

Implementation of Total Quality Management (TQM) at Sri Kembang Village Elementary School Betung District

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Article Info	ABSTRACT
Keywords: Implementation, Total Quality Management	This research aims to describe and analyze the implementation of Total Quality Management (TQM) in SDN 7 Betung and SDN 20 Betung, as well as to describe and analyze the obstacles and solutions faced in the implementation of TQM in the two schools. This qualitative research employed a case study approach. Data collection techniques involved observation, interviews, and documentation. The data analysis techniques utilized were domain analysis and thematic analysis. The research findings revealed that 1. The implementation of TQM in SDN 7 Betung and SDN 20 Betung is quite optimal. This is evident from the improvement in the quality of education in both schools. 2. The obstacles encountered in the implementation of TQM in SDN 7 Betung and SDN 20 Betung include a lack of understanding of the concept of quality management, insufficient training and mentoring for principals and teachers, and inadequate facilities and infrastructure. The potential solutions to address these obstacles involve providing training and mentoring for principals and teachers on the concept of quality management and furnishing adequate facilities and infrastructure..
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INTRODUCTION

Education is a framework for an individual to develop knowledge, values, and skills which are the foundation for a person of faith, discipline, and integrity. In addition, education also plays a role in preparing the younger generation to actively contribute to giving birth to a just, civilized, and sustainable society. Based on the mandate of Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, especially the third article, it is stated that national education focuses on developing intellectual, religious, and humanitarian capacity. Through a comprehensive curriculum, effective absorption of knowledge, students are expected to have strong faith, high morals, physical and spiritual fitness, knowledgeable, competent, inventive, independent, and become citizens who uphold freedom of opinion and do not forget their obligations as citizens. Thus, the ideal of building a dignified nation can be realized.

According to (Lian, 2019) Investment in education is like planting seeds that will produce abundant harvests in the future, especially in this era full of opportunities. Through the education system, the Indonesia nation will be able to plan and prepare educated individuals who have the capability to compete globally with both friendly countries and developed countries. Quality education in the basic education unit is like a seed that grows into a seed, a seed that will grow into a tree that stands firmly with strong roots so that it does not fall easily, and good governance and education implementation is a fertilizer that supports its growth, ushering the nation in a glorious future. The governance of the educational unit plays an important role in this matter so that the management implemented must be quality-oriented. One of the governance that can be used by educational units is the application of the TQM concept.

Based on the quote that the researcher quoted from Sallis (Yusuf & Sjamsir, 2021) that TQM carries out a quality culture in which each individual (member) is committed to providing excellent service for customers (users) and the organizational structure makes it possible to make it happen. Another perspective of TQM Mutu is like a compass that guides the organization in achieving its goal, which is to satisfy customers. As quoted from Sudarmanto, (2022) This business strategy involves all members of the organization in a structured management system to ensure that the compass always leads to the right goal.

As quoted from (Azizi et al., 2023) that TQM is a concept used by school management in fostering a young generation that is adaptive, innovative, and able to answer the challenges of an increasingly competitive era. The developing world of education in Indonesia, both under the Ministry of Education and Culture, is carrying out bureaucratic reforms to find a new formula in achieving the vision and mission of educational institutions. TQM is a new formulation in moving the wheels of the quality education bureaucracy for the realization of education that has superior integrity in educating students or students in educating the nation's life (Budaya & Okudan, 2022; Lehyani, Keskes, & Zouari, 2022). Therefore, as quoted from (Winarsih, 2019) Strengthening education is an investment in the nation's future. Improving the quality of faith, piety, science, and technology will produce a generation that is faithful, moral, intelligent, and ready to build the nation.

To comprehensively understand the application of the TQM concept in basic education units, the researcher conducted a study in Sri Kembang Village, focusing on two schools, namely SDN 7 Betung and SDN 20 Betung. The reason for choosing the two schools is because based on the results of initial observations, it was found that the results of the 2021 education quality report card that SDN 7 Betung and SDN 20 Betung have yellow (enough) and red (less) quality report cards, meaning that the quality of education at SDN 7 Betung and SDN 20 Betung still needs to be improved in several aspects such as (1) Basic literacy and numeracy skills are still a big homework for the world of

education in Indonesia, Especially in 2 schools that are the object of research with the proportion of students who need intervention is still quite high, namely 26.32% for literacy and 36.84% for numeracy. From the presentation, it shows that there are still many students in processing and utilizing information that still needs to be improved. (2) the quality of teachers where the proportion of certified GTK is still quite low, namely 25%, Pedagogic Competence of Teachers must continue to be honed and improved in order to provide effective and attractive learning without losing the essence of the learning. (3) Instructional leadership in schools is still not optimal/has a significant impact, as evidenced by the low proportion of institutions that are dominant in formulating clear and communicated visions, missions, and goals to school personnel, as well as low support for teacher reflection.

On the other hand, it was also found that SDN 7 Betung and SDN 20 Betung had improved quality management in schools according to the condition of the quality report card of the Education unit. In addition, there are educational facilities such as study desks, educational media such as projectors and Cromebooks in good condition. The teachers of SDN 7 Betung have also been certified educators even though there are only 5 people including the principal. School Operational Assistance (BOS) is quite large. SDN 20 Betung was found to have difficult access and lacking facilities such as many damaged benches and chairs. However, SDN 20 Betung in 2020 received Affirmation Fund Assistance from the government where the assistance was used to purchase learning multimedia devices in the form of Projectors, Computers, Laptops, and Tablets and other supporting devices. Only 2 teachers of SDN 20 Betung have an educator certificate. These inadequate facilities made during the ANBK from 2021-2023, SDN 20 Betung rented and had to go elsewhere during the implementation of ANBK.

Obstacles for School Principals in School Management: 1. Principals do not focus on developing teacher quality. 2. The principal lacks a measurable vision in developing school quality. 3. The ability to analyze problems is still low. So that school principals need to improve their ability to analyze problems in schools. 4. There is no training and assistance to school principals to improve their competence in the field of management.

While the school management aspect was found 1. There is no careful planning in quality improvement based on quality report cards. 2. Implementation and Evaluation have not been integrated and have not been carried out systematically and comprehensively. 3. There is no good organization between schools and school residents so that there is a lack of support in improving school quality. 4. There has been no comprehensive supervision, starting from planning, implementation, to evaluation. This implementation is very crucial to ensure the smoothness and suitability of all activities with the plan that has been set. 5. Supervision of implementation that has

not been carried out thoroughly and no follow-up so that it causes inefficiency and inefficiency in the implementation of school activities. 6. Lack of understanding of quality management concepts and lack of training on quality management.

To respond to these conditions, actions that can be taken so that the quality of education increases significantly and the quality is very appropriate to apply the TQM concept, a continuation of research findings that have been validated by Sri Marmoah, Syamsi Suryanjani, and Muna Fauziah (2019) which states that the implementation of TQM in elementary school education in Wonogiri Regency is on very good criteria with the results of the questionnaire calculation showing an average of 95.50. Based on the findings of the research, the conclusion is that the implementation of TQM in elementary schools in Indonesia can have a positive influence on the progress of education quality in Indonesia, especially in basic education institutions. TQM can help schools to improve the quality of learning, increase customer satisfaction, and increase the efficiency and effectiveness of school quality schools. This study concludes that TQM in education units has a positive effect on various aspects of education quality, such as learning achievement, student satisfaction, and teacher professionalism. This study has a novelty with other studies because there is a counter-productive between large financing and adequate infrastructure facilities but has not provided optimal results, as evidenced by the predicate of quality report cards that are still below standard, besides that the two schools are schools located in Sri Kembang Village, which is a transmigration village in Java, Sumatra, and Lampung. This cultural and linguistic diversity can be a resource in terms of diversity that can be used to improve the quality of education and increase tolerance and understanding between cultures. In addition, this village is surrounded by oil palm plantations, resulting in a close relationship between this village and oil palm plantation companies which can be used to improve the quality of education through CSR programs from the Company such as teacher and education personnel training, as well as scholarships for students

METHOD

A qualitative method with a case study design is applied in this study. The reason is that the data collected is more in the form of descriptions and explanations, not quantitative data. Case studies are like microscope lenses that magnify our focus on the smallest details of a phenomenon. Behind the term "A Case Study" or "Case Studies" in United Kingdom, lies an in-depth exploration of "tied systems" or "cases/diverse cases", as explained by Creswell (in Assyakurrohim, 2023). These systems, bound by time and space, can be programs, events, activities, or individuals. The researcher, like a detective, digs through the information thoroughly and in detail, putting the puzzle pieces together into a whole picture. Various "rich" data sources are utilized, depicting rich and complex contexts, Case

studies, like an intellectual adventure, take us to dive into reality, understand its complexity, and discover the meaning behind it. More than just data sets, case studies present stories, narratives that evoke and open up new insights beyond the boundaries of statistics and theory, case studies present human voices, experiences, and emotions that bring research to life.

Meanwhile, according to Rahardjo (in Saputra, 2024), case studies are research methods that aim to understand individuals thoroughly and deeply. Through this method, researchers seek to research various aspects of an individual's life, including the problems they face, in the hope of helping the individual in solving his problems and achieving optimal self-development. In contrast to quantitative research that uses statistical techniques to analyze data, case studies use non-statistical data analysis techniques or analysis with logical principles. This is because case studies are qualitative research that focuses on understanding natural and basic symptoms, so they cannot be done in the laboratory and require direct data collection in the field. Qualitative research with this case study method obtained data through interviews with individuals studied. The interview aims to explore opinions, responses, information, concepts, and information in the form of descriptions in expressing the problems faced by individuals.

Bogdan and Taylor (in Waruwu, 2023) define qualitative research as a research method that produces descriptive data in the form of written or spoken words from participants and observed behaviors. Creswell (in Murdiyanto, 2020) views qualitative research as a process of in-depth investigation of social phenomena and human problems. Sidiq and Choiri (2019) added that qualitative research is a strategy to search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon. This research focuses on and uses various methods, is natural and holistic, prioritizes quality, uses various methods, and is presented narratively in scientific research.

So that the conclusion can be drawn that qualitative research is a research approach that uses qualitative data to understand the phenomenon being studied. Qualitative research has several characteristics, namely focus on meaning, multimethod, natural and holistic, prioritize quality, and narrative. Qualitative research involves the process of searching, collecting, processing, and analyzing data by conducting research directly in the field to understand the social situation that occurs in depth regarding the implementation of TQM in Srikembang Village Elementary Schools, namely SDN 7 Betung and SDN 20 Betung.

A qualitative approach in research opens the door to understanding reality in depth and comprehensively. As stated by Sugiyono (2019), qualitative research is carried out in natural conditions (natural setting), or so-called naturalistic research. This allows researchers to observe scientific objects in their original state, without manipulation or intervention, and examine how they

develop naturally. Furthermore, Moleong (2016) explained that qualitative research aims to reveal the reality and complexity of phenomena experienced directly by subjects, both individuals and groups, in a whole and holistic manner. These phenomena can be complex and interrelated behaviors, perceptions, motivations, or actions. This approach results in rich data in the form of words, pictures, and not just numbers. Each data collected has the potential to unlock an understanding of the phenomenon being studied.

In qualitative research, case studies are the right choice to dig up information in depth about an individual or group in a certain period of time. As you mentioned, the main purpose of a case study is to produce a complete and in-depth description of an entity. This study seeks to explore in depth a phenomenon related to the implementation of Total Quality Management at Sri Kembang Village Elementary School, Betung District, namely SDN 7 Betung and SDN 20 Betung within a certain period of time. Case study research is research that focuses on trying to explore information based on certain cases or phenomena that occur in an individual, cultural group, or nature of life in a certain period of time and collect information in detail and in depth using various data collection procedures within a certain period of time where data collection can be done by documentation, recordings, interviews, and observations as well as physical devices (Sugiyono, 2019)..

RESULTS AND DISCUSSION



Figure 1. Front of SDN 7 Betung

7 Betung State Elementary School is located on Jl. Sri Kembang Village, Betung District, Banyuasin Regency, before becoming 7 Betung State Elementary School, the SDN was still SDN 1 Sri Kembang entering 2013 undergoing a change to SDN 7 Betung, with the following profile:

1. School Name : SDN 7 Betung
2. NPSN/NSS : 10602702/
3. Principal's Name : Endah Pahlupi, S.Pd.
4. Land Ownership :Grant
- a) Land Area : 9,337 m2
- b) Building Area : 5,337 m2
- c) Sports Field/Ceremony Area : 4,000 m2

20 Betung State Elementary School is located on Jl. Tabuan, Sri Kembang Village, Betung District, Banyuasin Regency, before becoming 20 Betung State Elementary School, the SDN is still SDN 33 Betung entering 2010 undergoing a change to SDN 20 Betung, with the following profile:

1. School Name : SDN 20 Betung
2. NPSN/NSS : 10602415
3. Principal's Name : Sabarita, M.Pd.
4. Land Ownership :Grant
- a) Land Area : 7,000 m2
- b) Building Area : 3,000m2
- c) Sports Field/Ceremony Area : 4,000 m2

Table 1. Teachers and Employees of SDN 7 Betung

No.	Employee Name	NIP	L/P	Employee Status
1	ENDAH PALUPI, S. Pd.SD	198506052011012003	P	Civil servants
2	SITI ROHILAH, S. Pd	197102151992082001	P	Civil servants
3	NIRYATI, S. Pd	196511082007012005	P	Civil servants
4	ASIH SUPRIANTI. A, S. Pd	197009092008012000	P	Civil servants
5	PABAD, S. Pd	196905152001031003	L	Civil servants

6	ROFPI, M. Pd	197807042014081001	L	Civil servants
7	LAILY ASMERY, S. Pd	196811252008012003	P	Civil servants
8	LIANA USFA RATRI, S. Pd	198708282020122000	P	Civil servants
9	DAFYATI, S. Pd	198010202021212006	P	PPPK
10	SUSANTI, S. Pd	198311122021212000	P	PPPK
11	RETNA DILLAWATI, S. Pd	198903172022212029	P	PPPK
12	SITI MUNAWAROH , S. Pd	198907252022212026	P	PPPK
13	SITI MASITOH, S. Pd	197805042023212004	P	PPPK
14	PRIMANANDA. M, S. Pd	199407122023212012	P	PPPK
15	PARADISE	-	L	HONOR
16	PIPIT LIANI, S. Pd	-	P	HONOR

Table 2. Teachers and Staff of SDN 20 Betung

No.	Employee Name	NIP	L/P	Employee Status
1	Sabarita	197112111996112001	P	Civil servants
2	Yusmala Dewi	196407121995042001	P	Civil servants
3	Marida	196609071994052001	P	Civil servants
4	Syaiful	197108082000031005	L	Civil servants
5	Syirwani	196807102008011001	L	Civil servants
6	Ais Dahlia	197907312014082001	P	Civil servants

7	Wiwik Daryanti	197908122022212015	P	PPPK
8	Vini Alpian Nita	199212112022212023	P	PPPK
9	Ria Hartina	197112111996112001	P	Honor
10	FEBRIYANTI	196407121995042001	P	Honor
11	Ahmat Miftah Choiri	196609071994052001	L	Honor

Table 3. Student Data of SDN 7 Betung

No.	Class	Academic Year					
		2021/2022		2022/2023		2023/2024	
		Sum	Rombel	Sum	Rombel	Sum	Rombel
1	I	40	2	35	2	34	2
2	II	31	2	40	2	35	2
3	III	18	1	31	2	40	2
4	IV	33	2	18	1	31	2
5	V	40	2	33	2	18	1
6	VI	40	2	44	2	33	2
Sum		202		201		191	

Table 4. Student Data of SDN 7 Betung

No.	Class	Academic Year					
		2021/2022		2022/2023		2023/2024	
		Sum	Rombel	Sum	Rombel	Sum	Rombel
1	I	22	1	21	1	27	1
2	II	12	1	23	1	20	1
3	III	18	1	12	1	25	1
4	IV	22	1	17	1	13	1
5	V	19	1	23	1	15	1
6	VI	22	1	20	1	23	1
Sum		115	6	116	6	123	6

4.1.4 Vision and Mission of State 7 Betung and SD Negeri 20 Betung

4.1.4.1 Vision and Mission of the State of 7 Betung

a) Vision of SDN 7 Betung School

Creating a School that is BEAUTIFUL, Achieved, Faithful and Devoted

b) Mission of SDN 7 Betung School

1. Cultivating a healthy life in a safe, cool, neat and beautiful school environment.
2. Developing an attitude of interfaith tolerance, responsibility and independence
3. Implementing the latest learning methods and curriculum.
4. Carry out learning and guidance effectively.
5. Develop optimally according to the potential you have.
6. Cultivating active, creative, effective and fun learning (PAKEM).

c) School Objectives of SDN 7 Betung

The objectives of the State Elementary School (SDN) 7 Betung based on the vision and mission that have been set are:

1. Creating a school environment that is ASRI, by maintaining cleanliness, safety, and beauty as the top priority.
2. Encouraging students to achieve high achievements in academic and non-academic fields, as well as instilling the values of faith and piety.
3. Fostering interfaith tolerance among students, as well as teaching responsibility and independence in daily life.
4. Implement the latest learning methods and curriculum to ensure that students get relevant and quality education.
5. Conduct learning and guidance effectively, so that every student has the same opportunity to develop optimally.
6. Encourage students to develop their potential and gain an enjoyable learning experience through active, creative, effective, and fun learning (PAKEM).

4.1.4.2 Vision and Mission of the State of 20 Betung

a) Vision of SDN 20 Betung School

Making SD 20 Betung Students Outstanding based on IMTAQ (Faith and Taqwa)

b) Mission of SDN 20 Betung School

1. Piety towards God Almighty;
2. Making students intelligent and qualified;
3. Able to develop personality at school and in the community.

c) Objectives of SDN 20 Betung School

SD Negeri 20 Betung stipulates that the purpose of the school in general refers to the school's vision, which is to form human beings who have faith and piety and have the quality of human resources with national character and environmental insight. In particular, school goals are set in short-term goals of 1 year, medium-term goals of 4 years and long-term goals of 8 years.

4.2 Research Results Description of Research Data

4.3 Description of Research Results

Based on the results of interviews with various related parties at SDN 7 Betung, the

implementation of Total Quality Management (TQM) has resulted in real positive changes in various aspects of school life. The role of school leadership has played an important role in promoting a culture of quality and encouraging the implementation of TQM at all levels. Teachers are actively involved in practicing TQM principles in their teaching, creating a more dynamic and interactive learning environment. Administrative staff also provide the necessary administrative support, while the school committee assists in strategic decision-making. The impact of the implementation of TQM can be seen in the improvement of students' academic performance, higher learning motivation and student participation in school activities, as well as an increase in parental satisfaction with the educational services provided. In addition, the school has also experienced an increase in operational efficiency and resource management, thanks to the adoption of TQM principles in the overall management of the school. In the future, recommended measures include strengthening training and professional development for staff and teachers in terms of TQM, improving communication and cooperation between all school stakeholders, and continuously monitoring and evaluating the implementation of TQM to ensure the long-term success of this approach in improving the quality of education at SDN 7 Betung.

In addition to the impact mentioned earlier, the implementation of Total Quality Management (TQM) at SDN 7 Betung has also created an inclusive and continuous improvement-oriented work culture. The active involvement of all stakeholders, including teachers, staff, students, and school committees, has been key to success in implementing TQM effectively. Strong collaboration between all parties has enabled Brainstorming, innovation, and collaboration in problem-solving, creating an environment that promotes learning and collective growth. In addition, the implementation of TQM has also increased transparency and accountability in school management, with a focus on monitoring performance and achieving the goals that have been set. Through a continuous evaluation and improvement process, SDN 7 Betung continues to strive to improve the quality of education and ensure that every student gets the best possible learning experience. These efforts also create a broader positive impact within the school community and the local community, with the school's reputation increasing and public trust in the educational services provided. Therefore, the implementation of TQM at SDN 7 Betung not only affects the school's internal learning environment, but also contributes to improving the quality of life and socio-economic development around it.

The implementation of Total Quality Management (TQM) at SDN 20 Betung is a strategic

step in improving the quality of education and the efficiency of school operations. As happened at SDN 7 Betung, TQM at SDN 20 Betung also has a significant positive impact on various aspects of school activities and the surrounding community. First of all, school leadership plays a key role in promoting a culture of quality and encouraging the implementation of TQM at all levels. The principal and management staff will be responsible for leading change and integrating TQM principles into school policies and practices.

Teachers at SDN 20 Betung will also be actively involved in applying TQM principles in their teaching. This will create a more dynamic and interactive learning environment, which in turn will increase student learning motivation and participation. In addition, administrative staff will provide the necessary administrative support, while the school committee will assist in strategic decision-making. Strong collaboration between all school stakeholders will allow for discussion of ideas, innovations, and collaboration in finding solutions to problems.

The impact of the implementation of TQM at SDN 20 Betung will also be seen in the improvement of students' academic performance, higher learning motivation and student participation in school activities, as well as an increase in parental satisfaction with the educational services provided. In addition, schools can also experience improved operational efficiency and resource management. Recommended measures for the future at SDN 20 Betung include strengthening training and professional development for staff and teachers in terms of TQM, improving communication and cooperation between all school stakeholders, and continuously monitoring and evaluating the implementation of TQM to ensure the long-term success of this approach in improving the quality of education.

4.3.1 Implementation of Total Quality Management in SD Negeri 7 Betung and SD Negeri 20 Betung

A) Planning for the Implementation of Total Quality Management at SD Negeri 7 Betung and SD Negeri 20 Betung

In the implementation of TQM at SD Negeri 7 Betung and SD Negeri 20 Betung, planning is a very important initial stage. Careful planning will be the foundation for the entire TQM implementation process and determine the way forward and the goals to be achieved by the two schools. Here are some things that can be considered in planning the implementation of TQM in both schools:

1. **Situation Analysis:** Conduct an in-depth analysis of the conditions and needs of each

school, including available resources, organizational culture, student needs, and community expectations.

2. **Setting Vision and Mission:** Establishing a clear and measurable vision and mission of the school, which reflects a commitment to achieving the highest quality standards in education.
3. **Strategic Plan Development:** Develop a detailed strategic plan to achieve the school's vision and mission, including setting short-term and long-term goals, as well as concrete steps to be taken.
4. **Identification of Needs and Priorities:** Identifying the main needs of schools and setting priorities in an effort to improve the quality of education, both academic and non-academic.
5. **TQM Team Development:** Forming a special team or committee that will be responsible for implementing and monitoring the implementation of TQM in schools, as well as ensuring the involvement of all stakeholders.
6. **Preparation of Annual Work Plan:** Prepare a detailed annual work plan based on a strategic plan, by setting targets, achievement indicators, and activities to be carried out in each period.
7. **Establishment of Measurement and Evaluation System:** Establish an objective and measurable performance measurement and evaluation system, to monitor the progress of TQM implementation and identify which areas need improvement.

With careful and comprehensive planning, the two elementary schools can ensure that the implementation of TQM is carried out effectively and efficiently, with a focus on maximizing the potential that exists in each student.

Planning the implementation of TQM at SD Negeri 7 Betung involves setting a clear vision, mission, and goals as a strategic base. A detailed action plan has been formulated to involve all school stakeholders, including staff, teachers, students, and the school committee. A comprehensive assessment system has also been established to monitor progress in implementing TQM and measure achievement against the goals that have been set. On the other hand, SD Negeri 20 Betung has identified the special needs and challenges faced, formulated an appropriate action plan, and focused on building a strong culture of quality in the school. With careful and clear planning, these two schools

have established a solid foundation to implement TQM and improve the quality of their education. The next step is to continue with the implementation of the action plan and monitor progress, while ensuring appropriate adaptation to the unique dynamics of each school environment.

B) Organizing the Implementation of Total Quality Management at SD Negeri 7 Betung and SD Negeri 20 Betung

In planning the implementation of TQM, Sekolah Elementary Negeri 7 Betung has set a vision that describes the school's ideals to become a center of excellence in education that focuses on quality and excellence. The school's mission is clearly stated to provide a high-quality education, based on strong moral and academic values. In addition, specific goals have been formulated, including improving student learning outcomes, increasing parent participation, and improving student and staff well-being.

A detailed action plan has been prepared by SD Negeri 7 Betung, involving the active participation of all members of the school community. The plan includes concrete steps to implement TQM principles in various aspects of school life, including the development of an active learning-oriented curriculum, staff training in the latest learning methods, and the improvement of school physical facilities.

On the other hand, SD Negeri 20 Betung has identified special needs and challenges faced in implementing TQM. These include resource limitations, challenges in managing change, and the need to build a strong culture of quality in schools. Based on this identification, an appropriate action plan has been formulated, focusing on meeting the specific needs of the school and developing appropriate strategies to address the challenges faced.

In terms of organizing, the two schools already have a sufficient organizational structure to support the implementation of TQM. This includes the formation of a special team or committee that has responsibility for the planning, implementation, and monitoring of the TQM program. In addition, individual roles and responsibilities within each level of job title within the organization have been clearly defined, ensuring that all members of the school community have a clear understanding of their contributions to these efforts.

C) Implementation of Total Quality Management at SD Negeri 7 Betung and SD Negeri 20 Betung

In the implementation of TQM, SD Negeri 7 Betung has implemented a proactive and directed

approach to realize the school's vision, mission, and goals. Teachers actively apply TQM principles in their learning process, using innovative and student-oriented methods. They are involved in the development and implementation of relevant and engaging curricula, as well as ensuring that each student gets the support they need to reach their full potential. In addition, school staff also play a role in creating an inclusive and supportive learning environment, where students feel safe and supported to grow and develop. At SD Negeri 20 Betung, the implementation of TQM is also carried out seriously. Teachers work together to implement effective learning strategies, with a focus on student engagement and achieving high learning outcomes. They are involved in the use of educational technology and innovative learning resources to enhance the student learning experience. In addition, the school staff is active in supporting students in the development of their social, emotional, and academic skills, creating a supportive and motivating learning environment.

In both schools, the implementation of TQM also involves the active participation of students, parents, and other members of the school community. They are empowered to play an active role in the school's learning and decision-making process, and are encouraged to provide constructive feedback and participate in school activities. This creates a collaborative and inclusive environment, where all members of the school community feel heard and valued. Overall, the implementation of TQM in both schools has resulted in positive changes in school culture, student learning, and academic outcomes. These steps lead both schools towards achieving their vision of becoming centers of excellence focused on quality and excellence.

D) Control of the Implementation of Total Quality Management at SD Negeri 7 Betung and SD Negeri 20 Betung

The controls that have been carried out in the implementation of the TQM application at SDN 7 Betung and SDN 20 Betung include the following steps:

1. **Regular Performance Monitoring:** Both schools have carried out regular performance monitoring to monitor progress in achieving TQM goals. This is done through the collection and analysis of performance data, such as student exam results, student attendance levels, and student and parent satisfaction levels.
2. **Monitoring of the Learning Process:** The learning and teaching process is carefully monitored to ensure that the learning methods that have been planned and implemented are in accordance with the principles of TQM. Teachers in both schools

are engaged in reflection and evaluation of their learning practices to find ways to improve their effectiveness.

3. **Evaluation of Programs and Activities:** Plans and activities related to TQM are evaluated periodically to evaluate their success. Evaluations are conducted by involving all stakeholders, such as students, teachers, parents, and school committee members, through surveys, interviews, or group discussions.
4. **Implementation of Continuous Improvement:** Findings from monitoring, monitoring, and evaluation are used to make continuous improvements in the implementation of TQM. Improvement measures include process improvements, provision of additional training for staff and teachers, and adjustments to ineffective policies or practices.
5. **Stakeholder Commitment:** The strong commitment of all stakeholders to the implementation of TQM continues to be maintained and strengthened. Principals, educators, staff, students, parents, and school committee members continue to support and play an active role in the control process to ensure the successful implementation of TQM.

By implementing this kind of control, both schools have ensured that their TQM implementation runs smoothly and achieves the expected results in improving the quality of education and school management. Constant control measures allow them to continuously adapt to changes in the environment and improve their processes based on the learnings gained from previous experiences.

Controls that have been implemented and effective in the implementation of Total Quality Management (TQM) at SD Negeri 7 Betung and SD Negeri 20 Betung include:

1. **Regular Performance Monitoring:** Both schools have implemented regular performance monitoring, especially related to student academic outcomes and student and parent satisfaction levels. This step has proven effective in identifying zones where improvement is needed and reinforcing the successes that have been achieved.
2. **Monitoring of the Learning Process:** The learning and teaching processes have been closely monitored, and effective practices have been identified and implemented. Teachers are actively involved in reflection and evaluation of their learning practices, which has helped to improve the effectiveness of teaching and learning in both

schools.

3. **Evaluation of Programs and Activities:** Evaluation of programs and activities related to TQM has helped identify successes and challenges faced. The findings from this evaluation have been used to take necessary corrective measures, such as adjustments to programs or activities that are ineffective or not in accordance with TQM objectives.
4. **Implementation of Continuous Improvement:** Continuous improvement measures have been implemented based on findings from monitoring, monitoring, and evaluation. These improvements include process improvements, additional training for staff and teachers, and adjustments to policies or practices that are ineffective. These measures have helped improve the effectiveness of TQM implementation in both schools.
5. **Stakeholder Commitment:** The strong commitment of all stakeholders to the implementation of TQM continues to be maintained. The active involvement of principals, teachers, staff, students, parents, and school committee members has helped create a collaborative and supportive work environment, which is a key factor in the successful implementation of TQM.

By implementing these control measures effectively, both schools have succeeded in maintaining the quality and sustainability of their TQM implementation. They continue to strive to improve their educational processes and outcomes through continuous monitoring and evaluation and through continuous improvement based on these findings.

Recent research on the Implementation of Total Quality Management (TQM) in schools shows that the implementation of TQM in education can make it easier to manage change and make it easier for schools to adjust. There are many studies that have been conducted on the implementation of TQM in educational institutions, such as at Al-Azhar 3 Bandar Lampung High School, in madrasas, and in elementary schools. The implementation of TQM in schools can help improve the quality of education and improve the teaching and learning process. The focus of this research is on the implementation of TQM in education, which includes the application of TQM principles, management planning, implementation, control, and evaluation. Research reveals that program evaluations are carried out periodically, and obstacles in the implementation of TQM can be overcome as early as

possible.

Principals and teachers play an important role in the implementation of TQM in schools, and key issues related to planning, implementation, and monitoring should be considered by every school when implementing TQM. The results of the study showed that the implementation of TQM in each school in Girimarto district was different from each other, and the average score obtained by the principal. The indicators used in the successful implementation of TQM in the field of education refer to Edward Sallis' ideas. The implementation of TQM in madrasas can improve the quality of education and affect the academic achievement of students. Factors influencing the implementation of TQM include the support of the principal, the active participation of all stakeholders, the effective research and evaluation process, and the implementation of training and staff development. This study aims to study the application of TQM in basic education. This research was conducted in five elementary schools in five clusters. Non-test data collection techniques, including questionnaires and documentation analysis, were used to assess the criteria for the successful implementation of TQM in primary education.

4.3.2 Obstacles and Solutions in the Implementation of Total Quality Management in SD Negeri 7 Betung and SD Negeri 20 Betung

A. Obstacles to the Implementation of Total Quality Management in SD Negeri 7 Betung and SD Negeri 20 Betung

1. Lack of Awareness and Understanding

Some staff members, teachers, or other stakeholders may not yet fully understand the concept and benefits of TQM, leading to resistance to change. Staff members, teachers, or other stakeholders may feel uncomfortable with the change and be reluctant to accept TQM due to a lack of understanding of the concept. They may prefer to stick to old familiar practices rather than adopt new methods.

Without sufficient understanding, it is likely that staff members and teachers will not feel involved in the TQM implementation process. This can lead to a lack of active support and involvement in changing existing practices. Without an adequate understanding of TQM, schools may face difficulties in designing and implementing the necessary changes. This includes developing new strategies, changes in learning methods, or establishing a supportive organizational culture.

A lack of understanding of TQM can also create a sense of uncertainty and anxiety among

staff members and teachers about the future of the school. They may feel unsure about how TQM will affect their work and what the implications will be in the long run. Without an adequate understanding of TQM, schools may face difficulties in measuring the success of their implementation. They may not have the right metrics or indicators to evaluate progress and achieve the set goals.

2. Resource Limitations

Especially at SD Negeri 20 Betung, limited resources such as funds and physical facilities can be an obstacle in the overall implementation of TQM. Especially at SD Negeri 20 Betung, the most striking obstacle in the implementation of Total Quality Management (TQM) is the limitation of resources, especially in terms of funds and physical facilities. This condition is a significant obstacle because adequate resources are essential to support various change and improvement initiatives in education.

First of all, funding constraints can hamper a school's ability to provide adequate training for staff and teachers on TQM concepts and practices. Comprehensive and quality training requires the allocation of sufficient funds for teaching fees, training materials, and training venue facilities. Without adequate financial support, schools may struggle to organize effective training, which can hinder the understanding and application of TQM by staff and teachers.

In addition, limited funding can also affect the school's ability to update or upgrade existing physical facilities to conform to TQM principles. For example, the provision of adequate facilities to support technology-based learning, comfortable and safe classrooms, or adequate sports and arts facilities can enhance the student learning experience and support a student-centered approach to learning. However, without sufficient resources, schools may be limited in their efforts to upgrade or update these facilities.

In addition, limited resources can also affect the ability of schools to adopt technology and information systems that can support the implementation of TQM. Investments in school management information systems, software for data analysis, or other information technology infrastructure can assist schools in monitoring performance, analyzing data, and making evidence-based decisions. However, without sufficient funding, schools may struggle to access or utilize this technology optimally.

3. Organizational Culture Challenges

The existing organizational culture may not be aligned with TQM principles, making it difficult

to change old habits and adopt new practices. When an existing organizational culture is not aligned with the principles of Total Quality Management (TQM), this can be a significant obstacle to changing old habits and adopting new practices. Some of the reasons why this is difficult to do include:

- a. **Organizational Inertness:** A culture that has been ingrained in the organization for a long time can make it more likely to stick to existing practices. Change is considered a threat to existing stability, and members of the organization may feel uncomfortable or afraid of the consequences.
 - b. **Distrust and Resistance:** Members of the organization may not believe in the values or benefits promised by TQM. They can think of it as a top-imposed initiative without paying attention to the needs and challenges faced at the operational level.
 - c. **Uncertainty about New Roles and Responsibilities:** The implementation of TQM often triggers a transformation of individual roles and responsibilities within an organization. This transformation can result in disorientation and doubt among members of the organization regarding the roles expected of them and how they adapt to the change.
 - d. **Lack of Leader Support:** Without strong support from organizational leaders, efforts to change organizational culture will be difficult to succeed. If leaders do not promote and support TQM with consistent actions and communication, then members of the organization may not feel motivated to follow the change.
4. **Difficulties in Performance Measurement**

Difficulties in measuring and monitoring performance effectively can be a significant obstacle in the implementation of Total Quality Management (TQM) in SD Negeri 7 Betung and SD Negeri 20 Betung. Without proper metrics and an effective monitoring system, schools may face difficulties in evaluating their progress and identifying areas that need improvement. First of all, it can be difficult for schools to determine relevant and well-measurable key performance indicators (KPIs) to monitor progress in TQM implementation. Improper or irrelevant KPIs can lead to inaccurate or unrepresentative evaluations of actual performance, which in turn can hinder the school's ability to identify problems or obstacles that need to be addressed. In addition, irregular or inconsistent data collection can also interfere with the performance monitoring process.

Without a structured system to collect and record data on a regular basis, schools may

struggle to track their progress over time and make decisions based on strong evidence. Limitations in data analysis and interpretation capacity can also be a bottleneck. Improper or inaccurate analysis of data can result in a misunderstood understanding of the actual conditions in schools and lead to ineffective or inefficient decisions. Additionally, it can be difficult for schools to integrate performance evaluation results into a thorough decision-making and strategic planning process. Without the active involvement of all staff members and other stakeholders in using performance data to guide improvement actions, efforts to improve the quality and effectiveness of education may be poorly coordinated or undirected.

B. Total Quality Management Implementation Solution at SD Negeri 7 Betung and SD Negeri 20 Betung

1. Training and Education

Organizing regular training and education sessions for all staff members and teachers on the foundations of TQM and its benefits for the quality of education is an effective strategy to increase their awareness and understanding. This training not only helps to address the lack of knowledge about TQM, but also builds commitment and support for change in schools. Here are some of the concrete benefits:

- a) **Increased Understanding:** Regular training and education provide opportunities for staff and teachers to understand the concept of TQM in depth. They can learn about the basic principles of TQM, such as a focus on customer satisfaction, quality control, continuous improvement, and the involvement of all members of the organization.
- b) **Awareness of Benefits:** Through training, staff members and teachers can understand the long-term benefits of implementing TQM in an educational context. They can see how TQM can improve the efficiency, effectiveness, and overall quality of the learning and teaching process in schools.
- c) **Skills Development:** Training can also help develop the skills and competencies necessary to apply TQM principles in daily practice. This includes skills in identifying problems, measuring performance, applying quality tools and techniques, and collaborating with colleagues to achieve common goals.
- d) **Commitment Reinforcement:** Training can help build commitment and motivation to

adopt the necessary changes in the organization's culture. Through a better understanding of TQM values and their impact on the quality of education, staff members and teachers may be more motivated to actively participate in improvement and innovation efforts.

- e) Encourage Engagement: Training can also be a forum to encourage the involvement of all staff members and teachers in the change process. This can create an inclusive learning environment, new ideas and initiatives are well received and valued, and increase a sense of ownership and responsibility for the successful implementation of TQM.

By organizing regular training and education sessions on TQM, SD Negeri 7 Betung and SD Negeri 20 Betung can ensure that all staff members and teachers have a strong understanding of the concept and benefits of TQM, which in turn can strengthen their efforts in improving the quality of education and school management. Organizing regular training and educational sessions for all staff members and teachers on the principles of TQM and its benefits for the quality of education can help increase their awareness and understanding.

2. Efficient Use of Resources

Looking for ways to use existing resources more efficiently, such as utilizing technology for administrative management or looking for additional resources through cooperation with external parties. Ways to use existing resources more efficiently, especially in terms of technology, can be an effective strategy in overcoming the obstacles of limited resources, especially in SD Negeri 20 Betung. Here are some steps that can be taken:

- a. Use of Technology for Administration Management: Implementing school management software or student information systems can help automate many administrative tasks, such as student data management, lesson schedules, attendance, and assessments. This can reduce the workload of administrative staff and allow them to focus on more strategic tasks.
- b. Utilization of Technology in Learning: Integrating technology into the learning process can open up new opportunities for innovative and engaging teaching. The use of learning software, applications, or online platforms can help teachers deliver material in a more interactive way and support different learning styles of students.

- c. **Use of Research and Data Analysis:** Using technology for data analysis can assist schools in identifying useful patterns and making evidence-based decisions. By systematically collecting and analyzing data on student performance, attendance, or parent satisfaction levels, schools can identify areas where resources can be allocated more efficiently.
- d. **Partnerships with External Parties:** Seeking partnerships with technology companies or non-profit organizations that provide educational technology services can be another way to leverage technology resources without incurring large costs. Some companies or organizations may be willing to donate or provide access to their software or services to schools as part of their CSR program.
- e. **Training and Skills Development:** Conducting training and skill development for staff and teachers in the use of technology is also important. Ensuring that all staff members have a solid understanding of how to use the available technology tools can help maximize the benefits of investing in technology.

By taking these steps, SD Negeri 20 Betung can improve the efficiency of using existing resources and support the implementation of Total Quality Management (TQM) more effectively. Smart utilization of technology can help schools achieve their goals in improving the quality of education and school management by making better use of limited resources.

3. Establishment of a Supportive Organizational Culture

Leaders who set an example and are consistent in communicating the values of Total Quality Management (TQM) have a very important role in shaping an organizational culture that supports change and innovation. By practicing TQM principles in their daily actions, leaders provide a strong example for staff members and teachers to follow. Effective leaders not only talk about the importance of TQM, but also demonstrate their dedication to those principles through their actions.

For example, they can openly accept feedback, encourage collaboration and participation, and prioritize quality in decision-making. By acting as role models, leaders help shape a culture where innovation and change are accepted as a natural part of daily activities. In addition, consistent communication about TQM's values is also important to ensure that the message about the importance of change and innovation is conveyed clearly and evenly to all members of the organization. Through open and consistent communication, leaders can help form a uniform understanding of the

organization's vision and goals and how TQM can help achieve them.

In addition to leaders, involving all stakeholders in the process of forming a new culture is also an important step in ensuring the successful implementation of TQM. By involving all staff members, teachers, students, parents, and school committees, schools can create an inclusive environment where all voices are heard and valued. It allows contributions from different perspectives and experiences, which can enrich the process of change and innovation. Through a combination of strong leadership, consistent communication, and the participation of all stakeholders, SD Negeri 7 Betung and SD Negeri 20 Betung can build an organizational culture that supports the implementation of Total Quality Management (TQM) and creates a solid foundation for continuous change and innovation.

4. Development of an Effective Performance Measurement System

Establishing a clear and measurable performance measurement system, as well as training staff on its use, can help in effectively monitoring progress and identifying areas for improvement. By adopting these solutions, SD Negeri 7 Betung and SD Negeri 20 Betung can overcome obstacles in the implementation of TQM and continue to move forward towards achieving the goal of better quality education.

4.4 Discussion of Research Results

In the discussions and research results that have been carried out, it is found that the implementation of Total Quality Management (TQM) in SD Negeri 7 Betung and SD Negeri 20 Betung is faced with several significant challenges. One of the main obstacles is the inconsistency of the existing organizational culture with the principles of TQM. The organizational culture that has been formed may have been ingrained in old habits and patterns of behavior that are difficult to change. In this context, it was found that leading by example and consistently communicating TQM values can be an effective strategy to help build an organizational culture that supports change and innovation.

Strong leadership, especially from principals and top management, can set a positive example of the importance of TQM and encourage active participation from all staff members and teachers. In addition, involving all stakeholders in the process of forming a new culture also proved important. In interviews with principals, teachers, staff, students, and school committees, it was found that active involvement from all parties in articulating TQM values, building agreement on shared visions and goals, and designing concrete action plans can help strengthen commitment to change.

The results of the study also show that efforts to build an organizational culture that supports

TQM must be sustainable and comprehensive. It involves a holistic approach that includes aspects such as skills training and development, TQM-based performance assessments, appropriate reward and recognition systems, and continuous feedback and improvement mechanisms. By taking these steps, SD Negeri 7 Betung and SD Negeri 20 Betung can strengthen their organizational culture to support the implementation of TQM and achieve the goal of higher quality education. This is in line with the finding that the development of organizational culture that supports change is a critical factor in the successful implementation of TQM in the context of education.

The implementation of Total Quality Management (TQM) in SD Negeri 7 Betung and SD Negeri 20 Betung can be associated with several relevant management theories, such as:

1. **Transformational Leadership Theory:** The concept of transformational leadership emphasizes the importance of a leader in inspiring, motivating, and guiding others to achieve common goals. In the context of TQM implementation, principals in both schools act as agents of change who lead transformation efforts towards better quality education. They encourage the active participation of all members of the school community to achieve a common vision and adopt best practices in education management.
2. **Total Quality Management (TQM) Theory:** TQM principles, such as a focus on customer satisfaction, the involvement of all members of the organization, and continuous improvement, are highly relevant to the implementation of TQM in both schools. SD Negeri 7 Betung and SD Negeri 20 Betung apply a systematic approach to improving the quality of their education, by setting clear visions, missions, and goals, as well as developing detailed action plans and monitoring progress regularly.
3. **Learning Organization Theory:** The concept of learning organization emphasizes the importance of continuous learning and adapting to changes in the environment to achieve organizational excellence. In both schools, a student-centered learning approach is applied, in which teachers and school staff are involved in reflection and evaluation of their learning practices, as well as updating and improving their approaches based on learning from previous experiences.
4. **Stakeholder Engagement Theory:** This theory emphasizes the importance of involving all stakeholders, including teachers, staff, students, parents, and the community, in the

decision-making process and implementation of school programs. The active involvement of all parties in both schools creates a participatory climate that supports collaboration, open communication, and mutually reinforcing support in achieving common goals.

By linking TQM implementation practices with relevant management theories, the two schools can strengthen the theoretical foundations of their efforts in improving the quality of education and school management. This allows them to make more informed decisions, plan more effective strategies, and improve their processes based on a deeper understanding of proven management principles.

In the context of SD Negeri 7 Betung, it was found that the existing organizational culture may not be fully aligned with the principles of Total Quality Management (TQM), causing obstacles in the overall implementation of TQM. Some of the more detailed aspects of these findings include:

1. **Misalignment of Values and Practices:** Although TQM values such as focus on customer satisfaction, quality control, and continuous improvement have been introduced, there is still a gap between these values and the daily practices in schools. For example, there may be a tendency to prioritize compliance with administrative rules over continuous improvement initiatives.
2. **Lack of Engagement and Commitment:** Despite efforts to communicate TQM values, there are still varying levels of engagement and commitment among staff members and teachers. Some may not have fully adopted TQM principles in their daily practice, while others may be more open to change.
3. **Challenges in Changing Old Habits:** The organizational culture that has been formed over the years may make it difficult for some staff members and teachers to change old habits and adopt new practices inspired by TQM. This can be due to comfort in the comfort zone or uncertainty about the implications of the change.
4. **Expansion of Awareness and Understanding:** There is a need to expand awareness and understanding of TQM across levels of the organization. Regular training and education can be key in building a deeper understanding of TQM principles and encouraging active engagement from all staff members and teachers.
5. **Leadership Reinforcement:** The role of principals and top management is crucial in

shaping the organizational culture that supports TQM. Strong leadership, which demonstrates commitment and consistency in communicating TQM values and putting them into practice in daily actions, can be a catalyst for positive cultural change.

Relevant research on TQM Implementation research was conducted by Rahmawati (2020) in the study discussing that integrated quality management is a series of overall processes in education management that emphasizes improvement to improve and develop the quality of a product/service. The role of the principal is very influential in the implementation of TQM, where the principal acts as an advisor as well as a driving force in improvement efforts. In the implementation of integrated quality management, leaders must have leadership and managerial skills. Leadership relationships with TQM are a way to motivate individuals to improve the quality of education and achieve organizational goals. In achieving organizational goals, good teamwork is needed. A team is a group of individuals who have a common goal. The importance of a team is based on the following factors: (1) The thinking of two or more people, better than one person, (2) the results of the team are much better, (3) there is good interaction between members, (4) good communication. The main factor in improving the quality of education is by empowering human resources. The quality of education is not only seen from the results but can also be seen from the way schools meet their needs in accordance with education quality standards.

The implementation of TQM involves implementing an entire management system that focuses on customer satisfaction. In the implementation of TQM, there are principles that must be carried out to achieve optimal results. Therefore, the principal must be a mover and motivator for his team members so that they can change for the better in order to achieve the expected goals. Good teamwork is the main foundation in achieving a goal. The conclusion that can be drawn is that the principal has an important role as a leader who is able to motivate, mobilize team members, and manage the organization well. In addition, school principals must also create an effective and efficient work environment. Members of the organization must also be able to work well together to achieve common goals. With the achievement of these goals, performance can be considered successful.

In line with the opinion put forward by Edwards Deming, a well-known quality management expert, made a significant contribution to the TQM philosophy through his theory. According to Deming (Sallis, 2006: 35) One of the fundamental concepts that he put forward is PDCA (Plan-Do-

Check-Act), an iterative process that encourages continuous improvement in quality. Deming also laid out 14 points for management, which emphasizes transformational leadership, teamwork, and customer-oriented focus. In essence, Deming's theory advocates the creation of an organizational culture that supports innovation and employee empowerment. By adopting this approach, organizations can achieve superior quality and improve customer satisfaction in the long run.

By paying attention to these challenges in more detail, SD Negeri 7 Betung can design more specific and targeted strategies to overcome obstacles in the implementation of TQM and form an organizational culture that supports innovation and continuous improvement.

More specifically, in the context of SD Negeri 20 Betung, it was found that the obstacles in changing the existing organizational culture to be in accordance with TQM principles are more complex and challenging. Some of the factors that affect this include:

1. **Resource Limitations:** The school faces significant financial challenges, which affect their ability to provide the training and skill development necessary to implement TQM. The lack of budget also limits investment in technology and infrastructure that can support change.
2. **Strong Traditional Culture:** An existing organizational culture may have become ingrained in old habits and patterns of behavior that are difficult to change. Teachers and staff may have become accustomed to specific methods of carrying out their jobs, and changing this paradigm can cause resistance and discomfort.
3. **Lack of Understanding of TQM:** There is a lack of understanding of the concepts and benefits of TQM among staff and teachers. Limited training and skill development may have hindered their ability to recognize TQM values and principles and apply them in daily practice.
4. **Low Engagement Rate:** Active engagement from all stakeholders, including teachers, staff, students, and school committees, may be less strong at SD Negeri 20 Betung. Lack of participation and ownership may hinder efforts to build an organizational culture that supports TQM.
5. **Challenges in Measuring Performance:** Limitations in effectively measuring and monitoring performance can also be a barrier. Without robust data and a solid monitoring system, schools may struggle to evaluate their progress in implementing

TQM and identify areas for improvement.

In overcoming these obstacles, concrete steps such as organizing regular training and education sessions, leading by example, and engaging all stakeholders in the process of forming a new culture will be important. Moreover, specific strategies such as finding ways to optimize the use of existing resources and collaborating effectively with external parties to obtain additional resources also need to be carefully considered. Thus, SD Negeri 20 Betung can overcome the obstacles faced and strengthen the organizational culture that supports the implementation of TQM.

CONCLUSION

The implementation of Total Quality Management (TQM) at SD Negeri 7 Betung and SD Negeri 20 Betung has been carried out gradually and systematically through the stages of planning, organizing, implementing, and controlling. These steps have led to positive changes in various aspects of school life. The improvements are evident in the enhanced quality of learning and student outcomes. Additionally, students' motivation to learn and participate in school activities has increased, and parents' satisfaction with the educational services provided has also improved. TQM has also positively impacted operational efficiency and resource management at the schools, fostering an inclusive and continuous improvement-oriented work culture. Overall, the implementation of TQM at these schools has proven to be a strategic move that has brought significant progress.

However, despite its positive impact, the implementation of TQM at SD Negeri 7 Betung and SD Negeri 20 Betung has faced several challenges. Among these challenges are a lack of understanding of TQM, limited resources, an organizational culture resistant to change, and difficulties in measuring performance. To address these challenges, various solutions have been sought. Intensive training and education on TQM have been conducted to enhance understanding among all stakeholders. Efforts to improve school funding, facilities, and infrastructure are ongoing. An open, adaptive, and continuous improvement-oriented work culture is also being cultivated. Additionally, a precise and effective performance measurement system is being developed to assess TQM's progress and impact. By overcoming these obstacles and implementing the right solutions, it is hoped that the TQM implementation in both schools can run optimally and provide maximum benefits for educational progress..

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