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## THE MODEL OF QUALITY MANAGEMENT IN STRENGTHENING ISLAMIC HIGHER EDUCATION

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**Abstrak:** Salah satu jalur peningkatan berkelanjutan dalam pendidikan adalah dengan menerapkan manajemen kualitas total, yang dapat menyediakan lembaga pendidikan dengan 3 perangkat praktis untuk memenuhi dan melampaui kebutuhan, keinginan, dan harapan pelanggan saat ini dan di masa mendatang. Artikel ini bertujuan untuk mengeksplorasi konsep modern tentang pendidikan yang dianggap sebagai industri jasa. Sebagai industri jasa, institusi pendidikan harus memperhatikan dan fokus pada kebutuhan, keinginan, dan harapan pelanggan yaitu siswa itu sendiri dan pekerjaan yang akan mereka hadapi. Sehubungan dengan hal tersebut, perlu adanya model manajemen khusus yang dapat diterapkan secara berkelanjutan, yaitu Total Quality Management (TQM). Artikel ini ditulis berdasarkan penelitian kepustakaan. Hasil temuan menunjukkan sebagai berikut: pertama, penerapan konsep TQM di perguruan tinggi akan berhasil jika didukung oleh kepemimpinan yang berkualitas; kedua, kerja tim; ketiga, melibatkan dan memberdayakan pegawai di semua tingkatan institusi, seperti; pengambilan keputusan dan pemecahan masalah; fourth, harus ada perencanaan strategis sebagai mesin peningkatan kualitas untuk memandu jalannya lembaga dalam mewujudkan kepuasan pelanggan; terakhir, harus ada manajemen yang baik dan berwawasan sebagai faktor utama proses peningkatan kualitas dan membentuk tim kerja yang efektif untuk kualitas.

**Kata Kunci :** Total Quality Management, Perguruan Tinggi Islam, Institusi Pendidikan.

**Abstract:** One path of continuous improvement in education is by implementing total quality management, which can provide any educational institution with 3 set of practical tools for meeting and exceeding present and future customers needs, wants and expectation. This article is aimed to explore the modern concept about an education which is regarded as service industry. As service industry, educational institution should pay any attention and focus on customers' needs, wants and expectations that is students themselves and their prospective jobs. In relevant with this, there should be specific model of management which can be implemented continuously, that is Total Quality



*Management (TQM). This article is written is based on the library research. The finding shows as follows; firstly, the implementation concept of TQM in higher education will be successful if it is supported by quality leadership; secondly, teamworks; thirdly, involving and empowering the employees at all levels of institution, such as; decision making and problem solving; forthly, there must be a strategic planning as the engine of quality improvement to guide the running of institution in realizing the customers satisfaction; lastly, there must be good and visoned management as the main factor of quality improvement process and forming an effective team work for quality.*

**Key words:** Total Quality Management, Islamic Higher Education, Educational Institution.

## INTRODUCTION

Over the last fifteen years, a lot of innovative experiments are being done to improve the performance and introduced several laws and constitutions for both academic and educational standards which aimed to further develop and improve its ability to compete consistently by successive governments, realizing the importance of this sector for socio-economic and cultural development and this requires an ideal governance and service delivery.<sup>1</sup> but the system of higher education in some areas must be reshaped, the strength must be maintained, but the weaknesses must be addressed and developed, to serve a new social order, to meet the pressing national needs, and to respond to a context of new realities and opportunities.

Some of the reasons include pressures from industry for continuous upgrading of academic standards with changing technology; government schemes with allocation of funds, which encourage research and teaching in the field of quality; increasing competition between various private and government academic institutions and reduction in the pool of funds for research and teaching, implying that only reputable institutions will have a likely chance of giving access to various funds. Therefore, Statue number 20, 2003 about national education system, chapter 3, stated "that the goal of national education is "developing the potential of learners to become human beings who believe and cautious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible."<sup>2</sup>

Those ideal goals are still dreams, with no one understand when it could be realized. It caused by some factors, such as; the system do not run well, teaching and learning process does not meet the quality, and lack of qualified human resources. Higher Education has to be about quality and excellence, not just, it is rather the quality of effective presence they share with students, teachers, systems, and stakeholders, and the relationships they shared with each other. In many countries and many cultures the issue of quality management has been firmly on

<sup>1</sup>Departemen Agama RI Direktorat Jenderal Kelembagaan Agama Islam, *Memahami Paradigma Baru Pendidikan Nasional dalam Undang-undang Sistem Pendidikan Nasional*, (Jakarta: Departemen Agama, 2003), 33.

<sup>2</sup>Departemen Agama RI Direktorat Jenderal Kelembagaan Agama Islam, *Memahami Paradigma Baru* 34.



the agenda of higher education institutions (HEIs) for quite some time. Higher education (HE) for the masses and a growing climate of increased accountability are frequently cited as relations for a greater emphasis on quality.<sup>3</sup>

Growing students' numbers, mass enrolment rates, and different type of program delivery, changing society structures and job descriptions produce complex question of quality in the institutions of higher education. Within the new roles and functions, higher education institutions must review their technical, managerial and social functions. It is because higher education is a center of excellence. Consequently, higher education should do *repositioning* in the context of external environment through making well-planned internal restructuring, well-actuated, and well evaluated/controlled, in the sense of continuous improvement.<sup>4</sup> Those are the strategic steps in applying competitive higher education outputs or outcomes by creating intellectual mentality which including learning to learn and supported by; learning to live together; learning to know, learning to do, dan learning to be.<sup>5</sup> Therefore, the outputs or outcomes will have some characteristics; critical, academic achievement, entrepreneurship, creative, and self-regulated learning, having some skills, communicative, cross-cultural understanding, being good leaders, mampu and also employability, ethical, having high standards of morality, as well as capable in shaping community that learn.<sup>6</sup>

In creating those competencies, Azzahari argued that, it is the right time for educational institutions anticipate the global rivalry and the speed of era by strategic fostering integrated educational institutions, in which the top leaders and managers owned the strong and good vision that ends-up to the future. The institutions also should change the management towards continuous improvement, participatory leadership, enrollment and empowerment all employees, strong teamwork, to develop strategic planning and cultural orientation.<sup>7</sup>

To achieve the main goals, this article aimed at conceptualizing the model of Quality Management in fostering the Higher Education. Gaspers stated that higher education should acknowledge all the services in the shake of giving valuable services to the stakeholders, which are continuously process improvement.<sup>8</sup> The implementation of total quality management (TQM) in higher education should be based on understanding and accountability to meet efficiency, effectiveness, and quality as hoped by internal and external customers.

<sup>3</sup>Nina Becket and Maureen Rookes. Evaluating Quality Management in University Departments. *Journal Quality Assurance in Education*, Vol 14, No 2 (2006), 123-142, <https://eric.ed.gov/?id=EJ801660>.

<sup>4</sup>Soekidjo Notoatmodjo, *Pengembangan Sumber Daya Manusia*, (Jakarta: Rineka Cipta, 1998), 20.

<sup>5</sup>Imam Azhar, "Konseptualisasi Peningkatan Mutu Pendidikan Tinggi melalui TQM". *Jurnal Pendidikan dan Keislaman*. Vol. 8 No. 1 (Februari 2019), 1 - 15, <http://ejurnal.unim.ac.id/index.php/tarbiya/issue/view/36>.

<sup>6</sup>Peter Senge et al. *Schools That Learn, A Fifth Discipline Resources*, (London: Nicholas Brealey, 2000), 56.

<sup>7</sup>Azril Azzahari, *Reformasi Sistem Pendidikan Mewujudkan Indonesia Baru*. (Jakarta: Penerbit LPTK dan ISPI, 2000), 78.

<sup>8</sup>Vincent Gasperz, *Total Quality Management*, Edisi Kedua. (Jakarta: Penerbit PT. Gramedia Pustaka Utama, 2002), 45.



Sallis stated "customers are the final arbitrators of quality and without them the institution does not exist."<sup>9</sup>

In relation to the study is to show the compatibility of TQM in education. besides, this study is aimed to identify model of implementation of TQM in education. The study uses the qualitative methodology. This exploratory type would give an opportunity to understand and clarify the main problem of this study. Data are collected through extensive literature and research findings.

## RESULT AND DISCUSSION

Total Quality Management (TQM) was first espoused by Dr. W. Edwards Deming in the late 1950's. His ideas were not accepted by US industry but were heartily endorsed by Japan in their recovery from World War II. Largely as a result of the implementation of TQM, 'Made in Japan' has changed from a derogatory term to high praise.<sup>10</sup> The literature presents so many definitions and descriptions of TQM that sometimes it seems as if each author has its own definition and each organisation has its own implementation.<sup>11</sup> However, no TQM discussion is complete without acknowledging the work of the five best known TQM experts, or 'quality gurus'; Deming, Juran, Feigenbaum, Crosby and Ishikawa. According to the review of Reed, Lemark, and Mero revealed that they all agreed on the importance of the following six key elements: customer satisfaction, cost reduction, leadership and top management commitment, training and education, teamwork and organisational culture.<sup>12</sup>

Roffe in Steingrad et al. defined total quality management (TQM) "as a set of techniques and procedures used to reduce or eliminate variation from a production process or service-delivery system in order to improve efficiency, reliability, and quality."<sup>13</sup> Total quality management (TQM) is an art of organizing the whole to achieve excellence. It is enrichment to the conventional way of managing business. It helps for survival in the global antagonism. This is not only a philosophy but also a set of guide lines and regulations for ongoing improvements for the services and/or products offered to customers. Human resources and quality methods are utilized to improve all the processes to satisfy all the needs of the clients. It integrates fundamental techniques, prevailing efforts

<sup>9</sup>Edward Sallis, *Total Quality Management In Education*. (London: Kogan Page, 2003), 17.

<sup>10</sup>M. Walton, *The Deming Management Method*. (New York, NY: Perigee Books, 1986). 23-25.

<sup>11</sup>Watson, J.G., & Korukonda, A.R., "The TQM jungle: A dialectical analysis", *International Journal of Quality & Reliability Management*, Vol. 12 Issue 9 (December 1995), 100-109, <https://www.emerald.com/insight/content/doi/10.1108/02656719510101213/full/html>

<sup>12</sup>Reed, R., Lemark, D.J., & Mero, N.P. "Total quality management and sustainable competitive advantage", *Journal of Quality Management*, Vol. 5 Issu 1 (spring 2000), 5-26, <https://www.sciencedirect.com/science/article/abs/pii/S1084856800000109>.

<sup>13</sup>Steingrad, D.S., & Fitzgibbons, D.E. (1993). A postmodern deconstruction of total quality management. *Journal of Organization Change Management*, Vol 6 Issue 5 (May 1993) 27-42, <https://www.emerald.com/insight/content/doi/10.1108/EUM0000000001210/full/html>



and practical gear, which are being operated under a disciplined approach of management.<sup>14</sup>

Dean and Bowen said, "TQM is a management philosophy or an approach characterised by principles, practices, and techniques."<sup>15</sup> In their opinions, The principles consisted of three values that should be used in applying this management, they are: customer focus, continuous improvement, and teamwork. Similar definition came from Ishikawa (in Pawitra), according to him, TQM is the integrated organization functions into holistic philosophy which constructed based on the quality concept, teamwork, productifity, and understanding as well as customers' satisfaction..<sup>16</sup> in relevant with education, Sallis explained that, TQM is the philoshophy of continuous improvement and strategic approach that give the institution a set of practical guidlines to meet and exceed the customers' needs, wants, and expectations, here and in the future.<sup>17</sup> TQM is considered to be more general to capture essence of quality improvements. Total quality refers not only to product but also to the way the product is presented to the customer. It is continuous improvement plan, with an effort to bring out the best. It is a concept which has been viewed as a customer focused process, which needs for continuous improvement and meeting customers" perceptions. In general, TQM encompasses many management and business philosophies and its focus gets shifted, based on the scenario where TQM is applied. Whether it is in industry or higher education, TQM philosophy revolves around the customer.

Based on above explanations, it can be stated that, TQM is management system that arises quality as efforts strategy and oriented on customers' satisfaction which involved all human resources in institution. For good understanding of the concept and term of TQM, by breaking the phrase into three parts whereby "total" implies every person is involved (including customers and suppliers), "quality" implies customer requirements are exactly met and "management", implies senior executives are committed.

Why TQM? Wani and Mehraj argued, it is an integrated organizational approach in delighting both external and internal customers by meeting their expectations on continuous bases through getting everyone involved with the organizational working on continuous improvement of all products, services and

<sup>14</sup>M.S. Farooq, M. S. Akhtar, S.Zia Ullah, R.A. Memon, "Application Of Total Quality Management In Education. *Journal of Quality and Technology Management*", Volume III, Issue I1 (December 2007) 87-97, <https://files.eric.ed.gov/fulltext/ED506778.pdf>

<sup>15</sup>Dean, J.W., & Bowen, D.E., "Management theory and total quality: Improving research and practice through theory development", *Academy of Management Review*, Vol. 19 No 3 (July 1994), 392-418, <https://www.jstor.org/stable/258933>.

<sup>16</sup>David M. Szymanski and David H. Henard, "Customer satisfaction; Meta Analysis of the Empirical Evidence". *Journal Academy of Marketing Science*, Volume 29, Issue 1 (Winter 2001), <https://journals.sagepub.com/doi/abs/10.1177/009207030102900102>.

<sup>17</sup>Sallis, *Total Quality Mnagement*, 56.



procedures along with proper problem solving methodology.<sup>18</sup> TQM helps us to recognize the facts i.e., we ourselves, who are responsible for quality work not someone else, who will check it after it is done. TQM is not traditional approach, it is innovative one. TQM is a management philosophy that seeks to prevent poor quality in products and services, rather than simply to detect and sort out defects. A basic concept of TQM is that quality is measurable commodity and in order to improve we need to know where we are? Have we some idea? Or where we are going to? TQM not only represents a specific method or set of methods, but it represents a theory for transformation of organization.<sup>19</sup> That's why many experts said that TQM is a philosophy of continuous improvement.

Well, the philosophy of TQM is *market-in concept*.<sup>20</sup> Gazpersz points out three elements in this philosophy, that is; market (customers) oriented, making no mistake in serving the customers, and all important decision making must be based on facts. The characteristics of *market-in concept*, including: 1) focuses on *market-oriented*, 2) considering and involving employee in every phase of process, and 3) making no mistakes in giving services to the customers, it is because everybody is a customer. These bring modesty and responding to a problem which support to continuous improvement.<sup>21</sup>

TQM is a philosophy which insists on the improvement, enhancement, betterment and change, of all the services provided to the students in education, improvement, betterment, enhancement and change of every aspect of an organization or field. It needs to bring efficiency to every dimension whether it is teaching learning, curriculum or infrastructure. If Toyota's goal is quality cars, the school's goal must be quality education. But education is like quality; few can define it. Often anything that happens to children is viewed as education, especially when the experience is facilitated by an "educator." This leaves us with a definition so broad it's meaningless.<sup>22</sup> Glasser suggests that presently education has a definition similar to *intoxication*.<sup>23</sup> He points out that society has developed standards that define the blood-alcohol level of people who are legally intoxicated. The exact level depends on which of the fifty states you happen to be in. Society, too, seems to have developed state-by-state standards defining people who have been educated. Everyone who drinks does not become legally intoxicated; everyone who attends school does not become educated. If we wanted to define education, we would have to acknowledge that it, unlike intoxication, should be regarded as a never-ending process. If everyone who graduated from high school

<sup>18</sup>Iftikhaar Ahmad Wani and Hakim Khalid Mehraj, "Total Quality Management in Education: An Analysis", *International Journal of Humanities and Social Science Invention*, Volume 3, Issue 68 (June 2014), 2319–7722, [http://www.ijhssi.org/papers/v3\(6\)/Version-4/N0364071078.pdf](http://www.ijhssi.org/papers/v3(6)/Version-4/N0364071078.pdf).

<sup>19</sup> Wani and Mehraj, Total Quality Management, 2319–7722.

<sup>20</sup>Gazpersz, *Total Quality Management*, 78.

<sup>21</sup>Gazpersz, *Total Quality Management*, 79.

<sup>22</sup>James H. Johnson, 'Total Quality Management In Education', *Journal CIT. OSSC Bulletin* Volume 36, Number 6 (February 1993), 1 – 53. <https://eric.ed.gov/?id=ED354611>.

<sup>23</sup>Glasser, William M.D. "Quality, Trust and Redefining Education." *Education Week* (May 13, 1992), 2, <https://www.edweek.org/education/opinion-quality-trust-and-redefining-education/1992/05>



came out pursuing life-long learning, we would have to acknowledge the overwhelming success of the educational process. Glasser offers the following definition: "Education is the process through which we discover that learning adds quality to our lives."<sup>24</sup>

It's clearly enough that each TQM initiative is unique. It provides a direction and framework for morality in education, considers and reward the effort of those directly involved, both inside and outside the organization. Successful TQM models tend to embody concepts of integrity, honesty, commitment, participation and ownership.

### Principles of TQM

By applying the various principles of TQM, the present higher education can be improved and goal of quality education in institution can be achieved. There are a number of studies conducted in education which show the positive response of TQM principles in education. What are the principles of TQM in education? The finding shows that there are many principles, sometimes with different words explaining the same idea. Deming developed fourteen points, The British Quality Foundation developed a list of 16 core principles to represent the TQM initiatives.<sup>25</sup> Ravindran and Kamaravel classified into three core principles.<sup>26</sup> But here, the writer shows deming's principles.

1. Create Constancy of Purpose: Applying TQM begins with a vision. This vision is developed with the input of system members and other stakeholders. All decisions and actions are then analyzed to ensure that they advance the system's underlying mission.
2. Adopt the New Philosophy: Leaders are to implement TQM must be aware that fully adopting the new philosophy will result in an examination and assessment of almost every process within the organization.
3. Eliminate Dependence on Mass Inspection to Achieve Quality: If educators are to improve the quality of education, they must ensure that the learning system (the determinant of percent of all results) constantly assesses student progress, even on a day-by-day basis. The results of these assessments must be available to the teachers and students so that mid course corrections can be made. This approach suggests movement away from punishment or rewards based on grades.
4. End the Practice of Awarding Business on the Basis of Price: The users are the sole judges of quality. Any product or service that fails to meet their needs is no bargain, no matter how low the price.
5. Constantly Improve the System of Production and Service: Quality improvements never end because total quality, like perfection, can never be achieved. Employers, governments, students, and society constantly evolve, as

<sup>24</sup>Glasser, *Quality, Trust and Redefining Education*, 3-4.

<sup>25</sup> N. Ravindran and R. Karpaga Kamaravel, "Total Quality Management In Education: Prospects, Issues And Challenge" *Journal of SIJ Education*, Volume 4, Number 2, (March 16), 58 -65, [https://shanlax.com/wp-content/uploads/SIJ\\_Education\\_V4\\_N2\\_011.pdf](https://shanlax.com/wp-content/uploads/SIJ_Education_V4_N2_011.pdf).

<sup>26</sup>Jhonson, *Tota Total Quality Management*. 1 – 53,



do their needs. The school system must continually redesign itself to understand and meet these ever-changing needs.

6. Institute Training on the Job: the training provides workers with skills needed to analyze problems and test possible solutions. Workers need a detailed understanding of how their system operates to understand how their actions affect all the subsystems and relationships with outside suppliers and customers.
7. Institute Leadership: Leaders are typically thought of as people who tell subordinates what to do, when to do it, and what will happen if they don't. When the workers are intrinsically motivated, however, the leader's role changes to that of a facilitator who ensures that workers have the skills and knowledge they need. The leader keeps the system members focused on quality and communicates this focus to all stakeholders. Leaders can do this by serving as an example of commitment to life-long learning.
8. Eliminate Fear: Changing any system requires employees to take risks, but no one will assume risks if they fear the consequences. Would anyone propose a means of eliminating their job by changing the system? Not with kids in school and a mortgage. On the other hand, a written policy assuring workers of retraining and transfer within the system will ensure their willingness to explore all changes that enhance quality, even those that change their role.
9. Break Down Barriers between Departments: Quality problems in many systems arise when the outputs of one sub-system do not meet the requirements of another. TQM stresses cooperation between suppliers and customers, and this cooperation can only arise with effective communication. It is this communication that legitimizes customer judgments about the quality of the product or service. When departments can gain access to these judgments, they can redesign themselves to satisfy these needs.
10. Abandon Slogans: While slogans may be effective in selling soft drinks, they cannot change the design of systems. Exhorting workers to do a better job without redesigning the system to produce higher quality outputs is an exercise in cynicism and an abrogation of leadership.
11. Eliminate Numerical Goals, Quotas, and Work Standards
12. Remove Barriers to Pride of Workmanship: Achieving quality requires the full contribution of every member of the system. They must experience the satisfaction of achieving high levels of performance.
13. Institute a Vigorous Program of Education and Self-Improvement: This point is closely aligned with point 6. Along with instituting training programs, the leader must serve as an example of someone committed to lifelong learning and continuous improvement.
14. Structure Management to Accomplish the Transformation: Individuals working alone cannot achieve meaningful improvements in quality. Application of Deming's principles requires management to invent a new role for itself. Leaders must begin by developing a shared vision of quality and enabling system members to achieve this vision. Structuring management to



accomplish change ensures that present gains will not be jeopardized by staff turn over. The process, in other words, becomes greater than the wills of those who are engaged in it.

The fourteen points provide important indications of how well a system aligns with total quality principles. Managing the change TQM embodies requires designing a process of implementation so that members of the system understand their new roles and can succeed in the new work environment.

### The Esense of Quality in TQM

Quality is an exclusive term, as many people have argued, for example, Quality can be defined taking into consideration the degree in which an assembly of characteristic meets the requirements. It has several variants as a dictionary term and has been constructed in a wide variety of ways when linked to evaluation of higher education. According to Philip B. Crosby (in Fung) 1. Quality has to be defined as conformance to requirements, not goodness. 2. Quality comes from prevention, not detection. 3. The quality performance standard is zero defects, not acceptable quality levels. 4. Quality is measured by the price of nonconformance, not by indexes.<sup>27</sup>

There have been those who imply that quality is something one knows when one sees it or experiences. This, though, defines quality in terms of an individual's implicit subjective criteria. "Quality", according to Azhar, represents the properties of products or services that are valuable by the customer.<sup>28</sup> According to Crosby, it is conformance to requirement.<sup>29</sup> and Juran said, it is fitness for use.<sup>30</sup>

The concept of quality according to Sallis, is considered in two ways: Procedural concept of quality and transformational concept of quality.<sup>31</sup> Procedural concept emphasis on working to defined systems and procedures. It is concerned with measuring up and ensuring conformity to a predetermined specification. The question that is asked is does this good or service do what is asked or expected from it? This is fitness for purpose. So it is about *proving*.<sup>32</sup>

Transformational concept of quality views quality as a complex process with a wider canvas. It focuses on the softer and more intangible aspects of quality. It has more to do with continuous improvement and organizational transformation. These softer concepts are care, services and social assistance being provided. This type of quality can be achieved through exercise of leadership, which establishes a

<sup>27</sup>Lee Harvey and Diana Green "Defining Quality", *Assessment & Evaluation in Higher Education*, Volume 8, Number 1 (1993), 10 - 27, <https://eclasse.upatras.gr/modules/document/file.php/PN1589/Defining%20Quality%20Harvey%20and%20Green%20copy.pdf>

<sup>28</sup>Imam Azhar, "Penerapan Total Quality Management dalam Perguruan Tinggi" (Tesis, Universitas Negeri Surabaya, 2003), 12 - 15.

<sup>29</sup>Peter K. Fung. "Quality Philosophies Series Peter B. Crosby", Hong Kong Society for Quality, (tanpa tahun) 6. <https://www.hksq.org/The-Quality-Philosophy-of-Philip-Crosby.pdf> ; see also Philip B Crosby, *Quality Without Tears*, (Singapore: McGraw-Hill, 1984)

<sup>30</sup>Joseph M. Juran and A. Blanton Godfrey, *Juran's Handbook of quality*. Fifth Edition. (New York, Sidney, Toronto: McGraw-Hill, 1998). 21-22.

<sup>31</sup>Sallis, Total Quality Management, 2-3.

<sup>32</sup> Sallis, Total Quality Management, 4.



vision that translates into clientage services. This approach is about *improving* the system. It is about "doing things right, not just doing the right things. This concept of quality aims for excellence and is satisfied with fitness for purpose. Excellence is an aspiration and striving for the best.<sup>33</sup>

Pfeffer and Coote have even described it as '*a slippery concept*'. It is *slippery* because of variety of meanings and it implies different things to different people. Therefore, it is necessary to have a clear understanding of the various meanings.<sup>34</sup> Sallis said that quality has a variety of ambiguous and contradictory meanings. Quality as an absolute and quality as relative concept. Quality as an absolute is similar in nature to goodness, beauty and truth. It is an ideal with which there can be no compromise. As an absolute, things that exhibit quality are of the highest possible standard that cannot be surpassed. For example, *Quality cars*, for example, are hand-built and expensive and have interiors of walnut and leather. Then rarity and expense are two of the features of quality in this definition. Quality is a concept with class. It is synonymous with *high quality* or *top quality*.<sup>35</sup> To quote Pfeffer and Coote, on the subject, 'most of us admire it, many of us want it, few of us can have it'.<sup>36</sup>

On the other hand, quality as a relative concept views quality not as an attribute of a product or service, but as something which is ascribed to it. Sallis stated, Quality in this sense is about being measured against criteria. It is not an end in itself, but a means by which the end product is judged as being up to (or not up to) standard.<sup>37</sup> Quality products or services, in this relative definition, need not be expensive or exclusive. They may be beautiful, but not necessarily so. They do not have to be luxurious or special. They can be ordinary, common place and familiar. What allows the label of quality to be ascribed to any product or service is that it meets the standards set for it. It must do what is claimed for it, and do what its customers expect of it. In other words it must be *fit for purpose* to customers.<sup>38</sup> Shortly, in the relative definition quality is about measuring up to predetermined standards and meeting those standards time and time again.

What about the nature of quality in education? It is providing a quality service, isn, it? It is essential to have a clear idea of who is ascribing the attribute of quality. The views of producers and consumers are not always identical. It does happen that consumers reject perfectly good and useful products and services. Providing a service to specification does not guarantee success. Sallis tells, organizations that follow the TQM path regard quality as being defined by their customers. *They are the final arbitrators of quality and without them the institution will not exist.* The institution that champions TQM as its philosophy has to use all

<sup>33</sup> Sallis, Total Quality Management, 5.

<sup>34</sup>Naomi Pfeffer and Anna Coote. *Is Quality Good for You?* (London: Social Policy paper No. S, Institute of Public Policy Research, 1991), 88.

<sup>35</sup> Sallis, Tatal Quality Management, 12 -13.

<sup>36</sup>Pfeffer and Coote, *Is Quality Good*, 90.

<sup>37</sup>Sallis, Tatal Quality Management, 14.

<sup>38</sup>Sallis, Tatal Quality Management, 14 - 15..



means at its disposal to explore their customers' needs. Quality can be said to be in the eyes of the stakeholder.<sup>39</sup> Tom Peters in a discussion of the pivotal role of the consumer in quality argues that quality as defined by the customer is more important than price in determining the demand for a majority of goods and services.<sup>40</sup>

In conclusion, quality is defined as value, conformance to specifications, conformance to requirements, fitness for use, loss avoidance, and meeting or exceeding customers' expectations. Harvey & Green have found empirical study that the term quality was perceived by different stakeholders in higher education.<sup>41</sup> They found that stakeholders' views on quality could be categorised according to five broad definitions: quality as exceptional, quality as perfection, quality as fitness for purpose, quality as value for money, and quality as transformation.

Educations as the service industry should provide service quality. Ziethaml, Berry and Parasuraman give detail explanation about the dimension of service quality. They abbreviate "RATER"<sup>42</sup>; 1) Reliability, to give the service in time and satisfying, 2) Assurance; to provide the skill, trust, respectful, and free from danger, 3) Tangibles; to provide the complete facilities and communication media, 4) Empathy; it is provided with easiness to access, to communicate, and understand each other among customers and providers, 5) Responsiveness, it is showed by every employees serve quickly, responsively, and whole-heartedly. So, educational institution as the service industry needs to apply service excellence concept to the customers.

There are major differences between delivering a service and manufacturing goods. Berry et al, classify some characteristics of the services as intangibility, inseparability, variability, and perishability.<sup>43</sup> Sallis shows,<sup>44</sup> first, *direct involvement* contact on interaction between the provider and the users. The consistency of the service can only be within boundaries; second, *time*. Services have to be delivered on time, and this is as important as their physical specification; third, service cannot be serviced or mended. So, the standard for services should be right first time, every time; fourth, services face the problem of intangibility. Services are largely about process rather than product. Lastly, it is very difficult to measure successful output and productivity in services. The only meaningful performance indicators are those of customer satisfaction. Intangibles or soft measures are often as important to success and to the customer as are hard and objective performance indicators. Soft indicators such as care, courtesy, concern, friendliness and helpfulness are often uppermost in customers' minds.

<sup>39</sup>Sallis, *Total Quality Management*, 16.

<sup>40</sup>Tom Peters. *Liberation Management*, (London: Macmillan, 1992), 28.

<sup>41</sup>Harvey & Green. *Defining Quality*. 10 27.

<sup>42</sup>Ziethaml, Berry dan Parasuraman, A Conceptual Model of Service Quality and Its Implication for Literature Research, *Journal of Marketing*, (1991), 1 (2), 44.

<sup>43</sup>Berry, L. Leonard and Parasuraman A. *A Marketing Service*. (New York: The Free Press. 1991), 23.

<sup>44</sup>Sallis, *Total Quality Management*, 17-18.



Intangibility makes it very difficult to turn round poor service, because it is sometimes impossible to convince dissatisfied customers that a service has changed for the better.

In order to make and keep the institutions survive in giving quality services, they need to declare vision and mission, to train their employees about how to serve excellently to the customers, to focus on customers satisfaction, to communicate with stakeholders warmly, to do the duties seriously, loyally, and automatically. Yazid points out the concept of "*service excellence*" which consist of four meanings, that is: speed, exactness, hospitality, and pleasure.<sup>45</sup>

### Factors that Affect Performance in Higher Education

Higher education is as a provider of services. Its services include advice, tuition, assessment and guidance to pupils and students, their parents and sponsors. The customers—the stakeholders of the service—are a very diverse group and need identifying. If quality is about meeting and exceeding customer needs and wants, it is important to be clear whose needs and wants we should be satisfying.<sup>46</sup> Kotler identifies Higher education characteristics, such as pure service, providers and customers are human, in conjunction with customers is member relationship, service delivery is given continuously and well-planned.<sup>47</sup>

According to Sallis, it is important to say something about the idea of a 'customer' in the context of education. To some educationalists 'customer' has a distinctly commercial tone that is not applicable to education. They prefer to use 'client' instead. Client, with its connotations of professional service, is seen as more appropriate. 'Stakeholder' is another term often used in this context. Others reject all such language and would rather stay with 'pupil' or 'student'. Language is important if an idea is to be acceptable.<sup>48</sup> The diversity of customers makes it all the more important for educational institutions to focus on customer wants and to develop mechanisms for responding to them. It can be helpful to make distinctions between:

- primary customers—who directly receive the service;
- secondary customers—such as parents, governors, sponsoring employers of vocational students, all of whom have a direct stake in
- the education of a particular individual or in a particular institution;
- tertiary customers—who have a less direct but nonetheless crucial stakeholding in education, such as future employers, government and society as a whole;
- internal customers—who are the employees of the institution and who have a critical stakeholding in the organization's success.<sup>49</sup>

<sup>45</sup>Yazid. *Pemasaran Jasa, Konsep dan Implementasi*. (Yogyakarta: Penerbit Ekonosia, 2001), 45.

<sup>46</sup>Kotler, Philip and Karen A. Fox. *Strategic Marketing in the educational institution*, Second edition. (New Jersey: Prentice Hall, 1995), 67.

<sup>47</sup>Kotler, Philip. *Manajemen Pemasaran, Analisis, Perencanaan, Implementasi dan Pengendalian*, edisi Indonesia, (Jakarta: Salemba Empat, 1994), 88.

<sup>48</sup>Sallis, *Total Quality Management*, 22.

<sup>49</sup>Sallis, *Total Quality Management*, 23-24.



As stated above, the primary mission of a TQM institution is to meet the needs and wants of its customers. In the words of Burnham, excellent organizations, both public and private, keep 'close to the customer'.<sup>50</sup> He recognizes that growth and long-term survival come from matching their service to customer needs. Quality must be matched to the expectations and requirements of customers and clients. Quality is what the customer wants and not what the institution decides is best for them. Without customers there is no institution.

Sallis quotes, a customer focus is, however, not by itself a sufficient condition for ensuring total quality. TQM organizations need fully worked out strategies for meeting their customers' requirements. Education faces a considerable challenge in its relationships with its external customers. Many customers are often initially uninformed both about the service and what constitutes its quality. Additionally, expectations are diverse and often contradictory. The quality of particular programmes is often confused in the public mind with the reputation of the institution. Learners' perceptions of quality change as they progress through the institution and their experience and confidence grow.<sup>51</sup> The customers also have a unique function in determining the quality of what they receive from education. To overcome some of these problems it is necessary to ensure the motivation of both the learners and the staff who serve them. It is also important to make clear what is being offered and what is expected of learners.

As the service industry, higher educations are as like other organizations. They are not static entities. They exist only so long as they fulfil a useful purpose. They and their environment are in a constant state of change.<sup>52</sup> The organizational life or developmental cycle has four main stages. These are formation, growth, maturity, and lastly a stage that can lead either to decline and decay or to renewal and revitalization. The developmental cycle is the same for educational institutions, especially now that education operates in a more deregulated and market environment. Each stage in the life cycle has its own special challenges, and a failure to meet them can lead to disaster. At each stage an institution must change, adapt and develop. Tampubolon says, TQM, with its powerful ingredients of long-term strategic planning and the involvement of staff in continuous improvement, provides the means of facing up to the challenges at each stage.<sup>53</sup> Besides, it gives standard of excellence.<sup>54</sup>

If a higher aspires to be a total quality institution it must act like one. It must innovate and drive ahead to achieve the vision contained in its mission statement.<sup>55</sup> It must recognize that quality will always provide an edge in the market. Most important, it must carry the message to its staff and ensure that they

<sup>50</sup> Jhon West-Burnham, *Managing Quality in Schools*, (Longman, Harlow, Essex, 1992), 36.

<sup>51</sup> Sallis, *Total Quality Management*, 45.

<sup>52</sup> Sallis, *Total Quality Management*, 80.

<sup>53</sup> Tampubolon, *Perguruan Tinggi Bermutu*, (jakarta: PT. Gramedia, 2001) 55.

<sup>54</sup> Tjiptono, Fandy. Dan Diana, Anastasia. *Total Quality Management*, Edisi revisi. Yogyakarta: Penerbit Andi, 2001), 12.

<sup>55</sup> Tampubolon, *Perguruan Tinggi Bermutu*, 57.



are partners in the process. There are no correct forms of organization for TQM, although some structures are more suitable than others. Structures need to be appropriate and facilitate the TQM process. The evidence suggests that, as TQM develops, much of the hierarchy is eliminated, and flatter structures with strong cross-institutional links take their place. Sallis advises, The more appropriate organizational forms are simple, lean, and are built around strong teamwork.<sup>56</sup> Teamwork needs to be structured within a simple but effective management system. It is important that teams understand the vision and the policies of the institution.

Higher education, in a TQM perspective, is systems designed to serve customers. In order to serve the customers all the parts and systems of the institution must dovetail. The success of any one unit of the institution affects performance of the whole. TQM institutions are organized around processes. According to Sallis, under TQM, structure follows process, and the following are necessary features of any quality institution<sup>57</sup>:

- *Unit optimization*—every unit, programme, and department needs to operate efficiently and effectively. Each area needs to have clear, and preferably written, quality standards within which to operate.
- *Vertical alignment*—every member of staff needs to understand the strategy of the institution, and its direction and mission, although they may not need to know the detailed breakdown of objectives.
- *Horizontal alignment*—there should be a lack of competition between units/programmes/ departments, and an understanding of the aims and requirements of other parts of the organization. Mechanisms need to be in place to deal effectively with any boundary problems.

### Implementation of Quality Management in Higher Education

What TQM offers is the opportunity for institutions to adopt a different outlook, diametrically opposed to the traditional model. TQM organizations will have integrated quality into their structure and recognize that quality involves everyone's commitment and contribution at every level. To achieve this a considerable investment needs to be made in people mind as they are the keys to quality, and hence to the institution's future. Winn and Usaf state that TQM can be applied in all levels of education institutions.<sup>58</sup> Ali and Shastri also quote "Total Quality Management (TQM) is inevitably common factor that will shape the strategies of higher education institutions in their attempt to satisfy various stakeholders including students, parents, industry and society as a whole."<sup>59</sup>

<sup>56</sup> Sallis, Total Quality Management, 63.

<sup>57</sup> Sallis, Total Quality Management, 66.

<sup>58</sup> Robert C. Winn and Robert S. Green Usaf, Applying Total Quality Management to the Educational Process, Great Britain. *Int. J. Engng Ed.* Vol. 14, No. 1 (1998.), 24-29. <https://www.ijee.ie/articles/Vol14-1/ijee959.pdf>

<sup>59</sup> Ali, M. and Shastri, R. K. (2010). Implementation of Total Quality Management in Higher Education. *Asian Journal of Business Management*, 2(1), 9-16.



Implementing TQM is not something we do, it's something we and our organization become. Accepting the challenge of total quality alters the system and the relationships of those within the system. These changes arise from workers who constantly ask "Why?" and improve their work processes based on the answers. It's something difficult, as quoted by Zabadi:

*Quality management is not a management approach easily applied to Higher Education institutions, especially because the academic culture of these organizations is quite strong and resistance to its concepts, principles and practices. And this resistance begins with terminology. Terms such as product, client, empowerment or even strategy, not to mention TQM or reengineering do not easily resonate in Higher education institutions.<sup>60</sup>*

Some factors that TQM causes failure in education are, high resistance to cultural changes, low commitment from employees, weak leadership, and no teamwork engaged,<sup>61</sup> lack of effective communication, and also minimal involvement and empowerment of the employees.<sup>62</sup> Deming distinguished between *common* and *special* causes of failure. Common causes are those that are attributable to systems failure. These systemic problems are internal to the processes of the institution. They can only be solved or reduced in scale if changes are made to the systems, processes and procedures. The other causes of failure he called *special* or *assignable* causes. These produce non-random variations within the system, and the causes are external to it.<sup>63</sup> How to overcome it? It should be quality tools and techniques are the means of identifying and creatively solving problems.

Sallis shows these tools, they are: 1) **Brainstorming**; It is enjoyable and productive to use. It taps into the creativity of a team and allows team members to generate ideas and issues quickly. 2) **Affinity networks**. This technique is used when there is the need to group a large number of ideas, opinions or issues and to categorize them. The aim is to identify which ideas have more affinity than others and to group them accordingly. 3) **Fishbone or Ishikawa diagrams**; The technique allows a team to map out all the factors that affect the problem or a desired outcome. The mapping may best be carried out through a brainstorming session. This tool is used when an institution or a team needs to identify and explore the possible causes of a problem or look for the factors that could lead to an improvement. 4) **Force-field analysis**; Force-field analysis is a useful tool for

<sup>60</sup>Abdulraheem M. A. Zabadi, Implementing Total Quality Management (TQM) on the Higher Education Institutions – A Conceptual Model, *Journal of Finance & Economics* Volume 1, Issue 1 (Mare t2013), 42-60. <https://www.researchgate.net/publication/290906871>

<sup>61</sup>Pratasavitskaya, H., & Stensaker, B. (2010). Quality Management in Higher Education: Towards A Better Understanding of an Emerging Field. *Quality In Higher Education*, Volume 16 Number 1 (April 2010), 37-50. <https://www.researchgate.net/publication/225083606>

<sup>62</sup>M.J. Rosa, & A. Amaral, 'A self-assessment of higher education institutions from the perspective of the TQM excellence model". In D. F. Westerheijen, B. Stensaker, & M. J. Rosa (Eds.), *Quality Assurance in Higher Education: Trends in Regulation, Translation and Transformation* (Volume 20, Number III1 (2007), 81-207.

<sup>63</sup> W Edwards Deming, *Out of the Crisis*, (Cambridge: Cambridge University Press, 1982), 38.



studying a situation that requires change. It is based on the idea that there are two opposing forces to change. 5) **Process charting**; This technique can be used to ensure that the institution knows who its customers are and can identify the resources required to service them. 6) **Flowcharts**: Flowcharts are useful when a problem needs a systematic approach, or where an activity needs to be charted. They assist in identifying the steps in the process. They record the necessary sequence of stages, decisions and activities required as part of an improvement process. 7) **Pareto charts**; Pareto charts assist in the solving of quality problems. Pareto charts direct attention to the most pressing problems facing a team or an institution. 8) **Career-path mapping**; Charting a pupil's or a student's career through the institution provides a simple means of identifying the milestones or the potential barriers which they will have to negotiate during their time at school or college. 9) **Quality function Deployment**: It is a technique used when designing a product. Put at its simplest, it involves finding out what customers want before designing new products or services and ensuring that at every stage of the design process the customers' needs are considered and incorporated.<sup>64</sup>

After knowing some tools needed in TQM, it can be featured some steps how to implement TQM in education. As stated before, the implementation of *Total Quality Management* in education needs basic changes, they are cultural changes and substantif change. Cultural change means a way of thingking, works, conducts should meet the cultural quality while substantive change means every effort and goal should be brought to achieve the customers' satisfaction. In order to realize this, Goetsch and Davis show requirements, they are: vissionary leadership, employees' intrinsic skills, phisical and psichological insentives, adequate human resources, and feasible strategic planning, representatives infrastructures, training and education,<sup>65</sup>organizations model that can ensure the mobility of every effort.<sup>66</sup>

Total quality is a passion and a way of life for those organizations that live its message. The question is how to generate the passion and the pride required to generate quality in education. Peters and Austin researched the characteristics of excellence for their book *A Passion for Excellence*.<sup>67</sup> Their research led them to the belief that what makes the difference is leadership. They argue strongly for a particular style of leadership to lead the quality revolution—a style to which they have given the acronym MBWA or 'management by walking about'.<sup>68</sup> A passion for excellence cannot be communicated from behind the office desk. MBWA emphasizes both the visibility of leaders and their understanding and feeling for the front-line and the processes of the institution. This style of leadership is about

<sup>64</sup>Sallis, *Total Quality Management* , 56.

<sup>65</sup>Goetsch and Davis. *Introduction to Total Quality*. (Englewood: Cliffs, NJ: prentice Hall International Inc, 1997), 39. And see Edward Sallis on TQM in education, p.27.

<sup>66</sup>Shoji Shiba et. al. *A New American TQM Productivity*. (New York: Oregon Press. 1993), 66.

<sup>67</sup>Tom Peters and Nancy Austin, *A Passion for Excellence*, (Fontana Collins: Glasgow, 1986), 124.

<sup>68</sup>Harvey K. Brelin, *Focused Quality, managing the result*, Terj. Edi Nugroho (Jakarta: PT Pustaka Binaman Pressindo. 1997), 20-22.



communicating the vision and the values of the institution to others, and getting out among the staff and the customers and experiencing the service for themselves.

Peters and Austin gave specific consideration to educational leadership entitled 'Excellence in School Leadership'. They see the educational leader as needing the following attributes:

- *Vision and symbols*—the headteacher or principal must communicate the institution's values to the staff, pupils and students and the wider community.
- *Management by walking about* is the required leadership style for any institution.
- *For the kids'*—this is their educational equivalent to 'close to the customer'. It ensures that the institution has a clear focus on its primary customers.
- *Autonomy, experimentation, and support for failure*—educational leaders must encourage innovation among their staff and be prepared for the failures that inevitably accompany innovation.
- *Create a sense of 'family'*—the leader needs to create a feeling of community among the institution's pupils, students, parents, teachers and support staff.
- *Sense of the whole, rhythm, passion, intensity, and enthusiasm*— these are the essential personal qualities required of the educational leader.<sup>69</sup>

The significance of leadership for undertaking the transformation to TQM should not be underestimated. Without leadership at all levels of the institution the improvement process cannot be sustained. Commitment to quality has to be a prime role for any leader. It is for this reason that TQM is said to be a top-down process. Sallis said, It has been estimated that 80 per cent of quality initiatives fail in the first two years. The main reason for failure is lack of senior management backing and commitment. Quality improvement is too important to leave to the quality coordinator. To succeed in education TQM requires strong and purposeful leadership. Typically, managers in non-TQM organizations spend 30 per cent of their time in dealing with systems failure, complaints and 'firefighting'. As TQM saves that time, managers have more time to lead, plan ahead, develop new ideas and work closely with customers.<sup>70</sup> In TQM organizations all managers have to be leaders and champions of the quality process. They need to communicate the mission and cascade it throughout the institution. TQM institutions require less management but more leadership.

Sallis Shows that there are major functions that all leaders must undertake; these include: a vision for the institution; a clear commitment to quality improvement; an ability to communicate the quality message; meeting customer needs; ensuring that the voices of customers are heard; leading staff development; a no blame culture—most quality problems are the result of management and policies and not the failings of staff; leading innovation; ensuring that organizational structures have clearly defined responsibilities and provide the maximum delegation compatible with accountability; a commitment to the removal of artificial barriers, whether they be organizational or cultural; building

<sup>69</sup>Harvey K. Brelin, *Focused Quality, managing*, 125.

<sup>70</sup>Sallis, *Total Quality Management*, 66.



effective effective teams; developing appropriate mechanisms for monitoring and evaluating success.<sup>71</sup>

Besides the quality leadership, for successful TQM needs teamwork. It is an essential component of the implementation of TQM for it builds up trust, improves communication and develops independence, teamwork needs to be extended and must penetrate and permeate throughout the institution. It needs to be used in a wide range of decision-making and problem-solving situations. It must exist at all levels and across all functions and should include both academic and support staff. Sallis quotes, that quality improvement is hard work, and this is best approached with the support of others. The teams have a number of important functions that include being: accountable for the quality of learning; responsible for making quality improvements in their area of responsibility; a vehicle for monitoring, evaluating and improving quality; a conduit of information to management on the changes necessary to improve provision.<sup>72</sup>

Quality does not just happen. It must be planned strategically. Strategic planning is one of the major planks of TQM. It also becomes the next steps in implementing TQM. Sallis teaches, strategic planning enables the formulation of long-term priorities, and it enables institutional change to be tackled in a rational manner. Without a strategy an institution cannot be certain that it is best placed to exploit new opportunities as they develop.<sup>73</sup> Pidarta says, the essence of strategic planning strategis is to create the ideal, goal to achieve, dan some decision making.<sup>74</sup> According to Sallis, there are some tasks to do in strategic planning, they are: statement of vision, mission, values, goals, market research, SWOT analysis, moment of truth, and strategic plan.

The vision statement communicates the ultimate purpose of the institution and what it stands for. It needs to be short and direct and point out the ultimate purpose of the institution, for example: '*All our learners shall succeed*'. The mission statement is closely linked to the vision, and provides a clear direction for the present and the future. The mission statement makes it clear why an institution is different from all the others. Mission statements are nowadays becoming well established in education. The values of an organization are the principles through which it operates and seeks to achieve the vision and its mission. They express the beliefs and aspirations of the institution. Once vision, mission and values have been established they need to be translated into achievable goals.

Goals are often expressed as aims and objectives. It is important that they are expressed in a measurable way so that the eventual outcomes can be evaluated against them. Goals must be realistic and achievable. The SWOT analysis aims to produce a small number of key areas under the headings: strengths, weaknesses,

<sup>71</sup> Sallis, *Total Quality Management*, 67.

<sup>72</sup> Sallis, *Total Quality Management*, 68.

<sup>73</sup> Sallis, *Quality Management*, 89. See also Seyfarth, John T. *Personnel Management for effective Schools*. (Boston, London, Toronto, Sydney, Tokyo, Singapore: Allyn and Bacon, 1991), 45.

<sup>74</sup> Pidarta, Made. *Perencanaan Pendidikan Partisipatori dengan pendekatan sistem*. (Jakarta: Penerbit Rineka Cipta, 1990). 66.



opportunities and threats. The aim of the exercise is to maximize strengths, minimize weaknesses, reduce threats and build on the opportunities. The strategic plan, sometimes called a corporate or institutional development plan, details the measures which the institution intends to take to achieve its mission.

There are some benefits by using strategic planning for the institution, Hardjosoedarmo shows that it can strengthen and unite team, it helps to optimize the organizations' performance, it helps the leaders to pay any attentions in achieving the goals and making continuous improvement, it can be the guidelines to the decision makers in daily duties, and it makes the easiness in measuring the organization growth and productivity.<sup>75</sup>

As stated above that one of tasks in doing the strategic planning is to do strategic plan. The strategic plan (shown in figure 2.1), sometimes called a corporate or institutional development plan, details the measures which the institution intends to take to achieve its mission. It sets a medium-term timescale, usually over a three-year period. Its aim is to give the institution guidance and direction. According to Sallis, the strategic plan needs to address a number of key issues once the analysis of mission, values, SWOT and critical success factors has been undertaken. Any institution must decide on: 1) *Market identification*—this may be decided for it, but whether this is the case or whether new markets can be opened, the nature of the market provides the essential setting for the strategic plan. 2) *The degree of market penetration the institution expects to make*—any institution must have a target for the degree of market share it is seeking to achieve. 3) *Its portfolio of services*—this must link closely with market identification and market penetration. Without the appropriate portfolio of courses and programmes it is impossible to meet stated goals. 4) *The development of the portfolio*—if the institution is lacking the programmes geared to its targeted markets then it clearly needs a strategy and timescale to develop them. The development will include not only new programmes but also new and flexible means of delivering existing programmes.<sup>76</sup>

The final step in implementing TQM is using framework. A framework is for used analysing existing quality initiatives and for planning and implementing new ones. It has been designed to assist institutions both in managing quality and in using quality management as a means of institutional development. A quality framework needs to meet the special requirements of education and must make sense within the context of the pedagogic developments currently taking place. To be appropriate in the educational context a quality framework must concern itself with teaching and learning.

<sup>75</sup>Soewarso Hardjosoedarmo, *Total Quality Management*, edisi revisi. (Yogyakarta: Penerbit ANDI, 2002), 66-68.

<sup>76</sup> Sallis, *Total Quality Management*, 125-126.

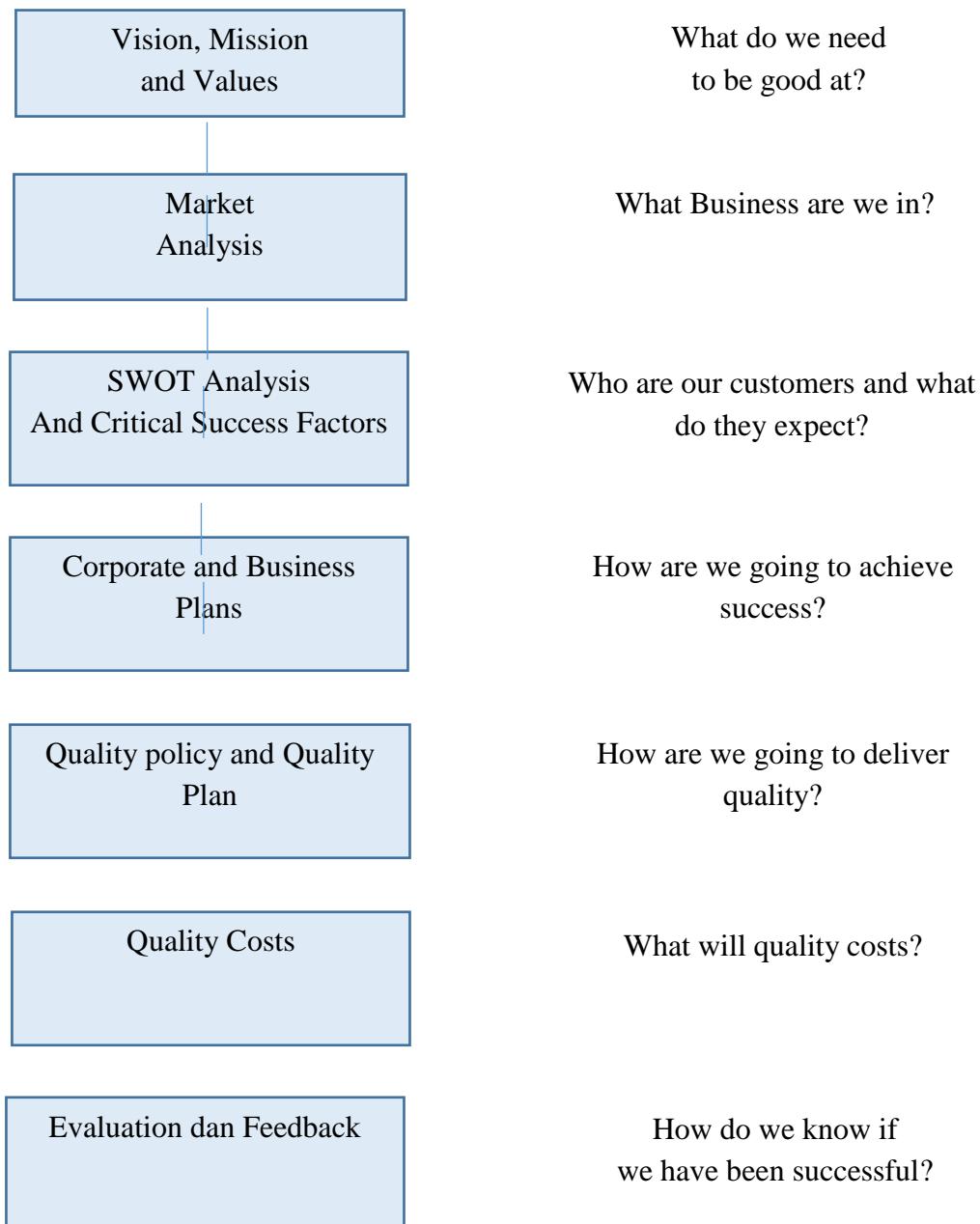


Figure 2.1 Strategic Plan Sequence

There are some components in a quality framework; leadership and strategy, systems and procedures, teamwork, and self-assessment, as shown in figure 2.3.

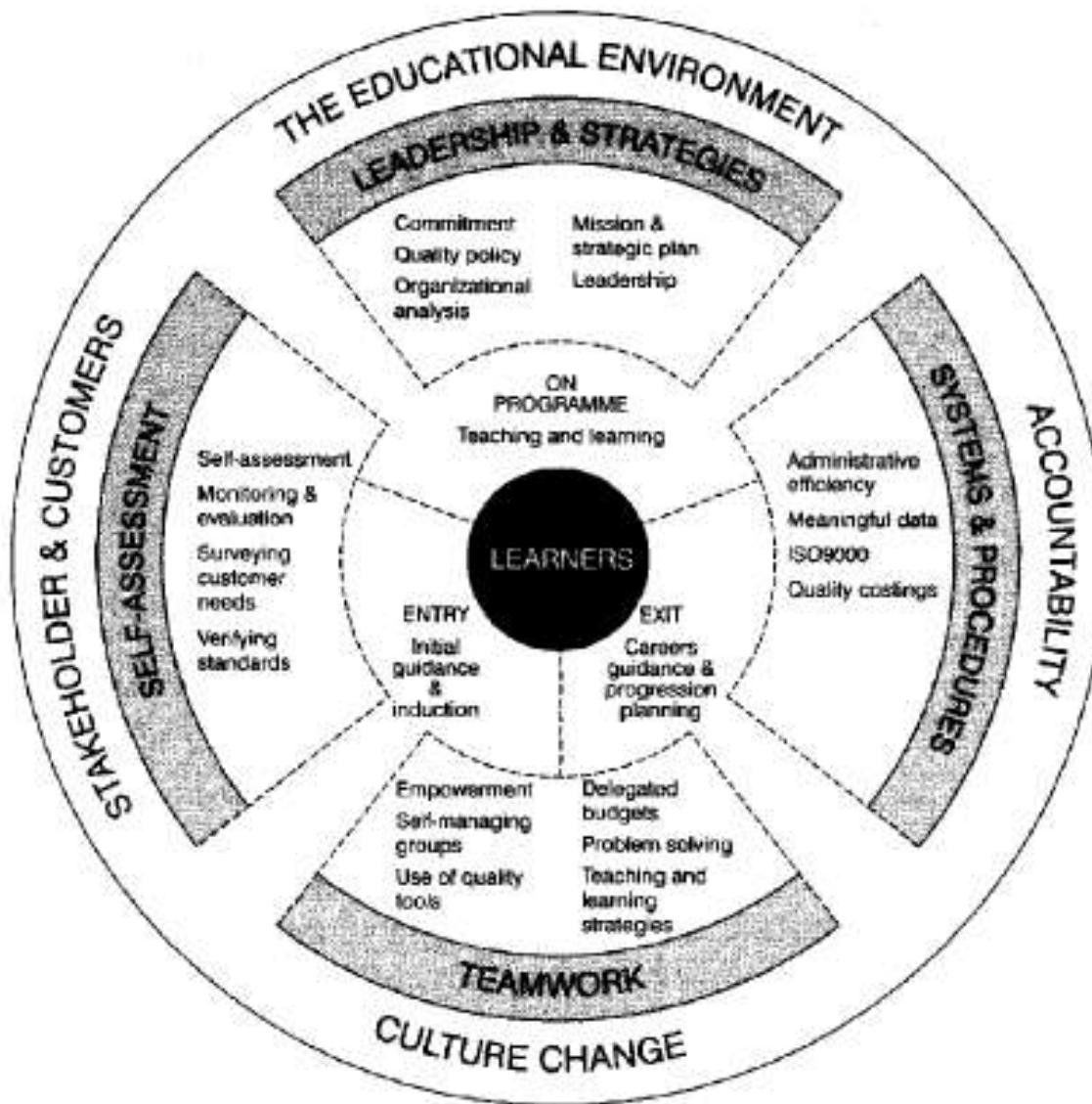


Figure 2.3 a Quality framework; adopted from Sallis, Total, 2003, page 136.

## CONCLUSION

Based on the conceptual idea explained above, it could be concluded, that:

1. Total Quality Management (TQM) was first espoused by Dr. W. Edwards Deming in the late 1950's. His ideas were not accepted by US industry but were heartily endorsed by Japan in their recovery from World War II. Largely as a result of the implementation of TQM, 'Made in Japan' has changed from a derogatory term to high praise. The literature presents so many definitions and descriptions of TQM that sometimes it seems as if each author has its own definition and each organisation has its own implementation. However, no TQM discussion is complete without acknowledging the work of the five best known TQM experts, or 'quality gurus'; Deming, Juran, Feigenbaum, Crosby



and Ishikawa. According to the review of Reed, Lemark, and Mero revealed that they all agreed on the importance of the following six key elements: customer satisfaction, cost reduction, leadership and top management commitment, training and education, teamwork and organisational culture.

2. Higher education is as a provider of services. Its services include advice, tuition, assessment and guidance to pupils and students, their parents and sponsors. The customers—the stakeholders of the service—are a very diverse group and need identifying. If quality is about meeting and exceeding customer needs and wants, it is important to be clear whose needs and wants we should be satisfying. Other wise, higher education still keep its characteristic. Some characteristics of higher education, such as pure service, providers and customers are human, in conjucntion with customers is member relationship, service dilevery is given continuously and well-planned.
3. The implementation of Total Quality Management in education needs basic changes, they are cultural changes and substantif change. Cultural change means a way of thingking, works, conducts should meet the cultural quality. While substantive change means every effort and goal should be brought to achieave the customers' satisfaction. The requirements to implement this concept are: vissionary leadership, employees' intrinsic skills, phisical and psichological insentives, adequate human resources, and feasible strategic planning, representatives infrastuctures, training and education, organizations model that can ensure the mobility of every effort.

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