PERSPECTIVE OF JOSEPH M. JURAN'S EDUCATIONAL QUALITY DEVELOPMENT MODEL AND IMPLEMENTATION IN EDUCATIONAL PROSPECTS

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Abstract:
The impact of the globalization era demands quality human resources, namely human resources who are able to face various challenges, changes and also global competition. Quality human resources are created from quality education, so that improving and developing the quality of education is a top priority in managing educational institutions and is very important to do immediately. One quality development model that can be applied is Joseph's quality development model. M. Juran. Juran's quality development concept is actually a quality concept in the business world, which is oriented towards profit/material gain. However, this concept can be adopted/applied to educational institutions that are oriented towards the quality of educational services. Juran mentions the term quality as "quality is fitness for use", namely quality is conformity with customer needs. In the world of education, there are two terms for customers, namely internal customers (school principals, teachers, employees) and external customers (students, parents, government, job market, society). Furthermore, Juran also offers three stages in the process of achieving quality, which is more popularly known as the Juran trilogy, including: 1. quality planning, 2. quality control and 3. quality improvement.

Keywords: *Quality of Education, Juran Quality Concept*

INTRODUCTION

Global changes continue to occur, which are currently marked by the progress of information technology towards digital which is taking place increasingly rapidly and has a significant impact on various aspects of human life, starting from the economic, social, cultural, environmental, political, and also on field of education. This impact is related to the various benefits provided and also the big challenges that must be faced. This is what then requires each country to improve itself in facing these various challenges, namely by mutually improving the quality of its human resources. Because, quality human resources will be able to face various changes, competition and global challenges.

Based on statistical data from the 2019 GTCI/Global Talent Competitiveness Index, namely a ranking of countries' competitiveness seen from the capabilities of their human resources, this shows that Indonesia still has weak competitiveness. Of the 125 countries in the world, Indonesia ranks 67th, while in the ASEAN region, Indonesia ranks sixth.

Looking at these statistical data, the Indonesian government must continue to strive hard to improve the quality of its human resources, so that it can become a country that is competitive and able to face various global challenges. In an effort to produce quality human resources, education has a very important role. Because, the meaning of education itself is the development of potential to have intelligence in thinking and

behaving. Education must be able to produce graduates who are qualified, intelligent, creative and innovative. As stated by Southerland, Gadsden and Herrington, quoted by Riordan, Doran and Connolly, education must continue to produce the latest ideas, the latest innovations and new approaches. Thus, in producing superior/quality human resources, quality education is also needed.

Lee and Walsh, quoted by Fombad, stated that, if young people are given quality education, they will become productive human beings who are able to face challenges in their own lives, even national and world challenges. Based on these problems, creating quality education is something that really needs to be considered and done immediately. Quality education is education that can provide benefits and positive changes for education users. As Juran said about the concept of quality, namely "Quality is fitness for use". That quality is conformity to a person's taste, according to taste is intended to provide benefits to the user of the goods or services.

Joseph M. Juran, a quality development expert, assisted Japanese leaders in structuring the industry so that it was able to export products to world markets. He helped Japan to put quality concepts and tools designed for factories into practice into a series of concepts that became the basis for integrated process management. Juran demonstrated three managerial processes for managing the finances of an organization known as the Juran trilogy, namely, quality planning, quality control, quality improvement. The quality theory put forward by Juran is basically a quality theory used in the business world to achieve profits, but it is a theory This can be adopted in educational institutions to achieve a goal, namely creating quality education.

RESEARCH METHODS
This method uses descriptive qualitative methods

RESULTS AND DISCUSSION
The meaning of the word quality in the Big Indonesian Dictionary is a measure of the good and bad of an object, situation, level or degree (smartness, intelligence, and so on). While Juran defines quality as, "Quality means those features of products which meet customer needs and thereby provide customer satisfaction. In this sense, the meaning of quality is oriented to income. The purpose of such higher quality is to provide greater customer satisfaction and, one hopes, to increase income."

Quality is a product feature that can meet customer needs and provide customer satisfaction. In this case the meaning of quality is income-oriented. The highest goal of quality is to provide greater customer satisfaction and increase higher revenues. In the world of education, there are two types of customer terms, namely internal customers and external customers.

Education is said to be quality if internal customers, including school principals, teachers and employees, can develop well, physically and psychologically. Physically, among other things, you get financial rewards. Meanwhile, psychologically, it would be like if they were given the opportunity to continue learning to develop their abilities, talents and creativity. Furthermore, regarding external customers which include: a) primary external, namely students, that education will be said to be quality if students are able to become lifelong learners, good communicators, have skills in everyday life, high integrity, problem solvers and knowledge creators. and become responsible citizens. b) secondary external, namely parents, government and companies, that graduates are able to meet the expectations of parents, government and companies in carrying out the tasks given to them. And the third is c) tertiary external, namely the job market and wider society, that education will be quality if graduates have competence in the world of work and community development, thereby influencing economic growth, people's welfare and social justice.

Thus, education customers are an important component to pay attention to and become a consideration in making decisions to achieve quality education. Starting from both internal and external customers. Excellent service must be provided in a balanced manner for educational customers, so that they truly feel satisfaction from the

educational services provided.

Juran defines quality as fitness for use, this means that a product or service should be in accordance with what is needed or expected by the user. Juran further introduced three quality development processes or what is commonly known as the Juran trilogy. Managing for quality makes extensive use of three such managerial processes: 1. Quality planning 2. Quality control 3. Quality improvement.

According to Juran, the process of achieving quality/quality includes three stages, including quality planning, quality control and quality improvement.

Quality Planning/Quality Planning Quality planning is a structured process for developing products (goods and services) that can ensure customer needs are met. Quality planning tools and methods are combined together with technology tools for the specific product being developed and delivered. Quality planning is the first step in the process of achieving educational quality. Careful and careful planning is very necessary so that improving and controlling the quality of education can be carried out well. So that the quality of education which is the goal of the education management process can be achieved. Juran also mentioned that there are several stages in quality planning steps, including: Establish the Projec,t A quality planning project is the organized work required to prepare an organization to deliver a new or revised product, following the steps associated with quality planning. In managing educational institutions, stakeholders must be able to develop a program to improve the quality of education. This activity program is a strategy that is formulated and then implemented as a step in achieving quality education. So preparing various activity programs to improve the quality of education is a very important first step in managing educational institutions to achieve educational quality or goals. The preparation of activity programs to improve the quality of education must depart from strategic issues that exist in the educational institution environment, both internal and external. In this way, careful and appropriate strategies will be obtained in efforts to improve the quality of education. Identify the Customers Customers consist of a whole cast of characters that need to be fully understood. In general there are two groups of customers, including first, internal customers, namely those who are within the producer organization and secondly external customers, namely those who are outside the producer organization. In educational institutions there are also two educational customers, namely internal customers and external customers. Internal customers, namely school principals, stakeholders, teachers and employees. Meanwhile, external customers include primary, secondary and tertiary external customers. Primary externals include students, secondary externals include parents, government and companies, and tertiary externals include the world of work and the wider community. Discover the Customers Needs The third step of quality planning is to determine the needs of internal and external customers for the product. This step can be done by identifying/analyzing the internal and external environment to find strategic issues as ingredients in preparing an activity program to meet customer needs. In educational institutions, environmental analysis can be carried out using SWOT analysis, namely by identifying the internal strengths and weaknesses of the institution, and identifying external challenges and opportunities being faced by the institution. Develop the Product/Develop Products/Services In product development, product design is a creative process that is largely based on technological or functional expertise. Product designers are traditionally engineers, systems analysts, operations managers, and many other professionals. In the quality arena, designers can include the experience, position, and expertise of anyone who can contribute to the design process. The output of product design is detailed designs, drawings, models, procedures, specifications, and so on. The overall quality objective for this step is twofold: first, determine which product features and goals will provide optimal benefits to customers. Second, identify what is needed so that the design can be delivered without flaws. In the world of education, production is seen as a service. Services cannot be separated from the behavior or attitudes of the people who provide or provide services for customers, for example friendliness, politeness, calmness, accuracy, flexibility, stability, rationality, and so on. This is because service quality cannot be separated from the characteristics of

service quality which are determined from the relationship between customers and service providers. Errors in providing services can be identified immediately by knowing who provides the service. Meanwhile, for organizations or manufacturing companies, the error is only visible in the product, not the people in it. So that service development can be done by providing good and excellent service to educational customers. So that education customers can feel the satisfaction provided by service providers. Develop the Process Once a product is developed, it is necessary to determine how the product will be manufactured and delivered sustainably. The development process is a series of activities to determine the specific means that operations personnel will use to meet product quality goals. In the world of education, managers must always make improvements and upgrades continuously to ensure the achievement of established quality standards/continuous quality improvement. In this concept, educational institutions always update processes based on customer needs. Quality Control This quality control process consists of several steps, including: Select Control Subjects The first step taken in the quality control process is selecting the control subject. The subject of control comes from a variety of sources that include customer requirements appropriate to product features, technological analysis to translate customer requirements into product and process features, process features that directly affect product features, industry and government standards, need to protect human safety and the environment, and need to avoid side effects such as irritation to employees or offense to neighboring communities. In educational institutions, the subject of control comes from educational customers, and through educational quality standards, both internal and external quality standards. Internal quality standards are quality standards set by each educational institution, while external quality standards are quality standards set by government agencies. Determining Measurement/Establish Measurement After selecting the control subject, the next step is to determine the means to measure the quality of performance of goods or services. Measurement is one of the most difficult tasks in quality management. In defining measurements we need to clearly define the measurement tools, the frequency of measurements, the way the data will be recorded, the format for reporting the data, the analysis that will be performed on the data to convert the data. for usable information, and who will make the measurements. The use of measurement/evaluation data is very important in determining the education quality management process. The measurement results are feedback information for school principals or stakeholders regarding the real conditions of the quality process in educational institutions. In fact, the evaluation results must be the basis for making decisions for school principals or stakeholders. The quality of education can be measured by the satisfaction of educational customers and conformity with established quality standards, both internal and external quality standards. Developing Work Standards/Estable Standards of Performance Performance standards are achievements directed towards which effort is expended providing several examples of control subjects and related objectives. The main goal of a product or service is to meet customer needs. In the management of educational institutions, work standards are more often referred to as standard operating procedures/SOPs, which are documents relating to procedures for completing a job. SOPs are prepared to obtain the most effective work results. Measuring Actual Performance Measuring the actual performance of a product or process is an important step in quality control. To make these measurements requires a sensor, which is a tool to make the actual measurement. Sensors are special detection tools. It is designed to recognize the existence and intensity of certain phenomena, and to convert the resulting data into "information." This information then becomes the basis for decision making. At lower organizational levels, information is often real-time and used for current control. At a higher level, information is summarized in a variety of ways to provide broader measures, detect trends, and identify some important issues. Even in educational institutions, it is necessary to have tools to measure the extent of the quality that has been achieved. This needs to be done to get results that are truly considered accurate for measuring the quality of education. Accurate tools will also get accurate results, so you will know what the next steps are in efforts to improve and create quality

education. Interpreting the Differences between Standards and Real Data that Occur/Measure Actual Vs. Standard The act of comparing standards is often seen as the role of an umpire. The referee may be a human or a technological device. Referees may be asked to perform any or all of the activities. Referees in the management of educational institutions can be school principals, supervisors, or assessors, namely those who will be tasked with seeing and monitoring whether the quality improvement process that has been carried out is truly in accordance with the standards that have been set. This check can be done by: first, comparing actual quality performance with quality targets. Second, interpret the observed differences. Third, determine the actions that must be taken, and fourth, stimulate corrective action. • Make Decisions on Differences /Take Action on Differences School principals as managers in the process of improving quality in educational institutions, must be able to make decisions that are considered the wisest given the various existing differences. As a school principal, you are not allowed to have any inclination towards one party. The quality of education is not in the interest of one party, but is in the interest of all. Therefore, the quality of education must be built together through teamwork/solid cooperation, so that when there are differences they must be addressed wisely, because without good cooperation, the quality of education as the main goal of education will be difficult to achieve. Quality Improvement Improving the quality of education can be done in several steps, including: 1. Increased need to make improvements 2. Identify specific improvement programs 3. Organize programs 4. Organize to diagnose the cause of the error 5. Find the cause of the error 6. Make repairs 7. The improved process is in an effective operational condition 8. Provide controls to maintain improvements or improvements that have been achieved.

The concept of quality development according to Joseph M. Juran originates from quality development in the corporate world. But this concept can be adopted in developing quality in the world of education. As stated above, the quality of education in Indonesia is still said to be low, this is a whiplash for the Indonesian people, this does not mean being more pessimistic, but it is a deep thought for the government and education managers about how to improve the quality of education in Indonesia. Therefore, it cannot be denied that Indonesia still needs and emulates the concepts of thought from developed countries and the thoughts of figures who are experts in building the quality of education in Indonesia. One of them is the quality concept from Joseph M. Juran. It is hoped that with the contribution of the quality concept from several experts, in this case Joseph M. Juran's quality development concept, can transform it into better and higher quality education.

CONCLUSION

Quality is the existence of a product or service that can meet customer needs which can then provide customer satisfaction. Juran introduces three quality development processes or what is commonly known as the Juran Trilogy, namely: 1. Quality planning (Quality Planning) 2. Quality control (Quality Control) 3. Quality improvement (Quality Improvement)

Quality Planning	Quality Control	Quality improvement
• Define projects • Identify customers. • Discover customer needs. • Develop products. • Develop processes.	• Select the basis of control. • Determine measurements. • Develop work standards. • Measure actual performance. • Interpret the differences	• Increased need to make improvements. • Identify special improvement projects. • Organize projects. • Organize to

	between standards with data actually happened	diagnose the cause of the error.
		• Find the cause of the error.
		• Make improvements.
		• The improved process is in an effective operational condition.
		• Provide controls to maintain improvements has been achieved.

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