



Critical Analysis: Education Quality Management

^{1,2}Rahmad Nasir*, ²Cepi Safruddin Abdul Jabar

Corresponding Author: * rahmad@stkipmuhammadiyahkalabahi.id

¹ STKIP Muhammadiyah Kalabahi, Nusa Tenggara Timur, Indonesia

² Universitas Negeri Yogyakarta, Indonesia

ARTICLE INFO

ABSTRACT

Article history

Received 14 June 2022

Revised 09 July 2022

Accepted 17 July 2022

Keywords

Quality Management

Education Institution

Study Specification

Education Satisfaction

Conceptually there are many definitions of quality from experts who originally came from the industrial world to be adopted in education. Various purposes of quality include customer satisfaction, conformity to specifications, and continuous improvement. Quality management is used in education through management functions such as quality planning, quality implementation, quality control and evaluation. Quality standards have been set as ideal regulations to become a quality assessment measure in education. This article aims to examine the basic concepts of quality and quality management and compare their application in Indonesia. Technical differences in the implementation of quality management through the stages in each institution still provide the same substance, namely quality management, which is always based on regulatory standards or certain theoretical concepts. These stages are linear with general management functions such as quality planning, quality implementation and quality control/ evaluation.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Quality is generally defined as meeting or exceeding customer requirements. That means the product or service is suitable for use by the customer. Appropriateness for use relates to the value received by the customer and customer satisfaction. Only the customer – not the manufacturer – can decide [1]. Conceptually, there are many definitions of quality from experts which have been historically handed down to this modern era. Quality figures such as Philip B. Crosby, Deming, Juran, Ishikawa, Sallis and others with their various definitions of

quality as the concepts in Total Quality Management (TQM) which originally came from the world of industry, business and were translated into education.

Quality management is used in companies, organizations and various educational institutions/institutions, even in the direction of organizations as large as the State. Through management functions in collaboration with the concept of quality, at least quality management is classified or in the stages of quality planning, quality implementation and quality control & evaluation. Of course, based on one quality criterion/standard as an analytical tool to measure the quality of an educational institution as a whole or the quality in a particular unit and the quality in a specific process in the dynamics of the institution/organization. In Indonesia, the quality of education is formalized in the form of regulations such as the National Education Standards or the formation of standards used in the accreditation of educational institutions. The terms Internal Quality Assurance System and External Quality Assurance System, School Self Evaluation, and Internal Quality Audit are standard for education practitioners at various levels to understand and carry out under applicable regulations.

Achieving satisfactory quality will impact achieving the vision and mission of educational institutions, and no less important is the formation of a brand image in the community/ public that proves the high level of public trust in certain educational institutions. Therefore, educational institution leaders must be quality-oriented and have a vision of quality. They must have a quality culture so that all processes and organizational dynamics are always within the framework/ quality line that has become a commitment of the leader and the entire academic community in the institution because it involves mutual interests and needs.

This paper discusses conceptual quality and some examples of quality management both within Indonesia and abroad as a form of comparison and reflection or standard for anyone concerned about quality improvement in educational institutions.

Discussion

A. Quality Assurance

Ref. [1] rewrites the quality proposition according to Philip B. Crosby in his book *Quality is Free*, which reveals four Quality Theorems: The definition of quality is conformance to requirements, The quality system is prevention, The working standard is Zero Defect, and Quality measurement is the cost of quality. The term assurance is usually used in transactions between a producer and a customer. This understanding contains the meaning of protection (to customers) from the possibility of unwanted losses due to actions or events that are not expected to occur. When viewed, the purpose of a guarantee is customer satisfaction [2]. Some of the rules that form the basis for ensuring the quality of education in Indonesia are Decree Number 20 of 2003 concerning the National

Education System, Government Regulation Number 19 of 2005 concerning National Education Standards, Government Regulation Number 32 of 2013 concerning Amendment to Government Regulation Number 19 of 2005 concerning National Education Standards, Government Regulation Number 13 of 2015 concerning Second Amendment to Government Regulation Number 19 of 2005 concerning National Education Standards, Minister of Education and Culture Regulation Number 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education, and Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 and the Amendment to the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 50 of 2018 concerning SN Dikti.

B. Education Quality Management

Ref. [3] cites the principles of education quality management at least following the concept presented by Edward Salis about the ten principles of quality management that organizations, namely, must carry out:

- Continuously grow strong determination and the need for long-term plans based on a vision for the future and innovations to achieve quality.
- Adopt a new philosophy. This concept includes new ways or methods of working.
- Stop relying on supervision if you want to achieve quality. Everyone involved, because they are determined to create the quality of their products/ services, whether or not there is supervision, must always maintain the quality of their respective performance.
- There must always be improvements in quality and productivity in every activity.
- Institutionalize on-the-job training because training is a powerful tool for developing quality work for all levels within the institution.
- Eliminate sources of communication barriers between departments and between individuals within the institution.
- Eliminate sources of fear in the organization so they can work effectively and efficiently.
- Eliminate quotas or mere quantitative targets. Working with an emphasis on quantitative targets often forgets about quality.
- Institute education and training programs for self-development for everyone in the institution. Everyone must be aware that as a professional, you must continually improve your abilities, and
- Involve everyone in the institution to participate in the transformation process towards quality improvement. Create a structure that allows everyone to join efforts to improve the quality of the products/ services being worked.

Ref. [4] explains that education quality management can be expressed as a characteristic that is maintained continuously to meet the needs and desires of customers or the community. The objectives of education quality management are:

- To maintain and improve quality in a sustainable manner which is carried out systemically to meet the needs of stakeholders. This achievement requires effective management so that the goal does not disappoint customers or society. Therefore, educational institutions must take an active role in realizing the wishes of stakeholders.
- Obtain input so that this management concept can be implemented quickly and following the conditions of the Indonesian environment, which has cultural diversity, socio-economic community and geographical complexity.
- Awareness that improving the quality of management is the responsibility of all components of society, with a focus on continuous quality improvement at the level of educational institutions.

Quality management in the context of education can be interpreted as a way or method of continuously improving performance on results or processes in an educational institution by utilizing all available human resources and capital [5].

C. Implication to Education

Quality describes a specification that can satisfy customers satisfied based on quality theories from experts such as Crosby, Juran, Deming, Ishikawa and so on. Satisfaction achieved is linear with the needs or interests of customers. Specifications describe a minimum standard that must be met. Services in the form of any product or service are always required to a bar either in the form of regulation or an agreement within the company/ institution.

The concept of quality which was initially used in the industrial world, is now translated into the social world, such as education which focuses on services in the form of graduate products used in society, government or the business world and the industrial world. Although sometimes the world of education also produces technical works, works of art and written works that can contribute to the general public and can be measured in quality or can describe a measure of quality.

Of course, it requires specific strategies to increase or improve quality, one of which is quality management. Management is a concept consisting of functions or stages that are passed to achieve particular goals. Ref. [6] explains that indicators developed as guidelines in viewing Quality Management at SDN Prambon include school planning, implementation of school programs, school leadership, and monitoring and evaluation. This concept is in

line with Ref. [2] that good quality assurance management is planning for education quality assurance, implementing education quality assurance, and monitoring and evaluating education quality assurance. With stages like this, any educational institution can carry out quality education management with a flow like this. The most important thing is a commitment to go through these stages seriously; in every step/ function of management, standards or SOPs must be met so that the input-process-output/ outcome flow runs as expected ideally.

Compared with research conducted by Ref. [7] about STAIN's Academic Quality management in Samarinda, which examines four academic quality management programs (improvement of the quality of departments, students, lecturers and infrastructure) and their implementation steps as well as obstacles/obstacles to their implementation. Seen many items and, of course, drain a lot of energy (resources). Implementation steps must be adjusted to the minimum standards required by government regulations through the Ministry of Education, Research and Technology. If they do not match the specifications required by the government, the quality is considered poor or even harmful or, in other words, receive accreditation with a low score.

After seeing examples of quality management in the country, Ref. [8] tried to conduct a study on quality management abroad which in this case occurred in India through the B-School (Business School). It displays the quality management implementation framework through the flow of input level 1- input level 2-Processes to Quality Indicators (Outputs/ Outcomes). At level 1 input includes management philosophy (leadership & vision), competition structure (number & type of school), as well as external regulations (AICTE, NBA, UGC, etc). The input level 1 includes the quality of students (selection process), quality of schools/ faculties/ departments, resources, and implementation of the vision (structure, policies and organizational culture). The process stages include KBM (pedagogy, andragogy), focus on school/ faculty/ departmental development (R&D, MDP, FDP, consultancy, etc.) and student participation in government (placement, extracurricular and curricular). Meanwhile, the Quality Indicators (Outputs/ Outcomes) stage includes academic outputs (school rankings, test scores, etc.), projects and placements, and stakeholder satisfaction. A quality management process or steps that are quite long and energy-consuming and require a mature strategy to achieve a quality standard desired by the stakeholders who use graduates in government and industries.

It's not enough to talk about quality management without seeing examples of its application from Japan, which is famous for its high regard for quality in industry and education. The model is seen in the Japan Patent Office (JPO), which makes a patent for product quality through a series of quite selective/strict stages, as shown in the

drawings/charts [9]. JPO-based quality management on the concept of PDCA (plan-do-check-action) formed a Quality Management System (QMS) with an organizational structure. It is led by commissioners-deputies commissioners and other staff and subordinates according to their duties and went through various stages to achieve standardized patent quality goals. High tightness and selectivity will realize high product/service quality as well. With the same principle that the implementation of education quality management in Indonesia has provided standard regulations for the quality assurance system, it can be illustrated in Decree Number 20 of 2003, Government Regulation Number 19 of 2005, Number 32 of 2013 concerning Amendments to Number 19 of 2005, Number 13 of 2015 concerning the Second Amendment to Number 19 of 2005 concerning National Education Standards, Permendikbud Number 28 of 2016 concerning the quality assurance system for primary and secondary education, Decree Number 12 of 2012 on Higher Education Article 54, Permenristekdikti RI Number 44 of 2015 and the Amendment to the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 50 of 2018 concerning National Standard of Higher Education or Ref. [10] through the Implementation of ISO 9000 in the Education Sector, British Standard 5750 and its International Equivalent ISO 9000, Importance of Education Considering BS5750, Quality Auditing System, Relationship Between BS5750/ISO9000 and TQM, The Malcolm Baldrige Award, Standard Singapore Quality Award (SQA) and Implementation of the Deming Prize in Education.

The question then is why there must be a standard that will ultimately create a strata/ differentiation between an educational institution and an educational institution. The primary orientation is competition/ competition? Why should educational institutions have accreditation where everything that was prepared before the certification was allegedly manipulated to get the maximum score? Why are people/human resources not compelled to do quality management or quality improvement based on awareness alone? Not because they are forced by rules/ regulations which display the characteristics of an institution that is distinct from other educational institutions.

Conclusion

Quality management is used in the world of companies, organizations and various educational institutions/institutions, even in managing organizations as large as a country through management functions in collaboration with the concept of quality in the stages of quality planning, quality implementation and quality control & evaluation based on one quality criterion/ standard as an analytical tool to measure the quality of an educational institution as a whole or the quality in a particular unit and the quality in a specific process in the dynamics

of the educational institution/organization. Implementing education quality management in Indonesia has provided standard regulations for the quality assurance system.

Conflict of Interest

We declare that there is no conflict of interest.

References

- [1] Ahmad, S. T. (2020). *Manajemen Mutu Terpadu*. Nas Media Pustaka.
- [2] Roskina, M. S. (2017). *Pengelolaan Penjaminan Mutu Pendidikan*. Yogyakarta: Zahir Publishing.
- [3] Hasan, B. & Zamroni. (2017). *Manajemen Mutu Pendidikan, Ikhtiar dalam Meningkatkan Mutu Pendidikan Madrasah melalui Pendekatan Balanced Scorecard*. Tulungagung: Akademia Pustaka..
- [4] Muljawan, A. (2019). Model dan Strategi Manajemen Lembaga Pendidikan Islam. *Jurnal Asy-Syukriyyah*, 20(2), 51-69.
- [5] Ma'arif, M. A. (2016). *Manajemen Mutu Pendidikan*. *Jurnal At-Ta'lim*, 2(2), 39-62.
- [6] Indraswati, D., & Sutisna, D. (2020). Implementasi Manajemen Mutu di SDN Prambon. *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, 5(1), 10-21.
- [7] Jannah, F. (2014). *Manajemen Mutu Akademik Perguruan Tinggi Agama Islam (Studi Kasus STAIN dan STIS di Samarinda)*. *Disertasi*. Pascasarjana UIN Alauddin Makassar.
- [8] Shahaida, P., Rajashekar, H., & Nargundkar, R. (2009). Quality of management education in India: Development of a conceptual framework. *International Journal of Management Practices and Contemporary Thoughts*, 11, 45-55.
- [9] Japan Paten Office. (2016). *Quality Management Manual for Patent Examination (Quality Manual)*.
- [10] Djamaluddin. (2017). *Manajemen Mutu Teori dan Aplikasi Pada Lembaga Pendidikan*. Jambi: PUSAKA.

Authors



Rahmad Nasir is a lecturer at STKIP Muhammadiyah Kalabahi, Alor Regency, East Nusa Tenggara Province. He has published many book and article nationally and internationally. in many (email: rahmad@stkipmuhammadiyahkalabahi.id).



Cepi Safruddin Abdul Jabar is an education scientist, senior lecturer at Universitas Negeri Yogyakarta. His research interest are on effective school culture. He is expertise on Educational Policy, Educational Leadership, and Educational Management. He has published many article in international reputable journals. (email: cepi_safruddin@uny.ac.id).