**Research Paper**

# Implementation Of Total Quality Management At Sman 1 Muara Pahu West Kutai District, East Borneo

Gurdi[1]
*Educational Management Mulawarman University, Samarinda*

Prof. Dr. H. Muh. Amir Masruhim, M.Kes[2]
*Senior Lecturer of College Education Mulawarman University, Samarinda*

Assoc. Prof. Dr. G. Simon Devung, M.Pd., M.Si[3]
*Senior Lecturer of College Education Mulawarman University, Samarinda*

*Assoc. Prof. Dr. Hasbi Sjamsir, M.Hum[4]
*Head of Educational Management Dept. Mulawarman University, Samarinda*
*[*]A corresponding author.*

**ABSTRACT**
*This research aimed to get a clear description of the implementation of Total Quality Management (TQM) in SMAN 1 Muara Pahu, focusing on the: 1). Planning, Implementation, Control, and Evaluation of the application of TQM at SMAN 1 Muara Pahu to reach the status of an outstanding educational institution. The research used a case study method with a data collection procedure comprising several techniques including In-depth interviews of participant observation, documentation, in the form of photography, and school archives review, the validity of the data was check using triangulation techniques carried out using cross-data sources and cross- methods. The collected data was analyzed using the Milles Huberman cycle analysis. The results showed that SMAN 1 Muara Pahu had successfully implemented the TQM, ranging from planning, implementation, control, and evaluation, oriented to the application of TQM SNP: Applying the management function of 1) Planning: formulating the vision and mission as guidelines for quality improvement, and commitment to apply the school standard following the SNP 2). Implementation: implementing the national and institutional curriculum, recruiting all educators and educational personnel with the minimum qualification of Bachelor's and, guaranteeing the satisfaction of learners and their parents as school users, 100% students graduation provided with necessary skills, representative school infrastructures, transparency of the management of education, intimate school, and community relation shop, and providing special school services for supporting learning facilities 3). Control: conduction self-evaluation of school performance, and evaluation of the learning process at the and of each semester 4) Evaluation conduction the annual work program evaluation at the and of the academic year, preparing reports on school self-evaluation of schools, developing priority 5) Looking at the constraints in implementing the TQM, and working out on possible solutions, for continuing improvements of school performances.*
*KEYWORDS:Implementation,  total quality management (TQM), improvement*

## I.    INTRODUCTION

Various studies show that efforts to improve the quality of education in Indonesia, especially at the high school level, using the TQM or TQM approaches have been practiced in several schools. Fattah Nanang (2016: 10) finds that the quality improvement strategy by implementing TQM places the principal as a strategic decision-maker in continuous improvement who focuses on the best possible service for customers (internal and external), namely by paying attention and implementing the results. input from education customers.

The results of research by Baharuddin (2015: 45) found that schools' efforts to improve the quality of education are by answering customer expectations, needs, and desires. Darmadji (2017: 13) found that the application of TQM as an effort to improve the quality of education cannot be successful instantly but it needs a systematic process. gradually and continuously meet the expectations of customers both internal and external customers, receive support and active and dynamic participation from the community and stakeholders, parents of students, educators, education staff and staff as well as other parties who have attention to the school. Efforts to improve the quality of education are a necessity as a result of global competition that demands quality human resources, Irianto, Dradjad (2015: 66). One of the efforts to achieve this is the birth of an education policy in line with regional autonomy policies, including education autonomy (UURI No.22 of 1999). The spirit of educational autonomy is intended to provide flexibility for schools to manage the quality of education in schools. This means that schools have the trust, responsibility, and authority to determine their strategies to improve the quality of education based on the diversity of their respective environments. The application of TQM as a quality approach is something new at the secondary school level, and based on the results of research at the school level, the application of TQM can provide results in improving the quality of education Wursanto, (2015: 9). TQM is a concept of a quality approach in running an organization that tries to maximize the competitiveness of the organization through continuous improvement of its products, services, people, processes, and environment, the integration of all management functions, all parts of an organization, and all people into a holistic philosophy. which is built on the concepts of quality, teamwork, productivity, and customer satisfaction.

The TQM philosophy views education as a service, and thebusiness of educational institutions as a service industry, that the management of education presupposes an effort by the management of educational institutions to improve the quality of education based on corporate management.

philosophically emphasizes the consistent search for continuous improvement to achieve customer needs and satisfaction (Sallis, 2017: 17). TQM as a quality approach, on the one hand, based on several research results as stated above can provide benefits in improving the quality of education, especially in schools, but with the opportunity to manage and organize schools by community groups or foundations, especially international standard schools (PP No. 2010, and Permen No. 78 of 2009), can also raise the potential for high education financing, because in the implementation of TQM requires working groups that involve consultants, recruitment of professional educators from foreign parties, complete and up to date facilities and infrastructure, and the process of implementing learning takes longer, in which part or all of thefinancing will be borne by students or the user community (customers) of theschool.

Efforts to improve the quality of education using the TQM approach are very important as long as its application does not lead to potentialmisuseoftheconceptasawhole,includingexcessivecostsforeducation users. Therefore, researchers are interested in examining more deeplyhow the application of TQM to improve quality in schools to achieve international standards. This paper aims to report the findings of researchers related to the application of TQM to improve the quality of education at SMAN 1 Muara Pahu, Kutai Barat Regency,intheprincipleof"focusoncustomersatisfaction".Inthisstudy, customers are limited by elements of school management as internal customers, and students and parents as external customers, Iriantara,(2014:12).

SNP and SPM are a form of implementation of efforts toachieve better quality education. Because what is the reference of education quality assurance in Indonesia is three main things, namely SPM, SNP, and education quality standards above SNP (quality based on localexcellenceoradoptingcertaininternationalstandardsthatto implement a quality program in education requires several strong bases. , includes a commitment to existing changes, the meaning is to make changes for the better and more weighty. Change usually creates fear, while commitment can eliminate this fear. Then there is a clear understanding of the existing conditions because there are many failures inimplementingchangebecausedoingsomethingbeforeitisclear.Various gaps occur in schools, which can also occur in SMAN 1 Muara Pahu, West Kutai Regency, including improving the quality and relevance of education services being quite dominant in the management of educational units, but some constrain a which causes service delivery to be less than optimal. The implementation of education quality assurance which is carried out by referring to the SNP consistsof:

eight national education standards that must be met by each education unit. The SNP provides a reference in school management to achieve good quality, but there are still different interpretations in the application of these SNPs at the educational unit level. The application of SPM and SNP as a form of education quality assurance system in Indonesia is quite interesting for study materials because the provisions on SPM were issued after the existence of SNP.

The research of the problems:
1. How to implement TQM in SMAN 1 Muara Pahu, West Kutai Regency, East Borneo
2. WhataretheConstraintsandSolutionsofTQMApplicationinterms of planning, implementation, monitoring, and evaluation at SMAN 1 Muara Pahu, Kutai BaratRegency?

## II. LITERATURE REVIEW

*Total Quality Management (TQM)* can be traced back to the early 1920s when statistical theory
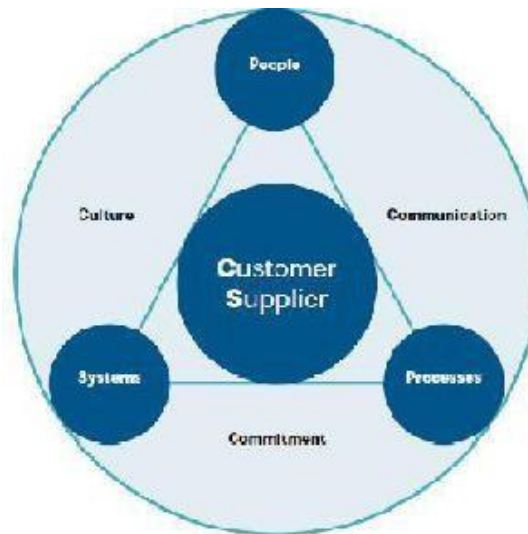


Figure1:*TQM*inanOrganization.

wasfirstappliedtoproductqualitycontrol.Theconceptof*TQMwas*then developed in Japan in the 1940s by several well-known scholars from the United States such as Deming, Juran, and Feigenbaum. At that time, the issues around product quality developed so widely into quality for all aspects of an organization. also seen as a way to manage the future which is much broader in application than just a guarantee of product or service quality.*TQM*isawayofmanagingpeopleandbusinessprocesses to ensure perfect customer satisfaction at every stage, both internallyand externally. In this case, *TQM is* associated with an effective leadership system.

*TQM*isasupplier-customerrelationshipinternallyandexternally,and every relationship is based on a process surrounded by a commitment to quality, communication about quality messages, recognizing changes inorganizationalculturetocreatetotalquality,thensupportedbythemain function of people, process, management. and systems within the organization. This relationship system is what is meant by *TQM*. That is, the components of people, systems, andprocesses

strongly supported by the building of communication, commitment, and culture contained within the organization itself. These components must be built systematically and systemically. Systematic means how theparts contained in management are gradually developed and systematicallymeans that if there is one problematic part, then the effect can have an impact on not running an entire system as desired. If the relationshipbetweenthesecomponentsisdescribed,itcanbeseenasfollows:

*Psychogios* and *Priporas* explain that " *TQM is a total organizational approach for meeting customer needs and expectations that involves all managers and employees in using quantitative methods to improve continuouslytheorganization'sprocesses,productsandservices"*.Thatis, *TQM* is an integrated organizational approach to meet customer needs and expectations which includes all managers and employees in using quantitative methods to continuously improve organizational processes, products, and services.

All of the definitions of *TQM* as mentioned above are viewed from a business perspective, which means that the definition speaks in terms of the business world. However, both of them view *TQM* from different perspectives. If the first definition tends to see *TQM* as a way to manage an organization, the second definition sees *TQM* as an integrated organizational approach. However, important elements of both definitions include the following:
1. A relentless effort to find the best way to improvequality;
2. Involvement of allemployees;
3. Managerialleadership;
4. Identification of work culture;and

5.      Focus on customerservice.

From an educational perspective, *TQM is* seen as "a philosophy about continuous improvement, which can provide any educational institution with a set of practical tools to meet the needs, wants and expectations of its customers, now and for the future ". As explained by Sallis himself, this definition is used for two main ideas: *The first is a philosophy of continuous improvement, the second related meaning uses TQM to describe the tools and techniques, such as brainstorming.* The two ideas referred to are first to a philosophy of continuous improvement, and second to describe tools and techniques such as brainstorming. Another definition of *TQM* that is more specific is given by Deming, W. Edwards (2014: 22) in two definitions as follows:

*TQM in a class setting is a philosophy and a set of guidingprinciples and practices the instructor applies to teach that represent the foundation for continuous learning and improvement on the part of the students and the instructor. It is the application of procedures related to instruction that improve the quality of education provided to the students and the degree to which the needs of the students and their employers are met, now and in thefuture.*

This definition sees *TQM* in the scope of the classroom as a philosophy and a set of principles and practices that direct instructors to carry out learning that represents a lifelong learning system and continuous improvement of something related to the duties of instructors and students. *TQM*is a procedural application related to learning that can improve the quality of education provided to students and the extent to which students' needs are met now and in the future. Ashford, (2013: 65) states:

*TQM in a class setting is a process that involves the instructor's adopting a total quality approach to teaching (ie attempting to improve the quality of instruction and, in the process, the students' meaningful learning in every possible way) so that the needs of the students and those of their employers are best served. It is the never-ending pursuit of continuous improvement in the quality of education provided to the student.*

*TQM* within the scope of the classroom is seen as a process that involves instructors in adopting an integrated quality approach tolearning (i.e.tryingtoimprovethequalityoflearningintheprocess,wherestudents can learn meaningfully in every possible way) so that the needs of students and all staff there can be served well. *TQM* is an effort to continuously search for improvement in the quality of education provided tostudents.

Important elements that can be explored from the two definitions can be described as follows:
1.          Principlesandproceduresfordirectinginstructors(educators)in learning;
2.      Lifelong learningsystem;
3.      Improving the quality of learningcontinuously;
4.      Efforts to meet the needs ofstudents;
5.      Involvement of all educators, students, and educationalstaff;
6.      Improving learning services;and
7.      Processimprovements.

Deming, (2015: 15) with the n*ever-ending improvement cycle* or better known as the *PDCA-Cycle* is a cycle used to solve problems continuously without stopping through a cycle process that is carried out repeatedly until the repair conditions can achieve better results. The PDCA cycle is an acronym for:
P = *Plan* (planning)
D=*Do*(do,do)C=*Check*(check, check) A = *Act* (do,act)
Theendlesscycleofimprovementasmentionedabovecanbe described in a cycle asfollows:
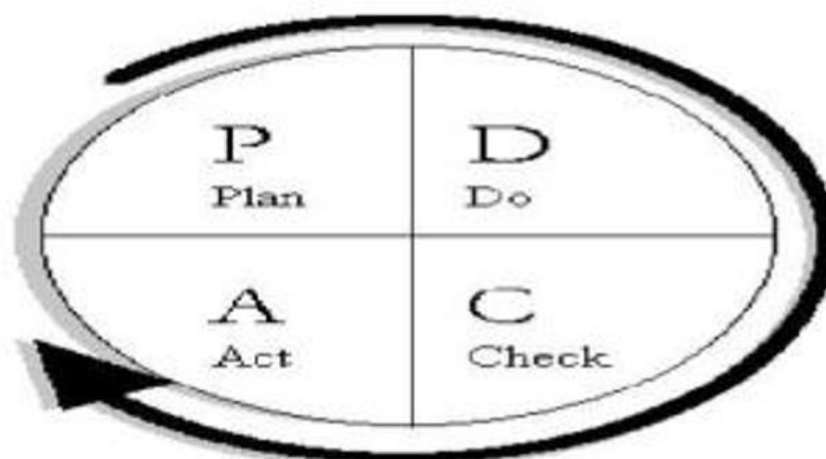
Figure 2. Improving cycle, (Deming, 2015)

Based on this figure, the first step that must be taken in improving quality is planning ( *Plan* ). In planning, a team or group that wants to improve the integrated quality needs to conduct a needs analysis by measuringtheobjectiveconditionsofmanagement.Itisalsonecessaryto select processes that need improvement, make documentation of the processes that have been selected, then formulate objectives to be achieved. After measuring needs and possible costs, the team developed a plan using measurable improvement standards. The next step is to do ( *Do* ) everything that has been planned. When planning, it needs to be accompanied by monitoring of the progress of improvements. Thus, data needs to be collected on an ongoing basis to measure process improvement.Afterthat,itisnecessarytocheck(*Check*)byanalyzingthe data that has been previously collected. Then, proceed with finding the results to what extent the achievement of the results is close to the goals that have been formulated in the planning section. The final step in the quality improvement process is to provide action ( *Act* ) by making improvements or revising the process to achieve the desired standard or target.

Basedonthedescriptionabove,itcanbeexplainedthatDeming's endlesscycleofimprovementcanbesummarizedasfollows:*Plan*
1.    Analyzeneeds
2.    Creatingdocumentation
3.    Formulategoals
4.    Develop aplan
*Do*
1.    Keep an eye onthe progress
2.    Collecting data on an ongoingbasis
3.    Measure processimprovement
*Check*
1.    Analyze the datacollected
2.    Determine the conditions ofprogress
*Act*
1.    Measure achievement using clearstandards
2.    Determine the conditions that need to beimproved
3.    Revise or make improvements to theprocess.

In the stage of improving the quality of education, institutions need to consider key issues in the strategic planning process as follows: 1)mission and vision (what are the objectives, vision, mission, and valuesof an educationalinstitution);
2)    customer needs (who are the customers, what are expected, what mustbedonetomeetcustomerexpectations,whatstudentsneedfroman institution, what methods are needed to identify customer needs); 3) the path to success (what are the strengths, weaknesses, threats, and opportunities of aninstitution,

what factors are important for its success, and how an educational institution can achieve success); 4)

quality (what standards are used,how to convey the quality, costs); 5) investment in human resources (what to do with staff, is it enough to invest in staff resources and staff development); 6) evaluate the process (does it have a specific process in dealing with something wrong, how does an institution know that it has beensuccessful).

Important and simple steps that can be followed, viz

1)       leadership and commitment to quality must come fromabove;
2)       delighting customers is the goal of *TQM* ; 3) appoint qualityfacilitators;
4) forming a quality control group; 5) appoint a quality coordinator; 5) hold senior management seminars to evaluate
program; 6) analyze and diagnose the existing situation;
7)       using examples that have developedelsewhere;
8)       hiring external consultants; 9) initiating quality training for staff; 10) communicatingamessageofquality;11)measuringthecostofquality;
12) applying quality tools and techniques through the development of effective working groups; 13) evaluate the program at regular intervals.

*TQM is* not fully implemented successfully in an educational institution due to various factors. Sallis, (2015: 31) states that the inhibiting factors in implementing *TQM* in educational institutions are: 1) leadership, overall change (management paradigm, commitment, goals, and training) are not fulfilled; 2) mindset, halfhearted effort, andunrealistic expectations; 3) the structure and quality of human resources, errors in the delegation of authority and leadership, teams, dissemination processes, limited approaches, and premature empowerment; and 4)costs.

Ensuring the success of implementing *TQM* in educational institutions, Tenner and Detoro suggest that the supporting factors for implementing*TQM*include:1)Leadership,in*TQM*theprincipalactsasan advisor, mentor, and leader that should not be ignored. (2) Education and training,providingvariouskindsofeducationandtrainingforteachersand employees to improve theirprofessionalism

(3) Support structure, there is a clear organizational structure (4) Communication, all employees must receive clear information about quality demands so that they carry out quality improvement programs (5) awards, awards need to be given to teams and individuals who are successful in applying a quality improvement process. This can be spurring
them to be more motivated to achieve success

(6) Measurement, the measure used is internal and external customer satisfaction. The data need to be systematically collected and processed to see satisfaction, to find various problems that arise, and as a basis for continuous improvement through the *TQM* program. Meanwhile, the quality of education shows

the condition of something (output/*outcome/*service) of quality education that results from a quality education process that refers to the standards or conditions set and provides satisfaction to customers oreducational stakeholders. The quality of education is not something that happens by itself. It is the result of an educational process: if an educationalprocessisrunningwell,effectively,andefficiently,therewillbe enormous opportunities to obtain quality educational result.

The results of the implementation of *total quality management* can be measured through *inputs*, process *outputs*, and *outcomes*. The implementation of *TQM is* said to be successful if the *input, output, and outcome are of* good quality. *Input is* declared of quality if it is ready to process, the availability of qualified teachers and employees, a clear and directed curriculum, adequate facilities, and other adequate educational aspects. Quality education process if it can create a PAKEMB atmosphere.*Theoutputis*statedashighqualityifthestudent'sacademic and non-academic learning outcomes are high. *The outcome is* declared of high quality if graduates can continue to high quality higher education, graduates are quickly absorbed in the world of work, reasonable salaries, all parties acknowledge the excellence of graduates, and aresatisfied.

The implementation of *TQM* at SMAN 1 Muara Pahu, Kutai Barat Regency is represented by the existence of a quality management system with ISO 9001: 2008 certificate. Through this implementation in all its totality, SMAN 1 Muara Pahu West Kutai Regency continues to improveto achieve high quality so that it remains superior in the increasingly fierce educationalcompetitionbothinthenationalandinternationalarena.Initial efforts made by SMAN 1 Muara Pahu West Kutai Regency were to formulate a vision and mission. Based on the school's vision andmission, the Principal of SMAN 1 Muara Pahu, West Kutai Regency, and all levelsof management through their strategic plans formulate quality policies. The quality policy is as follows: education at

SMAN 1 Muara Pahu, West Kutai Regency is an institution that is strongly committed to 1) graduating students with noble character and optimal academic achievement; 2) realizing a globally oriented and competitive education at the world level with

based on religious and national values ; 3) provide excellent service by prioritizing*stakeholder*satisfaction;4)thiscommitmentisrealizedbya) standardizing human resources, systems, and services; b) expanding networks and cooperation with other institutions; c) meet the requirements required. This commitment is carried out sincerely and sincerely and continuously, to be able to maintain the image of SMAN1MuaraPahu,WestKutaiRegencyasanexemplaryschool.

The achievement of these quality standards can be met through educational services. The services of SMAN 1 Muara Pahu, Kutai Barat Regency in achieving quality education include: 1) management servicesfor teachers and employees; 2) management services to students; 3) management services to parents; 4) management services for further education; 5) management services to schools as a system, and 6) teacher services to students.

The notion of *TQM* is a management system that elevates qualityas a business strategy and is oriented towards customer satisfaction by involving all members of the organization besides that *TQM* is an approach in running a business that tries to maximize organizational competitiveness through continuous improvement of products, services, people, processes. and the environment. To be able to apply TQM properly, of course, the principles and components that must be present are needed so that later this TQM can be measured whether it is successful or not. GR Terry argues that planning is the selection and association of facts and actions and the use of thoughts for the future by describing and formulating the activities needed to achieve the desired results. Meanwhile, according to Mulyasa planning is a systematic process in making decisions about actions to be carried out in the future. The productivity framework in the *TQM* perspective is intended as the main objective of the organizers of the organization, as well as educational organizations. Because of this, productivity is the main focus of *TQM* and education delivery. Therefore, improving organizational performance both have the same vision and mission. In an organization, the importance of achieving productivity is the crystallization of *inputs*, *processes*, *outputs*, and *outcomes*, including the field of education.Therefore *TQM* can be applied to make this happen. As an effort to improve the quality, the implementation of *TQM* cannot be immediately successful, it means that what is expected from this innovative change cannot be realized directly. So with that, to be able to achieve high productivity requires continuous efforts. The more popular term forthe applicationofqualitymanagementineducationasinitiatedanddeveloped byEdwardSallisis*TQM*.Theconceptof*TQM*Ebecomesthe basis for the development of educational management, which initially the *TQM* concept was used by the business world and then adopted and adapted by the world ofeducation.

Theapplicationofqualitymanagementintheworldofeducationhas developedastrategy,namely,educationalinstitutionspositionthemselves as service institutions or in other words, become service industries. The service or services desired by customers are of course something of high quality and give satisfaction to them. Therefore, an SMM is needed to be able to create educational institutions that excel. Achievement is the culmination of a process that is planned and carried out in earnest. All parties concerned from upstream to downstream are thoroughly involved in quality management, which includes all processes that are carried outaccording to the standard quality *(quality control),* quality assurance *(quality assurance),* in the direction of continuous quality improvement *(continuous quality improvement).*

Quality standards are needed in quality assurance and quality improvement of education as described in the picture above, namely: Performed in a clear work procedure, strategy, cooperation and collaboration between stakeholders; and carried out continuously. The reference for assessing educational attainment, education quality, andthe fields required to improve the quality of education is the VIII SNP which is meant toinclude:

(1) content standards, (2) process standards, (3) graduate competency standards,

(3) standards of educators and education personnel, (5) standards of facilities and infrastructure, (6) management standards, financing standards, and (8) educational assessment standards. Permendiknas Number 63 of 2009 concerning improving the quality of formal and non-formal education refers to national education standards, namely as follows: a) SPM is formulated by the Minister.

## III.    DISCUSSION

ResearchontheApplicationofTQMinSMAN1MuaraPahu,West Kutai Regency asfollows:

1.    Planning; in improving the quality of education in schools guided by the vision and mission, commitment to school management using SNPstandardsandaccreditationsystems,curriculum.Inthelearning process students feel the comfort of a service provided by the school, SMAN 1 Muara Pahu, West Kutai

Regency focuses on the quality management of education it carries out on thecomponentsof*input*,process,and*output,*SMAN1MuaraPahu, Kutai Barat Regency, Quality planning in review managementincludes the quality of education (processes and graduates), the involvement of human resources in education management, optimal utilization of non-human resources, school management and customer satisfaction (students and the wider community) with the quality and performance of schools, sustainable programs as aform of improving the quality of schools, improving services by using questionnaires that are given regularly and regularly to students, educators, and parents. Increasing the professionalism of human resources, especially teaching staff, as a design for quality assurance of the teaching and learningprocess.

2.      Implementation; Implementation of the curriculum based on the curriculum of the Ministry of National Education and the ministry of religion, learning PAIKEMI Standards: Providing computer laboratory                                  facilities,languagelaboratories,multimediadevices,andtheinternet. Providecoachingforeducators.Suggestingeducatorstakepartin MGPP and *workshops*. Doing this by providing motivation to continue to S2 and at least S1 qualifications, teaching staff to make improvementsthroughMGMP,training,and*workshops*toimprovethe qualityofeducationpersonnel.Theteachingstaffisaccustomedto using the Indonesian language according to the existing schedule. Studentsandparentsas*users*getsatisfaction,improvingthequality of students is closely related to special services. Providing time for zuhrprayerincongregationanddhuhaprayer.Allow discussing freely in matters of religion and science. Conducting coaching in the field of religion such as spiritual cleansing., 100% of graduates and equipped with skills., Infrastructure, namely renovatingthelaboratory,buildingawiderspaceforthelibraryatthe sametime,canbeusedasanMGMPmeetingroom,makingpropssimple from unused natural resources, using existing tools as needed, making proposals every new school year for tools that do not yet exist aimed at school facilities., Educational management, namely transparent in developing school programs, division of tasks based on quality performance, and doing 6K, namely: involvement, discipline, security, kinship, beauty, and cleanliness. The relationship between the school and the community, namely: the involvement of the community/parents in providing services and the need for processes and *outputs* has a very close relationship. Special services,namely:providing*freeinternet*areafacilitiesintheteaching staff room and several study rooms and other important spaces, complete the facilities, install the internet, (Wifi), buy a laptop, and completeforeignlanguages,andinstructeducatorstouselaptopsin the learningprocess.

3.      Supervision of the development of competency improvement ofteaching and education personnel at SMAN 1 Muara Pahu. It is amust so that the ability of educators can continue to be improved so that they become professional educators. With the professionalism of educators, it will produce high-achieving students. Collaboration between school principals, school supervisors, and the East Kalimantan Provincial EducationOffice.

4.      Evaluation, SMAN 1 Muara Pahu evaluates school performance, in its implementation, it can be clinical, technical, and non-technical,either every month, at the end of the semester, or the end of the year, this is the manifestation of an institution that is managed based on transparency, accountability, efficiency, and effectiveness, SMAN 1 MuaraPahuconductsanevaluationofthelearningprocesssothatit canruneffectivelyandefficiently,SMAN1MuaraPahucompilesEDS to determine the extent to which the planned program can be implemented, SMAN 1 Muara Pahu compiles priority scale of activities and follow-up programs as a form of continuous improvement.

## IV.    CONCLUSION
TheapplicationofTQMatSMAN1MuaraPahu,KutaiBaratRegency is carried out by carrying out 4 functions and stages of Management activities,namely:1)Planning,2)Implementation,3)Supervisionand
4) Evaluation, with the following conclusions:
1.      Planning for the application of TQM is carried out by: a). Establishing the Vision and Mission as the basis and guidelines for improving the quality or quality of education; b). Determining commitment to

SNP standard school administrators, accreditation system, and government curriculum as well as superior programs byschoolcharacteristics;c).Designingcomfortableservicesincarrying out a better learning process; d). Establishing a focus on the quality *input* of students by continuously improving the quality of the process it runs to produce quality *output*; e). Planning for quality or quality achievements with suggestions for continuous improvement of the quality or quality of the school; school self-evaluationorcontext analysis, human resource development, customer feedback, from customers.

2. The implementation of TQM implementation in educational institutions with achievements is a). The implementation of the curriculum uses the national curriculum and the curriculum characteristic of the institution using the PAIKEM standard learning model b). The quality demand policy for educators and education personnelimplementsrulesonteachingstaffthattheirqualifications are at least S-1, encouraging them to continue to the S-2 level, improving quality through MGMP, education and training and *workshops*andgivingawardstooutstandingeducators;c).Providing special services to students and parents as users ( *users* ) to get satisfaction, increase the quality or quality of students; d). Completing the quality or quality of graduates one hundred percent and equipped with *skills* and have abilities of national *plus* international standards; e). Fixing infrastructure by renovating laboratoriesasneeded,makingteachingaids,usingexistingtools as needed, and making proposals every new school year to get tools thatdonotyetexistaimedatschoolfacilitiesf).Managingeducation transparentlyindevelopingschoolprograms,dividingtasksbasedon the quality of performance, and doing 6K, namely: involvement, discipline, security, kinship, beauty, and cleanliness, and doing it by instillingasenseoftogethernessandopenness;g).Fostering school relations with the community with the involvement of thecommunity
/ parents in providing services and meeting educational needs in schools.

3. SupervisionoftheimplementationofTQMiscarriedoutperiodically and continuously in the learning process, which includes: " *First*, the Principal supervises the learning process for all teaching staff, continuously or continuously. *Second,* school supervisors also supervise the learning process for all teaching staff. This is done so thatthelearningprocesscanruneffectivelyandeffi ciently,according to theplan.

4. Evaluating the application of TQM in realizing educational institutions with achievement is done by *First*, evaluating the performanceoftheinstitution,implementingtheevaluationcanclinically, technically, and non-technically, either every month, theend of the semester, or the end of the year. Evaluation of institutionalperformanceiscarriedoutasaformofqualitymanagementwhich is managed based on transparency, accountability, effi ciency,and effectiveness;*Second*,conductanevaluationofthelearningprocess to ensure and so that learning can run effectively and effi ciently; *Third*, compile EDS and context analysis to determine the extent to which the planned program can be implemented; *Fourth*, thepriority scale of follow-up activities and programs as a form of continuous improvement.

In implementing TQM at SMAN 1 Muara Pahu by carrying out the 4 functions and stages of management activities mentioned above, the school also experienced obstacles, namely as follows:

1. Constraintsrelatedtohumanresources,namelyrelatedtoimproving
thequalityofstudentsandeducators,whicharerelatedtothelack of responsiveness of students and educators to the development of existingprograms.

2. Furthermore, constraints related to funding as well as continuous improvement are also the main problems in the implementation of TQM, which hinder the provision of sustainable improvements in schools.

Thesolutionsmadebyschoolsinovercomingtheobstaclesfacedin implementing TQM are asfollows:

1. To improve the quality of teaching staff at SMAN 1 Muara Pahu effort that doneinbetween is:
a) create tutor the same age among the personneleducator,
b) providea direct*facetoface*coachingordirectiontoeducators, and c) conduct learningevaluations.

2. To increase the adaptability and quality of educators do quality improvementeffortsbyrequiringeveryeducatorto createanintegrated learning device for each subject which it is responsible, and holdthe changes necessary adjustments eachsemester.

3. To improve the adaptability and quality of students, library facilities and internet programs are provided as an alternative to adding new knowledge and information needed bystudents.

4. To overcome funding constraints, efforts are made to have regular monthly school fees and collection of education donation funds, whichareusedprogrammaticallyandtransparentlybyschools.

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