahfidz.

SD Islam Jaya Adhdhuha has not implemented a full day school system, so that student learning hours are faster than public schools in general, learning hours that have been determined by the government are then added by the school, so that learning activities in one week for each class are as follows:

a. Class I - II: 48 hours per week

b. Class III: 52 hours per week

c. Class IV - V: 56 hours per week

d. Class IV: 58 hours per week

Process Standards

The working hours of teachers and employees at SD Islam Jaya Adhdhuha start from 06.00 to 13.00, starting with welcoming the arrival of students, accompanying students to do habituation before learning activities, implementing learning, assessing learning outcomes, planning learning every day, providing enrichment or additions to students, such as additional UN preparation, enrichment or additional preparation for competitions.

Making lesson plans is carried out jointly by teachers in school KKG activities which are held twice a week of course with reference to the syllabus. In addition to lesson plans, every once a week teachers also make learning scenarios and must be reported to the principal by their respective coordinators either via email or in person.

Educator and Education Personnel Standards

SD Islam Jaya Adhdhuha has 10 teachers consisting of 6 homeroom teachers, 1 principal, 1 operator, 1 sports teacher, 1 Tahfidz teacher. Based on Permen No. 16/2007, the academic qualifications for SD/MI teachers are a minimum of diploma four (D-IV) or bachelor's degree in SD/MI education. This is because SD Islam Jaya Adhdhuha recruits teachers not only from S1 graduates but also from pesantren graduates.

Facilities and Infrastructure Standards

SD Islam Jaya Adhdhuha has a land area of 700 square meters, consisting of 1 building consisting of 6 classes, 1 mosque, 1 principal's office, 1 teacher's room, 1 library room, 1 UKS room, and a school yard. To support learning in addition to the availability of complete books in the library, it also has a very complete learning media. the learning media is stored in a special room called the Learning Resource Center, in addition to being a storage area this room can also be used for learning because it is also equipped with multi media.

Management Standard

In school management, SD Islam Jaya Adhdhuha applies the principles of school-based management. One of them is transparency to foster and create mutual trust in the school. Management is also based on the vision, mission and goals of the school so that what has been planned can be achieved with a predetermined target. School planning is made by the principal in the RKJP (Long-Term Work Plan) or Renstra document, then the principal annually makes an annual plan outlined in the RKS (School Work Plan).

Assessment Standard

The assessment program is carried out by the teacher every day at the end of each lesson plus also assessing the attitude of students during the learning process, in addition to daily assessments the teacher also conducts assessments in the form of daily tests which are carried out at the end of each theme learning, mid-semester assessment (PTS), and end-of-semester assessment (PAS/UKK) and also the UN at the end of grade IV. The results of the assessment are used by the teacher as an evaluation to measure the level of student learning ability, if there are still students who score less than the KKM or in the process have learning difficulties, the teacher will hold enrichment or consult with the counseling team for students who have learning difficulties.

Supervision is held twice a year, namely in the first semester and second semester, in addition to scheduled supervision, the principal also conducts spontaneous supervision to find out the teacher's service to students during the teaching and learning process in the classroom. The results of supervision become one of the principal's assessments and evaluations for teachers to further improve services to students.

Jaya Adhdhuha Islamic Elementary School in the field of education, the customers of services are students, parents, and the community. Therefore, quality educational services are the provision of educational services in schools that can provide satisfaction to students in schools and communities or parents of students.

According to Sartika (2002) argues that "Quality can basically be in the form of capabilities, goods, and services, the quality of education can point to the quality of the process and the quality of the results (products). An education can be of quality in terms of process (which of course is strongly influenced by the quality of input) if the teaching and learning process takes place effectively, and students experience a meaningful learning process and also gain knowledge that is useful both for themselves and for others (functional knowledge) which is reasonably supported by resources (humans, funds, facilities and infrastructure).

The School Accreditation Policy Depdiknas (2004) states that what is meant by the quality of education services is: "...a guarantee that the process of organizing education in schools is in accordance with what should happen and in accordance with what is expected. In order for the quality of education to be in accordance with what should and what is expected to be used as a ceiling (benchmark).

Core Services

Basic services, namely teaching and learning activities in schools which are the main services to meet the needs of students, in the main service the principal is assisted by school personnel, including teachers, administrative staff, library staff, UKS personnel.

In providing the main service, namely in the form of teaching and learning activities at school, SD Islam Jaya Adhdhuha has tried to provide the best service to students. The needs of students get attention from all parties in the school, especially from teachers. To provide quality learning services, teachers at SD Islam Jaya Adhdhuha are always given training to continue to improve their abilities.

As well as the results of other studies that examine related learning services, namely the results of Suyono (2017) that the implementation of teachers in learning services, especially in tutoring, has illustrated that the implementation has been carried out well. This is because most of the grade v elementary school teachers in Gugus III Singingi Hilir District have received counseling guidance knowledge. In terms of material, teachers also provide services such as setting study schedules, helping to prepare for tests and reinforcing material in class.

The researchers found that SD Islam Jaya Adhdhuha carried out teacher empowerment, to improve the quality of teachers, in order to create an increase in the quality of service to students.

Empowerment is an effort to enhance the skills of teachers in developing their profession, so that teachers obtain teaching authority according to professional standards (Suhardan, 2014). Teachers' teaching abilities need to get guidance so that they have the ability to face the demands of the times. Empowered teachers have sensitivity to the needs of their students, and are able to find a way out of the teaching difficulties they face.

According to Rasyid (2009), the purpose of development or coaching, namely: 1. To increase work productivity 2. Improve work efficiency 3. Reduce damage 4. Reduce accidents 5. Improve service 6. Improve work morale 7. Improve careers 8. Improve conceptual understanding 9. Improve the quality of leadership 10. Can satisfy consumers.

As well as the results of research related to teacher empowerment, the results of Forefry (2017) explain that school quality improves when teachers have high academic skills, have several years of teaching experience, teach in their fields as they are trained, and engage in high-quality induction programs and professional development.

In addition to the main services in the form of teaching and learning activities provided to students, schools also provide extracurricular services to channel the diverse talents and interests of students. Extracurricular activities at SD Islam Jaya Adhdhuha are divided into two, namely, mandatory extracurricular activities whose management and funding are managed by the school, and optional extracurricular activities managed by related parties while still under the supervision of the school.

Extracurricular services are also in accordance with Regulation of the Minister of Education and Culture Number 81A of 2013 concerning curriculum implementation defining that extracurricular is an educational activity carried out by students outside standard curriculum learning hours as an extension of standard curriculum activities and carried out under the guidance of schools with the aim of developing the personality, talents, interests, and abilities of students who have broad or outside interests developed by the curriculum.

The results of other research related to extracurricular research results from Nuryanto (2017) which explain that the implementation of extracurricular activities at Al-Irsyad 01 Purwokerto Elementary School is very supportive in improving the quality of schools in the eyes of the community, extracurricular activities also train members or students in terms of leadership because they are required to be responsible for these extracurricular activities.

Strategies Implemented in Achieving Service Quality at SD Islam Jaya Adhdhuha

There are 4 stages of the strategic plan made by the principal to achieve the goal of achieving school quality, namely:

1. The first stage, preparation, is to formulate/plan what will be done in the future. In this first year, the principal as the leader, assisted by his management team, determines; (1) the vision, mission, and goals of the school, (2) conduct market research, (3) SWOT analysis, (4) the school's vision, mission, and goals, and (5) the school's objectives.

2. The second stage, preparing human resources with their respective skills, enforcing discipline in the form of reward or punishment, and also a culture of quality. Operations and business planning is carried out in the second year, preparing human resources to the maximum by conducting training, enforcing discipline so that the services provided can meet customer expectations.

3. In the third stage, the planned targets must be achieved. In this third year, the results of achieving the planned targets will be seen, whether they are in line with expectations or not. In this third year, it can be seen the benchmarks about the benefits of quality improvement.

4. The fourth stage is to evaluate all the processes and achievements that have been done and achieved. The last stage after the three stages have been carried out is monitoring and evaluation, evaluating all the processes and achievements that have been made, so that it becomes material to always correct the shortcomings and mistakes made.

According to Sallis (2002) there are several planning sequences that can be adopted by educational institutions that can lead educational institutions to achieve their vision and mission, as shown in Figure 1 below:

Figure 1. Planning sequence (Source: Sallis, 2002)

Vision, Mission, Objectives

A vision statement signals the ultimate purpose of an institution and what it is for. The vision should be brief, directly indicating the ultimate goal of the institution. Meanwhile, the mission statement is closely related to the vision and provides clear direction both for the present and for the future. Once the vision and mission statements are established they must be translated into achievable goals (Edward Sallis, 2007).

Market Analysis

Good market research is an important element in implementing TQM. This research is the main way to listen to customers and potential customers. SD Islam Jaya Adhdhuha conducts market research, namely to parents by filling out a questionnaire which is conducted every two years, in addition to questionnaires, parents can also submit

suggestions or criticisms to the school, so that the school can continue to improve its services, so that the school knows what the wishes and expectations of the customers are.

SWOT Analysis and Critical Success Factors

SWOT analysis has become a commonly used tool in educational strategic planning, but it remains an effective tool in locating the potential of the institution. SD Islam Jaya Adhdhuha makes a SWOT analysis contained in the School Strategy Plan (Renstra Sekolah) or RKS (School Work Plan), according to Sallis (2002) SWOT activities can be strengthened by ensuring that the analysis focuses on customer needs and the competitive context in which the institution operates.

Operations and Business Planning

Operations and business plans are detailed short-term plans, usually one year, to achieve certain aspects and long-term institutional strategies (E Sallis, 2002). School principals have short-term and medium-term school plans that are contained in the RAPBS (Draft School Revenue and Expenditure Budget) and the School RKJM (School Medium-Term Work Plan). The RAPBS is made once a year at the beginning of the school year, while the RKJM is made every two years.

Quality Policy and Planning

An institution must have a clear policy statement on quality. Currently, the reference for quality standards at SD Islam Jaya Adhdhuha is the Minimum Service Standards (SPM) for Education and the National Education Standards (SNP), which have 8 standards, namely content, process, graduate competencies, educators and education personnel, infrastructure, management, financing, and assessment standards, besides referring to SNP, SD Islam Jaya Adhdhuha has also used ISO standards. The school also develops the standards set by the government, by setting its own quality standards.

Quality Cost

Education financing at SD Islam Jaya Adhdhuha, refers to the RAPBS which is made annually, the financing plan contained in the RAPBS is teacher salaries, school operational costs, teacher training costs, provision of infrastructure, school activity costs. TQM should be approached from a perspective that will provide measurable benefits to the institution. According to Fattah (2006), education financing contributes significantly to improving the quality of primary school education. The components that are significantly correlated with the teaching and learning process are (1) Indonesian salary and welfare, (2) teacher development costs, (3) procurement of learning materials, (4) student development, and (5) school management costs.

Monitoring and Evaluation

The evaluation carried out by the principal of SD Islam Jaya Adhdhuha on the performance of teachers and employees. Namely carried out in the activities of Morning Spiritual Gatering (MSG), Weekly Routine Studies (Karumi), academic and administrative supervision. A quality system always requires a series of feedback. A feedback mechanism must be present in the quality system. It is intended that the final results of a service can be analyzed according to plan. Monitoring and evaluation are key elements in strategic achievement (Edward Sallis, 2007).

Supporting and inhibiting factors for the implementation of total quality management at Jaya Adhdhuha Islamic Elementary School

Researchers found supporting and inhibiting factors for the implementation of TQM at SD Islam Jaya Adhdhuha.

Supporting Factors for the implementation of Total Quality Management SD Islam Jaya Adhdhuha

There are 3 elements that support the implementation of TQM at SD Islam Jaya Adhdhuha, namely:

1. The support of the Head of the Foundation for policies related to improving the quality of school services, the support and commitment of the principal as a leader to continue to make improvements at SD Islam Jaya Adhdhuha.

2. Human resources that can be fostered, given training or other empowerment, to improve the quality of school services at SD Islam Jaya Adhdhuha.

3. Community participation, namely parents who support school programs, in addition to support parents also always establish communication with schools directly to submit proposals in order to improve school quality services.

Factors inhibiting the implementation of total quality management at SD Islam Jaya Adhdhuha.

The inhibiting factors of TQM implementation at SD Islam Jaya Adhdhuha are :

1. Commitment, some parties do not have a long-term commitment in supporting school programs and also to make changes in school culture towards a better direction.

2. The influence of the external environment and the negative influence of technology can affect the performance of employees and also the teaching and learning activities of students in schools.

According to Fattah (2006) the main keys to the success or failure of TQM implementation are as follows:

1. Management commitment. According to Dobbind, commitment includes three things, namely time, *enthusiasm*, and the availability of *resources* in the organization. In addition, management commitment can also be in the form of serious support and leadership that fosters motivation.

2. An organizational structure that does not meet the needs of TQM. TQM requires a structure that clearly defines responsibilities and priorities for each team member.

3. Inadequate leadership. According to Corrigan, management commitment leads to how to play personnel and their responsibilities. Meanwhile, ownership refers to how executives understand and accept that organizational culture change must start from habits *(behavior)* at the management level.

4. Human resources (HR). Inadequate quality of available human resources to achieve a certain level of quality. This may be due to a poor recruitment process or management only concerned with low employee costs.

5. Human reluctance to accept change *(employee resistance)* to the establishment even if it offers something better.

6. Management's inattention to the social impact of changes in the work environment. Management must still consider the impact of social changes that may occur. This relates to the emotional aspect of humans. Management should not forget this because humans are equipped with emotions from birth.

7. Management ignores the cost aspect, so the cost of TQM exceeds the results that can be achieved.

8. *Problem solving techniques.* Employees are not given the opportunity to solve their own problems. As if problem solving is the responsibility of the supervisor.

Implementation of Total Quality Management can Improve Service Quality at SD Islam Jaya Adhdhuha

TQM is a management system that is oriented towards improving and enhancing the quality of service from the provider of goods or services to the user (consumer). The main objective of TQM is to improve quality in total. Before implementing TQM to improve the quality of education services in a sustainable and integrated manner, SD Islam Jaya Adhdhuha took three stages as follows:

a) The preparation stage, the main and first activity that must be done before TQM is developed and implemented in an organization. Some of the steps taken by the school are:

1. Establish a *Total Quality Steering Committee,* namely the wakasek who are members of the school quality management team.

2. Forming a team, the team consists of a teacher coordinator for each level and all teachers are members, employees are also formed a team, namely the head of the TU and its members.

3. Conducting TQM training, this is carried out by SD Islam Jaya Adhdhuha routinely every month, namely on Friday of the third week with TQM experts directly as the resource person, all teachers and employees participate in these activities.

4. The preparation of the school vision is made by the management team, which consists of the Foundation, the school management team and the contribution of teachers and parents, the vision of SD Islam Jaya Adhdhuha is a guideline for planning the future of the school.

5. The team develops missions and goals based on the vision that has been made so as not to get out of line. The team is tasked with formulating the model or system to be developed for TQM implementation.

6. Communicating to teachers, administrators, employees, foundations, and parents regarding changes in the school. If to teachers and employees it is done at KARUMI or raker activities, to parents it can be conveyed during parenting activities.

7. The quality team should be able to analyze the organization's supporting and inhibiting factors in implementing TQM in schools.

8. The principal, with the help of the SC, should be able to identify the attitudes of employees who may resist the implementation of TQM in the school, this becomes the principal's performance assessment of teachers and employees.

9. The school measures customer satisfaction by means of a questionnaire which is conducted once a year, in addition to questionnaires, satisfaction measurements are also carried out when meeting with parents in parenting activities or in POM meetings.

b) The planning stage, the second stage after the series in the first stage, namely preparation, has been carried out, then the planning stage. Some of the steps taken at this stage are:

1. Planning an implementation approach using the PDCA *(Plan-Do-Check-Act)* cycle, for example in learning activities what are the obstacles so that they can be improved.

2. Select an initial program of activities that is suitable for the school conditions by involving all personnel in the school.

3. Forming the team composition, the team composition consists of class teachers and subject teachers.

4. Team training, before carrying out their duties the team must be trained first to carry out the activity program that they will carry out. This training is held every Friday on the third week at SD Islam Jaya Adhdhuha with TQM expert speakers.

c) The third and final stage is the implementation stage, which has the following steps;

1. Provide guidance to each team as has been done by the principal with MSG activities and trainings for all teachers and school employees.

2. The team provided feedback to the *Steering Committee* on the data obtained regarding customer satisfaction, the results of the questionnaire distributed to parents became data to be reported and followed up by the SC.

3. There is communication between the SC and the team under him to know and monitor the attitude and satisfaction of his team.

4. Make necessary changes according to the feedback obtained from the above steps.

The implementation of TQM in improving the quality of school services at SD Islam Jaya Adhdhuha is in accordance with the elements of TQM, although there are still some that are not fully in accordance with the elements of TQM Education.

Customer-focused

Customers are all people who demand that we meet a certain standard of quality according to their wishes. Judging from the type of customer, the school is successful if;

a. Learners are satisfied with school services, such as teacher services to learners in the teaching and learning process, satisfied with complete facilities to support teaching and learning activities. In short, students enjoy the school situation. Based on interviews with students at SD Islam Jaya Adhdhuha, they expressed their satisfaction with the services provided by the school such as learning activities, fun teaching, principals, teachers, and employees who are friendly to students, the facilities provided at school are very complete to support learning activities.

b. In addition to the satisfaction felt by students as the main customer, parents also feel satisfaction with the services provided by the school. The results of interviews with parents, explaining about their satisfaction with the services provided by the school, namely the development of students in their academic and non-academic fields, programs carried out at school for students as a form of school service. Another satisfaction is shown by the parents of students who always send their children to SD Islam Jaya Adhdhuha.

Obsession with Quality

In institutions that implement TQM, the final determinants of quality are internal and external customers. With this quality, an institution must have an obsession to meet the desires and expectations of its customers, and must even exceed the expectations of its customers. Therefore, the entire team in the institution must try to carry out each job well. At SD Islam Jaya Adhdhuha, both students and teachers have the same desire to improve the quality of education even better, and always try to achieve achievements both in the academic and non-academic fields. By jointly improving the existing quality, the school will also fulfill and exceed the existing quality. For approximately four years, there have been 50 achievements made by students and teachers in both academic and non-academic fields at SD Islam Jaya Adhdhuha.

Long-term Commitment

It is well recognized that the successful implementation of TQM is guaranteed by the response to quality by each individual in an organization. Each individual must have responsibility and motivation in the process of improving the service as set by the organization and to meet the customer's wishes. In addition to high motivation, providing a sense of trust and involving each individual in the organization to be responsible for school quality is very important.

Based on interviews with the principal and curriculum supervisor, there are several parties at SD Islam Jaya Adhdhduha who cannot make long-term commitments to support programs or rules made by the school. In the end,

there were several employees whose employment contracts were terminated because they were deemed unsuitable to work at SD Islam Jaya Adhdhduha and would be an obstacle in improving the quality of school services. Of course, the termination of the employment contract after going through several stages and opportunities to change his attitude.

According to Mukherjee (2019) so that every individual in the organization can make a long-term commitment, what the leadership must do is:

a. Provide high trust where employees are encouraged to develop healthy relationships with internal customers, namely with peers.

b. Organizing training and motivational programs for all employees

c. Emphasizing synergy within an organization's work team

d. Empowering employees to be creative and innovative in their work.

e. solve problems related to quality

f. Transparency and communication between leaders and employees

Team Work

In organizations that implement tqm, teamwork, partnerships, and relationships must be lived and fostered, both between employees, government agencies, and the surrounding community. The school environment has multiple elements which to get good quality requires the cooperation of the elements involved. The elements in question are the principal, teachers, students, tu staff, foundation, parents/community, and government. If they support each other, the school can improve its quality.

The results of interviews with teachers and principals revealed that, at SD Islam Jaya Adhdhuha there is good cooperation from all parties in order to advance the school, good attention and support from the foundation, which always monitors the development of the school, teachers and employees work well and enthusiastically, and the principal who has a good leadership spirit and is a role model for all teachers and employees.

Continuous System Improvement

The results of the interview with the principal explained how the school made improvements to improve the quality of services in the school, both internal and external customers. Such as updates in the teacher and employee payroll system, reward and punishment. Improvements continue to be made continuously so that the quality produced can increase.

Improvement at SD Islam Jaya Adhdhuha is carried out continuously by the principal and the team. The pdca *(plan - do - check - act)* cycle is used by the principal and team. It begins with planning what goals and processes are needed to achieve these predetermined goals. The next step is to plan the predetermined process and monitor its implementation. The next stage is to evaluate the goals and processes and report what the results are, rechecking what has been done whether it is in accordance or not with existing standards. The last stage is to conduct a total evaluation of the results of the goals and processes to follow up with improvements. An example of PDCA implementation carried out at SD Islam Jaya Adhdhuha in teaching and learning activities is as follows:

a. In the *planning* stage of student learning activities, the first step is to systematically define the problems surrounding learning activities. In determining the sequence of problems, the principal should include staff and teachers to discuss them. It is advisable for the principal to form a working group or special improvement team to participate in the development of the improvement plan. In identifying problems around teaching and learning activities, the school should be able to limit the problems. After identifying the focus of the problem, the team will easily determine the cause of the problem.

The next step is for the improvement team to systematically determine the causes of the problems in teaching and learning activities based on the most important problems first, down to the minor problems. The final stage of this planning is for the improvement team/school to formulate the corrective measures or problem-solving efforts to be taken, along with the aims and objectives of the countermeasures.

SD Islam Jaya Adhdhuha routinely holds kkg (teacher working group) activities in this activity the teachers talk about the difficulties they face, the problems that occur when this kbm is routinely carried out the principal appoints the curriculum wakasek to always control the kkg activities, when it is found that the problem is learning difficulties then the teacher collaborates with the clinic to find out what causes the child to have learning difficulties, For example, it turns out that what causes children's difficulties in learning is the teacher's method that is not suitable for a particular class, or it turns out that the child is a child with special needs (ABK), then find a method that is suitable for teaching in that class.

b. The implementation stage *(do)* is the stage of implementing plans to overcome existing problems. At this stage, the existing plan is implemented in accordance with what has been determined. At this stage, the improvement team should continue to monitor the implementation process and the results. If during the process of implementing the plan, there is a sudden event with circumstances that were not predicted before, then the school must be able to make adjustments according to these conditions.

Once the problem is known and a solution is found, then the solution is implemented, the method deemed appropriate for teaching in that class is used or enrichment for children with disabilities with the assistance of a psychologist is implemented.

c. Next, the evaluation stage *(check),* at this stage the teaching-learning activity quality improvement team must monitor all parts of the activities of the plan implementation process that has been implemented. Evaluation is carried out to find out whether the goals that have been set are successful according to plan or there are deviations.

After the method that is deemed suitable for teaching the class is implemented, it must still be monitored and evaluated by the kkg coordinator, ask the teacher again whether the solution to the learning method is successful in making children easy to grasp the lesson, or even the child still has learning difficulties, if it fails, it means that it is evaluated again what causes the solution again.

This stage is the final stage of the PDCA cycle, namely follow-up (act). The school's teaching-learning activity quality improvement team must determine the proposed further standards based on the results obtained, then the quality improvement team determines the next improvement steps for unresolved problems.

By implementing PDCA in an organization will provide solutions to the service system to be provided or in other words can provide excellent service to customers or education providers that have high quality. Given the target of TQM is to provide satisfactory service to customers through the implementation of quality education then the issue of quality or quality is a decisive center point.

Education and training

The principal as a leader at SD Islam Jaya Adhdhuha is very aware of the importance of training and education to improve the skills of teachers and employees, therefore the principal facilitates teachers by holding workshops, training, or training that has been programmed. The hope is that with teachers having more knowledge and skills, they can provide quality services to students as the main customers of the school. Improving the professionalism of employees is done with various education and training, namely:

TQA (Teacher Quality Asessment)

TQA is carried out to assess the quality of teacher performance with supervision, as a self-evaluation material to see the strengths and weaknesses of teachers in carrying out their main duties, so that teachers can know what to do in order to improve their competence in an effort to improve the quality of education services and schools can develop programs to improve teacher competence. Supervision at SD Islam Jaya Adhdhuha is carried out every semester by the principal.

Training of Trainers

Improving teacher competence is carried out through several strategies in the form of education and training (diklat), such as KKG/MGMP, internal coaching by schools, school partnerships, namely training through school partnerships in collaboration with government or private institutions in certain expertise. There are also activities other than education and training, such as discussions of educational issues, seminars, and book-making.

Mentoring (implementation of training results)

After teachers conduct training to improve their skills, they must be able to implement the results of the training in teaching and learning activities and outside of learning activities while still being accompanied by the principal or supervisor. Teacher mentoring is needed to see the extent to which teachers succeed in practicing or implementing the results of their training.

Reflection

Reflection means moving backwards to reflect on what has already happened and been done. This backward movement must be done so that we get new strength to move forward. make corrections and with the provision of corrections can design new and better actions in the future.

The results of research by Kamaruddin, Djailani, and Murniati related to teacher empowerment (2014) revealed that teacher empowerment applied to Sabang City's superior schools is quite effective so that in a short time the superior schools of Sabang city already have professional teachers, teacher empowerment is carried out with several systems, namely: 1) Empowering teachers by giving assignments according to their fields of expertise and formulating job descriptions for each teacher; 2) providing education and training by sending teachers to attend further education according to their fields; 3) Organizing routine training during holidays; 4) conducting intensive coaching through supervision of school principals and school supervisors.

Conclusion

The implementation of TQM in improving school services at SD Islam Jaya Adhdhuha is generally well implemented. SD Islam Jaya Adhdhuha continues to make every effort to improve quality and work based on quality. This is evident from the elements of educational TQM that have been implemented in the school. SD Islam Jaya Adhdhuha makes continuous improvements by innovating and developing learning programs every year. Continue to strive to provide and improve the best quality of service, so that it exceeds the expectations and desires of customers.

In improving school services, SD Islam Jaya Adhdhuha has standards designed by the school to develop educational standards in accordance with government regulations. This standard is made in order to provide satisfaction to customers, especially the main customers, namely students. Improving the quality of school services is done by schools having a school development plan that contains the vision, mission, goals, and strategic programs of the school, a clear division of labor, students who are well served starting from the general learning process and learning that is shaping the character of students according to Islamic teachings such as habituation of dhuha prayers and reading Qur'anic verses or memorization before learning begins, congregational dhuhr prayers and extracurricular activities. The improvement of school services is supported by the learning environment and infrastructure at SD Islam Jaya Adhdhuha which is very conducive, the existence of various facilities that support the teaching and learning activities of students, good teacher and employee services for students, and better changes in improving school culture.

The principal has a strategy in carrying out his duties, namely to improve school services at SD Islam Jaya Adhdhuha. The strategy, which is divided into four stages, is carried out so that the standards that have been designed can be implemented properly by the principal, teachers and also employees with the aim of providing satisfaction and meeting and even providing more than customer expectations.

The school also maintains relationships with customers as seen from regular communication with the organization itself and outside parties. In addition, the principal as a leader cooperates with internal and external customers to the fullest, continuously improving services to students with new innovations.

Factors that support the implementation of TQM in improving school services at SD Islam Jaya Adhdhuha are the support of the chairman of the Syamsu dhuhanaa Foundation, aspirational and creative leadership, and support from internal and external customers which is quite high. While the inhibiting factors for the implementation of TQM at SD Islam Jaya Adhdhuha are some parties who are not committed to implementing the rules, supporting school programs and not willing to change towards a better culture.

The quality management system, when analyzed with the analysis of opportunities and threats, this school has many opportunities to exist to maintain and improve the quality management system. The threat that occurs is if there is a division among teachers to oppose each other's policies. However, this can be anticipated and handled with an open attitude and deliberation among managers so that a harmonious relationship is established.

Acknowledgements

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