

# Realizing Total Quality Management through Strategic Management Implementation in School

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DOI: <http://doi.org/10.33650/al-tanzim.v7i4.6787>

Received: 31 August 2023; Received in Revised Form 16 September 2023, Accepted: 22 October 2023, Available online: 06 November 2023

## Abstract:

This research aims to analyze the implementation of strategic management to create quality Early Childhood Education (PAUD) institutions in realizing a good learning process and school culture. This research uses a qualitative approach with a case study type. Data collection techniques are carried out through interviews, observation, and documentation. The research results show that strategic management is critical to implement at the Al-Fatah PAUD institution so that it impacts improving the quality of education at the Al-Fatah PAUD institution. Strategies to improve the quality of education at Al-Fatah PAUD institutions can be carried out through 1) curriculum development, 2) human resource development, 3) adequate infrastructure, 4) improved student achievement, and 4) creating branding for the Al-Fatah PAUD institution. The implications of this research emphasize the need to increase synergy between maintenance and quality functions in organizations to meet the challenges of a highly competitive environment. This study highlights that significant achievements in performance can be achieved through synergistic and strategic implementation of TQM-TPM over a long period.

**Keywords:** *Strategic Management, Early Childhood Education, Quality of Education*

## Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang implementasi manajemen strategik untuk menciptakan lembaga Pendidikan Anak Usia Dini (PAUD) yang berkualitas dalam mewujudkan proses pembelajaran dan budaya sekolah yang baik. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan data dilakukan melalui wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa manajemen strategik sangat penting diterapkan di lembaga PAUD Al-Fatah sehingga berdampak pada peningkatan mutu pendidikan di lembaga PAUD Al-Fatah. Strategi untuk meningkatkan mutu pendidikan di lembaga PAUD Al-Fatah dapat dilakukan melalui 1) pengembangan kurikulum; 2) pengembangan sumber daya manusia; 3) sarana prasarana yang memadai; 4) meningkatkan prestasi siswa; dan 4) menciptakan branding lembaga PAUD Al-Fatah. Implikasi dalam penelitian ini menekankan pada perlunya meningkatkan sinergi antara fungsi pemeliharaan dan kualitas dalam organisasi untuk memenuhi tantangan lingkungan yang sangat kompetitif. Studi ini menyoroti bahwa pencapaian signifikan dalam kinerja dapat dicapai melalui penerapan TQM-TPM yang sinergis dan strategis dalam jangka waktu yang cukup lama.

**Kata Kunci:** *Manajemen Strategis, Pendidikan Anak Usia Dini, Mutu Pendidikan*

## Please cite this article in APA style as:

Syarifudin, A. (2023). Realizing Total Quality Management through Strategic Management Implementation in School. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(4), 1177-1190.

## INTRODUCTION

Early Childhood Education (ECE) institutions currently need to be a particular concern of the government and society to improve their quality, especially in terms of the quality of learning, services, and evaluation (Babuta & Rahmat, 2019; Qodriah et al., 2019). Naturally, a human's first education is from the moment he or she is born into the world. Early human education is said to be the stage of ECE. Many experts say that early childhood is when humans enter the golden age stage, which means that at that age, humans experience the golden phase in the context of learning (Anggraena et al., 2022; Mahmud et al., 2021). The fact that there are currently many ECE institutions established also makes parents have to choose a good quality school, given the role of ECE, which is considered very important as the initial foundation and roots of further education. To face this competition, institutions must be able to see and recognize the strengths and weaknesses of their respective institutions (Fikriyah et al., 2021).

Several publications on the strategic management and Total Quality Management (TQM) of the institution have shown an indisputable consensus on the relevance of leadership and the commitment of management to the success of these systems (Fuertes et al., 2020). Top management plays a vital role in the institution of ECE in achieving an orientation to quality, creating values, and establishing objectives and systems to satisfy customers' expectations and improve organizational performance (Ketchen et al., 2020). The strategic literature suggests that quality managers' functional experience can lead them to perceive specific strategic priorities for the firm from a different perspective than that shown by the general management. The general manager is expected to identify with several functional areas and to be less susceptible to functionally grounded biases and stereotypes.

Environmental factors, both from outside and from within the institution itself, need to be observed, reviewed, and appropriately anticipated in decision-making (Kurniawan et al., 2023). Observations and reviews carried out both from outside and inside the institution can provide the possibility for managers to see the many opportunities available at the institution to be able to compile and implement various educational designs for maximum results (Novitasari & Fauziddin, 2022). This comprehensive design can be done through actions usually known as strategic management.

Currently, many research results focus on ECE. Various patterns and methods have been carried out, but of course, they have not yet found a point where humans can comprehensively get perfect learning (Syabibi et al., 2021; Karim et al., 2022). Of course, perfection will not be found, along with the *sunatullah* that humans and the universe are constantly changing. In the approach of management science, a progressive and contextual way is needed so that all educational efforts can be appropriate at the time when education occurs.

Strategic management is a pattern of renewal or *tajdid* to harmonize all forms of patterns that have been made to always be in line with the needs of the times (Hunger & Wheelen, 2003; Maria & Hadiyanto, 2021; Sastrawan, 2019). A good and ideal pattern will become less ideal as the times and people change. Strategic management uses evaluation tools to change and harmonize everything

to produce good quality. Quality, in a nutshell, can easily be referred to as something that meets the needs, meaning something that is in line with the needs at that time (Nasution, 2022; Ristianah & Ma'sum, 2022; Sarmono et al., 2020; Tardian, 2019). The measure of good and quality of educational outcomes is not a standard thing and applies throughout the ages and nature, but is determined by how and where the needs of the time are. That is the foundation that should be applied in institutionalized education (David & David, 2017; Deming, 1982; Karim et al., 2022).

The grand theory or basic theory of this research uses Parker Follet's version of management theory (Sagala, 2011). This figure explains management as 'the art of getting things done through people, namely understanding management as a process of achieving goals through the efficient and maximum utilization of human and material resources. To facilitate the analysis process, the author also uses George R. Terry's (1986) version of management principles, namely Planning, Organising, Actuating, and Controlling. As a middle theory, the author uses quality rules to measure the achievement of educational goals in ECE institutions. The theory used is Nasution's version of TQM (Hasnadi, 2021; Mawardi, 2020).

The present study has outlined the significance of quality and maintenance functions as vital factors for achieving sustainability in strategic management to improve learning quality in childhood education institutions. The study provides a careful and systematic evaluation of maintenance-oriented attributes of manufacturing organizations. Moreover, Curriculum development in ECE is significant and functions to determine where the school wants to go as well as to sharpen the school's educational goals. As well as a reference source in teaching and learning activities at all levels of education. Therefore, in the present study, there is a combination of the strategic management between the TQM and Total Product Management (TPM).

This research was conducted at an ECE institution in Cirebon Regency. In practice and implementation, this institution has implemented strategic management to manage an educational institution at the ECE level. However, in practice, the implementation of this strategic management has experienced various obstacles, especially in the implementation of educational evaluation and evaluation systems that still need to be comprehensive. Evaluation that needs to be running thoroughly is in the aspect of learning and institutional evaluation every semester and school year. Implementing evaluation is the most essential part of improving a positive learning climate. This study aims to analyze (1) the implementation of ECD strategic management and (2) the implementation of TQM at ECE Al-Fatah Sumber Cirebon.

## RESEARCH METHODS

This research was the qualitative approach in the form of a case study. We determined the case study because we will explore several cases concerning (1) the Implementation of ECD Strategic Management, (2) the implementation of TQM at ECE Al-Fatah Sumber Cirebon, and (3) the Principles of TQM. In conducting this research, case studies were chosen to explore actual and factual cases related to strategic management (Sugiyono, 2015). Therefore, this study will

explore more experience related to the implementation of strategic management in realizing quality and quality ECE institutions. This research was conducted at ECE Al-Fatah Sumber District, Cirebon Regency.

This research was conducted at the ECE Institution Al-Fatah in Sumber District, Cirebon Regency, by analyzing how management is implemented as a factual strategy in developing the quality of early childhood. In this research, we selected the participants of 5 teachers and 30 students. The data sources in this study consisted of two data sources, namely primary data sources and secondary data sources (Creswell, 2011). The primary data source is the principal and school program, and the secondary data sources are teachers, students, and documentation. The total number of data sources, both primary and secondary, is 35 people.

The data in this study used interview, observation, and documentation instruments (Sugiyono, 2020). Researchers use interview guidelines to obtain data from principals, teachers, and students, observation guidelines to obtain data from curriculum, teaching and learning, and institutional programs, and documentation to obtain data from any activities and programs as references in data collection. This research uses interviews, observation, and documentation methods. Interviews in the form of sheets about strategic management and planning were given to ECE principals. The results of the interviews were used as the basis for conducting observations of the implementation and interviews with secondary sources (Creswell, 2015).

Information collected from interviews, observations, and documentation was then analyzed (Creswell, 2015). Data analysis was carried out on the results of interviews through at least three stages, namely reduction, display, and verification. To validate the data we conducted in the first stage is reduced data from the field research at PAUD Al-fatah Sumber, so we selected several data by the research purpose to be analyzed; in the second stage, we display the data from the field research with coding data by research purpose and research question, and the third stage is we conducted the data verification these data with several resources in this research such as journal, book, etc. Moreover, the data collected through the questionnaire has been critically analyzed to evaluate the performance of strategic management of the institution. The analysis results were then validated using source data validation and confirmation before the data was presented (Sugiyono, 2020).

## **RESULTS AND DISCUSSIONS**

Based on the results of a study in ECE after we conducted the observation, interview, and documentation by the research purpose in ECE Al-Fatah. We highlighted that strategic management originated from strategic leadership, which involves setting the direction of the school, identifying challenges and areas of need, establishing goals and a plan to achieve them, and bringing the school community along. In this study, we will display several findings below:

## Implementation of ECD Strategic Management

Based on the results of a study in PAUD Al-Fatah Sumber after conducting interviews, observation, and documentation, we will display the findings of the field study as follows:

Based on the data, observation, and interviews, management at ECE Sumber is going well; if the management of our institution is transparent, there are four starting from the management of education, facilities, infrastructure, finance, and students. Here, we do, for example, the management of the 4 four, and then we control, for example, facilities and infrastructure, starting in terms of materials, procurement, and maintenance. We check what we need this year, for example, what playing facilities, then if we need it, we record it, and we do procurement. After procurement, we do maintenance. Then others also need, for example, the finance department, we also control finances and evaluate how much money comes in and for what, then who holds it and for what activities, well all of that we evaluate, educators are also like that, there is control, there is supervision."

From the results of the explanation above, the management of institutions in ECE Sumber includes four essential components of management, namely educators, students, infrastructure, and financial facilities; one example of management described by informants that the management of every facility and infrastructure in ECE Sumber is controlled from procurement to maintenance. Every educator and existing activities, both in terms of management and activities, are evaluated, controlled, and appropriately supervised.

The following is the explanation of informant II with Mrs. "NK" as a teacher at ECE Al-Fatah Sumber: It is good, but it is lacking because it still lacks a few facilities and infrastructure. for activities, we depend on the environmental conditions here; what is available, we use that one; if it does not exist, then we change it from the central program, we change it a little according to the environmental conditions. In my opinion, the management is good, but the budget is still lacking because we pay for the salaries; for example, we take it from the tuition fee, so some children are free while we take it from the tuition fee for payment, then for teaching aids and all kinds of things we take it from that money too, indeed there are school operational costs from the center as well. However, some of them take it from that money too."

Based on the documentation, a study in the school program showed that ECE Al-Fatah Sumber has achieved accreditation for seven years. Management in ECE Sumber has also been running well, and it includes educators, students, management of facilities and infrastructure, and finance. According to Mrs "NK," all existing management processes have been attempted as well as possible; one example is that each financial section has known its duties.

From the results of the explanation above, the researcher concludes that the management of ECE Sumber School management has been running quite well and optimally because it has included several components, namely educators, students, facilities and infrastructure, and finance. Asmani, in his book, explains that an educational institution to run effectively and efficiently requires structuring, organizing, managing, and similar activities. These steps must be conceptualized systematically. In this case, good institutional management

focuses on four components, including management of teaching staff, management of students, facilities and infrastructure, and finance. From here, the researcher concludes that there is a connection between the results of the interview and the theory described earlier.

Judging in terms of facilities and infrastructure as well as the management of students in ECE Sumber has been running well. There are only a few obstacles in the management of educators, namely the lack of discipline of teachers who are sometimes less punctual when entering class hours, so here for the management of ECE educators, Source needs to be emphasized again, if the teacher's discipline during class hours is not followed up it will affect the system in the institution. The other result of a study conducted by Maman in his book explains that one of the aspects contained in the education system is teaching and education personnel; in the education process, they play an essential role, especially in efforts to shape the character of the nation through personality development and values to be achieved. From here, the importance of education personnel management is expected to improve and provide a more advanced quality of the education system.

Different from other studies, the results of interviews, observations, and documentation show that supervision in ECE Sumber is done by asking and communicating directly to the teacher if there are problems in carrying out learning activities; besides supervision is an activity that must be done because supervision of the school can measure whether existing activities have been carried out properly and we can assess whether the activities that run by previous planning. This is done so that if an error occurs, either small or large, it can be addressed and handled as soon as possible so as not to cause new problems. Supervision in ECE Sumber is done by supervising existing activities and monitoring daily activities, asking about problems, and providing solutions so that they can be resolved directly.

From the data above, quality improvement in ECE institutions, managerially, can be referred to as a way or technique of improving the quality of education that is based and rests on the educational institution itself. This is done through applying various techniques and the availability of data on educational institutions, including the empowerment of all components in ECE institutions to provide optimal services to students and the community (Siemionek & Siemionek-Ruskań, 2018).

Formally, strategic management has become a trend in various levels of educational institutions (Lim et al., 2022; Erlena, 2022; Malaikosa, 2021; Noprika et al., 2020). Through the application of strategic management, it is hoped that ECE institutions will be more competitive and superior (Fauzi, 2018; Alawag et al., 2023; Albloushi et al., 2023), not only in the aspect of achieving educational goals but also in the process of implementing learner management, especially the learning process (Aziz et al., 2021; Mukarromah et al., 2021; Risnawan, 2019; Widyanto, 2020). Strategic management is interpreted as formulating and implementing a series of activity plans related to vital aspects of the management of educational institutions on an ongoing basis (Baran & Korkusuz Polat, 2022). This can be started by identifying various strengths, weaknesses, opportunities,

and challenges educational institutions possess (Dewi, 2020; Hidayati & Aslam, 2021). The implementation of strategic management to improve the quality of education in ECE institutions needs to be done by involving various parties at every stage (Budayan & Okudan, 2022; Riaz et al., 2023; Julaeha et al., 2021). This includes formulating policies related to the development of the ECE institution itself (Kholili & Fajaruddin, 2020; Susanah et al., 2021).

Based on the results of the research study, efforts to improve the quality of education in Indonesia, including the management of ECE, rely on the third strategy (Ardiana, 2022; Byrne et al., 2018). This can be seen from the various national standards used as a reference, but in practice, each educational institution is given the authority to determine policies, both in terms of managerial and management processes (Jannah & Jazariyah, 2016; Witarsa & Alim, 2022).

This is very important to improve the quality of education (Yuhasnil, 2020). Curriculum development carried out in ECE units should be able to influence and have a positive impact on improving student achievement, both academic achievement and non-academic achievement (Arici & Uysal, 2022; Jumari, 2021; Khikmah, 2020; Sukatin, 2020). The purpose of ECE curriculum development is to harmonize the existing curriculum with the educational objectives expected by educational institutions or ECE institutions themselves (Nasir, 2013; Zahra, 2019). Thus, the current curriculum is very influential on the purpose of education, which is to prepare students for a brighter future (Rinta et al., 2022; Simin & Saheed, 2019). Of course, many things need to be considered in making curriculum development decisions, which in the process must involve various interested parties and be able to make a positive contribution to efforts to improve the quality of education itself (Muniroh, 2022; Na'Im et al., 2021; Ekawati, 2019; Fadila et al., 2020).

Based on the results of the discussion, it can be concluded that in formulating this strategy, every leader of an educational institution should use various resources to jointly create an effective and efficient blueprint that aims to develop the educational institution being managed (Sugiarti, 2022). This aims to create a sense of togetherness and a sense of responsibility so that all formulations developed and determined together can be implemented in the institution without any problems (Eliyanto & Muzamil, 2020; Wahyudin, 2021). Everyone in the world of education has the same right to participate in the governance of any educational program as part of the implementation of educational democracy.

### **Implementation of TQM in ECE Al-Fatah Sumber**

Based on the results of interviews with the Head of ECE Al-Fatah Source related to TQM explained that: TQM is the application of methods and human resources to improve the provision of raw materials and services to the organization, all processes at a level where customer needs are met now and in the future. TQM is more of an attitude and behavior based on satisfaction with one's work and team or group work. TQM is a culture that must be built, maintained, and improved by all members of the organization or company if the organization or company is quality-oriented and makes quality a way of life.

This is reinforced by the results of interviews conducted with ECE Al-Fatah Sumber teachers, who stated that: Change from control to empowerment. Employees want to be kept from being monitored. They want to be involved, consulted, and have their say. They should also be given appropriate responsibilities and have the opportunity to develop and be rewarded for their achievements. Obtained data from interviews with researchers to the head, Head of Curriculum, and homeroom teacher ECE Sumber, who explained that the institution always gives confidence to all educators or education personnel, as explained in the interview that each section has its coordinator, both in the curriculum coordinator, local content, coaching or if there is disharmony between educators.

Based on these interviews, involving employees brings two main benefits. First, it increases the likelihood of good decisions, good plans, or more effective improvements because it also includes the views and thoughts of those directly related to the work situation. Second, it increases the sense of ownership and responsibility for decisions by involving the people who implement them. This can be done by continuously improving the quality of human resources, processes, and physical facilities through an adequate quality assurance system. Educational institutions need to control the quality of activities organized at every stage, including input, process, output, and stakeholder satisfaction.

From the data above, the problems of most educational ECE institutions are different, but the core of the problem may be the same. The four pillars above can be appropriately handled to reduce errors (Hastuti, 2022). These four pillars are separate but become a whole building and cannot be ignored, even one of them (Sukmana & Mulyanti, 2023). If one pillar is not implemented correctly, it can undermine the overall quality of education (Rahman et al., 2023; Ibadillah, 2022; M. et al., 2004).

The contribution of management theory and practice to TQM can be depicted in the following chart:



**Figure 1: Management Theories and Practices Contributing to TQM**



From Figure 1, the management of ECE institutions has its uniqueness. As is known, in the context of ECE, many rules focus on early childhood as an object of education (Awaluddin & Ahmad, 2023; Nasution et al., 2023). For example, one is related to the rule that early childhood is advised not to be forced to learn hard because their age is the age of play. So, how can they play while learning? This is a complex thing; the method of the curriculum must be able to design learning into an educational play situation. The above rules are undoubtedly true, but sometimes the facts prove this is different from the demands of society in general as a user of education. Parents want their children to graduate from ECE with standardized skills in reading, writing, and counting (Indra, 2019; Byrne et al., 2018).

This research will contribute to the science of Islamic management. This study highlighted the significant achievement in strategic management of institutions, combining TQM and total productive maintenance (TPM) to achieve world-class performance. The main objective of TQM is to generate improved product quality to improve the Institution performance of PAUD Al-Fatah. Combining these two brings significantly higher improvements through synergy than individual applications.

## CONCLUSION

Based on the results of research and discussion, it can be concluded that (1) strategic management is critical to be implemented in ECE Al-Fatah institutions so that it has an impact on improving the quality of education in ECE institutions, and (2) the quality in question is the suitability of the output presented to the needs of users. Strategies to improve the quality of education in ECE institutions can be done through a) curriculum development, which in the process must involve various interested parties and be able to make a positive contribution to efforts to improve the quality of education itself; b) development of human resources, both principals, teachers, and education personnel; c) adequate infrastructure, which can be optimized as a learning space according to the needs of the efforts to achieve learning objectives; d) improving the achievement of students, to become genuinely qualified graduates; and e) creating branding of ECE institutions, which is built through good communication between educational institutions and the community.

## ACKNOWLEDGEMENTS

Thank you to the Rector of Universitas Muhammadiyah Cirebon, who has provided support and assistance, both moral and material, in the preparation of this research article.

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