Implementation of The Total Quality Management Model to Support Quality of Work Cultures at Primary School Teacher Education Programs in Lambung Mangkurat University Indonesia

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ABSTRACT

Background: It is necessary to provide teacher education system which enables teachers to develop their ability and competence to deliver science and technology. Objective: This study aims to describe the implementation of the Total Quality Management (TQM) model to support work culture qualities at Primary School Teacher Education (PSTE) in Lambung Mangkurat University (LMU). Method: This study adopted a qualitative approach by using case study method. This study applied an analysis of in-depth interview, participant observation, and documentation with the head of PSTE program, 10 lecturers, 10 staffs, 10 students and 10 elementary school principals as the participants. Those participants were interviewed based on their experiences, involvements, knowledge, and views about profile and history of PSTE program, including its vision, missions, lecturer recruitment system, enrollment requirements, target students, leadership, educational management, human resource management, information management, customer satisfaction focus as well as partnership management. Data were analyzed using Miles and Huberman Model which included data collection, reduction, representation and verification. Results: The finding of this study shows that TQM has been implemented at PSTE in LMU by emphasizing on customer satisfaction focus, keeping the commitment to all faculty members, improving competency, and building partnerships with a variety of outside parties or stakeholders. However, several difficulties still persist such as total involvement in faculty members, quality measurement, and continuous improvement. Conclusion: The TQM implementation model is needed to support quality work culture consisting of staff involvement, leadership, partnership, reward system, and organizational quality. All these components must be based on a system of values, norms and culture formulated in the form of a vision, missions, and several objectives which must be understood by members of the organization.

INTRODUCTION

To acquire high-quality teachers, it is necessary to provide teacher education system which enables teachers to develop their ability and competence to deliver science and technology. However, most Indonesian universities that provide teacher education program had lower ranks compared to those do not have teacher education program. Based on the university ranking issued by the Ministry of Research, Technology and Higher Education of Indonesia, universities that provide teacher education program are in positions of below the 12th, including Lambung Mangkurat University (LMU). This indicates that the quality of such universities is...
considered lower than the others. This fact contradicts with the credo that one of the main missions of education worldwide is its quality of products. Therefore, educational institutions should be managed professionally and maintain their qualities to improve the level of competitiveness in the global era.

Firman and Tola (2008) shares the ideas to overcome the typical problems of Indonesia education. They suggest five solutions deal with educational problems. The five ideas are: (1) to have the capacities to manage autonomous educational and financial, (2) to initiate the democratic and open systems, characterized by the total involvement of people in the community, (3) to create a learning organization that produce innovations in problem solving of practical problems, (4) to refer to an international standard in educational processes, including curriculum, teaching materials and learning assessments, so that the school education outcomes are more globally competitive, and (5) to implement quality of management effectively to develop the culture of quality in community.

Firman and Tola ideas imply that universities that provide teacher education program have to implement the quality management system promptly. The Total Quality Management (TQM) is believed to be an effective system for improving quality management in higher education (Srikanth and Dalrymple, 2002). Since the Total Quality Management (TQM) theory initiated, several businesses have adopted it as a model for their productivity and improvement with somewhat success. Several studies have reported that the principles of TQM are in alignment with school improvement initiatives (Rodgers, 1998; Spillirison, 1998). Researches in TQM have shown the successful application of the fourteen principles within various fields of education: school culture and teacher empowerment (Paul, 1998; Marshall et al., 2004), student attendance (Maulding, 1998), academic achievement (Straus, 1996), and parent and student needs (Chappell, 1993).

In Indonesia, one of prospective teacher education programs for primary school is the Primary School Teacher Education (PSTE) program held by the Faculty of Education and Teaching Science, LMU. Basic education is one of the formal educations that educate children aged six to twelve years (Hurlock, 1994), thus it is necessary to prepare prospective elementary school teachers with necessary competencies.

The initiation of PSTE system in Indonesia has started in 1992. The problem arose when the government policy allowed ex-teacher of senior high school to work in the university as a lecturer, because of insufficient number of lecturers. In fact, the transformation from a teacher to be a lecturer did not go in accordance with the plan. There was a wide gap, particularly in the work culture between the ex - and regular lecturer.

The nation needs to improve teacher education have increased along with the fact there is a lack of teacher competence and hence they are less able to compete for the global market. According to a study by National Education Development in 1999-2000, there were 608,032 teachers out of 1,054,859 considered not qualified. This means that at the national level, 57.6% teachers are actually not qualified to teach at the primary schools (Mastuhu, 2003). This situation is imposed in South Kalimantan Province in which the average of national examination scores is below the national standard. This situation allegedly caused the low quality of the teachers. The percentage pass rate only reached between 50% and 60% (Dinas Pendidikan Provinsi Kalimantan Selatan, 2007). Based on the above situation, this study aims to describe the implementation of the Total Quality Management (TQM) models to support the quality of work culture at the Primary School Teacher Education in Lambung Mangkurat University (LMU), South Kalimantan, Indonesia.

MATERIALS AND METHODS

This study used qualitative design and applied a case study. The research instrument was the researcher himself, who was also a part of the study. This study intended to reveal the phenomenon in deep for the reason of the situation and activities in multiple cases, which can be in educations, politics, economics, sociology, and other fields (Creswell, 2001).

The data were gathered from in-depth interviews, participant observation, and documentation. The study attempted to obtain the views of the head of PSTE program, ten lecturers, ten staffs, ten students and ten elementary school principals with regard to the TQM implementation in PSTE. The respondents were interviewed on their experience and involvement, knowledge, and opinions regarding the profile and history of PSTE, the program’s vision, including vision and missions, lecturer recruitment system, entry requirement, target students, leadership, educational management, human resource management, information management, customer satisfaction focus, and partnership management. All the data were recorded in qualitative forms, both written and audio-taped.

The data have been validated since the beginning: during data reduction, representation, and conclusion, as well as verification with various techniques such as: credibility, transferability, dependability, and conformability. In particular, the credibility in this study was obtained through prolonging the observation period, performing continuous observation, triangulating the techniques by benefiting the non-data for checking and comparison, and doing peer-briefing, negative case analysis and peer evaluation.

The gathered data were analyzed by using the Miles and Huberman Model (Sugiyono, 2006). The model includes elements with relationship between each other, i.e. data collection, data reduction, data representation...
and verification. Data collection involved interview, participatory observation, document analysis, and focus group discussion. The collected data were categorized on a certain basis. The data reduction involved neutralizing, abstracting, and transforming the gathered data to ensure data collection was sharpened, categorized, filtered, and organized. It was carried out continuously during field studies. Then, the data representation was managed in the forms of matrix, schema, diagram, graphics, and pictures. This is important so that the data could be easily understood and processed to conclusion. Finally, conclusion and verification were carried out in the early process of data collection.

RESULT AND DISCUSSION

Total Quality Management implementation in PSTE in LMU:

The TQM implementation in PSTE of LMU was initiated since 2005. The TQM implementation is designed by adopting an Arcaro model. In this model, the TQM focuses on six aspects as follows: customer focus, total involvement, measurement, commitment and continuous improvement (Arcaro, 2005). This study found that the lecturers of PSTE program aware about the TQM implementation. They feel the effect of the quality assurance system for the teaching and learning activities. The quality assurance efforts have always done and developed into a wide range of quality system in terms of policy and quality standards. Further process of TQM implementation procedure was carried out by PSTE based on the statement of lecturers and the Head of the PSTE program and the documents. This study found the mechanism of TQM at the PSTE begins with the forming of development and quality assurance system with teams. The system and team are established under the decree of the rector. Second, the team develops a range of policies and standard operational procedures (SOP) of quality prior to socialization to all faculty members. The lecturers declared that “we receive the socialization about vision, mission, quality policy and standard operational procedure (SOP) of the program”. Most of the lecturers confirmed that there were some activities they considered as a form of quality assurance such as: training, workshops, seminars and technical guidance from external experts from outside the University.

After the system has been well understood by the faculty members, the program holds training and workshops to improve their competence. Upon completion of the workshop, all participants were required to implement the results of the workshop and conduct a monitoring process of both internal and external supervisors.

A number of studies find that the activities should start with quality basis, quality standard and manual, value and culture system, and organizational norms, so that it creates similar perceptions of the culture system (Ol-szak and Ziemba, 2006). This is important because the organization cultures consisting values and norms should be the guidance and basis for organizational behavior. In the previous literature, making changes and forming culture should start from the top managers (Yang, 2006). When efforts to improve quality management do not initiate by top managers, the implementation of such program will be difficult (Reed et al., 2014; Lam et al., 2008).

Policies have been made by the PSTE program and these are always directed to the quality improvement and customer satisfaction. The policy consists of quality improvements in teaching-learning and services, such as student active learning and student guidance on extracurricular activities. To achieve the quality of graduates, the Head of the PSTE program states that:

“The program always makes efforts and commitment, cooperation/partnership with external institutions such as the Department of Education and other institutions such as schools, clinics and community leaders/stakeholders. These efforts have shown to shape the competence in teaching and learning activities as well as soft skills.”

The primary school principals stated that they are very pleased with the development of the competency of the PSTE graduates because they are considered as skilled new teacher graduate from PSTE of LMU having both professional (teaching) skills and soft skills such as leadership, communication skills, and teamwork through extracurricular activities such as scouting, fostering the art of traditional dance, and fostering school health efforts. Based on the regulation of the Minister of National Education Act number 16 of 2007 about standards on academic qualification and competence of teachers, the teachers are obliged to have several competencies, including pedagogical, professional, social, and personality competencies. Pedagogic competence deals with the teacher skills in teaching the material to students. Professional competence includes mastery of learning material. Social competence includes effective communication with fellow educators, students, staffs, parents, as well as the community. Personal competence includes personality which is steady, stable, mature, wise and dignified to be the role models for students and the community (Lidyasari, 2014).

Based on the results of the interviews and data documentation as well as the observations, it can be concluded that the TQM model implemented in the PSTE of LMU consist of focusing on customer satisfaction, total involvement of PSTE member, measurement of quality performance, keeping the commitment of all PSTE member, building partnerships with a variety of outside parties/stakeholders, improving competency in a sustainable manner, and doing continuous improvement. The models of TQM that are implemented in PSTE program can be seen in Figure 1:
This study found that implementation of TQM model in PSTE had several weaknesses. There were the total involvement of faculty members, quality measurement, and continuous improvement. The involvement of faculty members was considered as a weakness due to the quality gap between the existing lecturers and ex-teachers. It is necessary to conduct training and education to improve ex-teacher quality. The second weakness was quality measurement as the management had not determined the annual organization target with clear performance indicators. Furthermore, continuous improvement process was considered weak because the system lacks of action to resolve the problems found in the controlling and monitoring process.

Several studies show that the roles of management and leadership are very strategic in the formation of quality culture (Mosadegh Rad and Yarmohammadian, 2006; Demirbag et al., 2006). Comments from experts clarify that the roles of the quality assurance team are significant in leading the academic and non-academic staffs towards quality culture. At LMU, the quality assurance team retained at university level to assure that quality culture manifested in the form of quality work culture. The quality assurance team has a duty to conduct quality assurance in the form of quality management implementation with plan-do-check-act cycles. This quality feedback is needed for continuous improvement. The feedbacks are important to perform continuous improvement as they are one of the important elements in TQM implementation and the formation of quality work culture (De Jong and Hartog, 2007).

The TQM implementation support of the work culture:

The TQM implementation in PSTE at LMU affected the work culture of the faculty members. After several years of implementation, the TQM implementation influences the identity of PSTE as its characteristics inspire the communities to redevelop faculty member attitudes and behaviors. The strong identity of PSTE includes: (1) emotional and intellectual maturity (EQ and IQ), (2) good discipline inside and outside of the campus, (3) beliefs, (4) ability to utilize information technology in performing works, (5) creative, good interpersonal skills, and able to change, (6) good organizational culture, (7) good learning habit, and (8) integrity towards PSTE.

Based on the characteristics aforementioned, the work and organizational culture in PSTE program at LMU were stated, expecting that these would be the characteristics of the communities of PSTE programs. The characteristics are illustrated in Figure 2. That figure described that implementation of work culture needs development of quality culture and values.

In this study, the researcher interviewed the Head of PSTE to identify the staffs involved in creating the formula for the PSTE culture. The finding was that all of the PSTE members such as lecturers, students, staffs and community (stakeholders) were involved in the formulation of the culture, ethos, and the culture of quality.
Based on the observation of the work culture implementation, this study obtained that teaching attendance was very high, service to students was increased, collaborative discussions outside of class was carried out. That means the transformative model of teaching and learning process has been implemented. Most students stated that:

“The lecturer attendances are almost on time and lecturer give many explanations and clear examples in their teaching. Teaching activities had been applied to varied method where the lecturer always engages in the process. In addition, service to us had been conducted directly at any place without delay. Most teachers are also able to discuss inside and outside the classroom. Gaps between student and lecturer have never happened.”

The TQM implementation has a positive and significant effect on competitive advantage. They were consisted of leadership, strategic planning, customer focus, training, and supplier management. Leadership factor is the strongest significant predictor of competitive advantage (Munizu, 2014). Srikanthan and Dalrymple (2002) suggest that higher education management must implement a holistic model. The model implemented on the principles of a ‘learning communities’ provide a balanced approach among the ideals of the educational, service and behavioral excellence ethos in Higher Education. The model also emphasizes two approach collaboration and transformation at the education delivery level. The ‘Transformative Model’, requires the learning experience to be based on a dialogue between the learners and teachers about the nature, scope and style of their learning, and also among the teachers about the teaching and learning process. The ‘Engagement Model’ foresees teaching and learning to be based on critical dialogue, mentoring and cooperative peer learning.

Furthermore, several complementary activities seem to support the work culture, such as prayers at every Thursday evening, completing the Koran at every the end of the month, forming of the marching band, forming of religious-nuanced arts, and more. The same behavior was also seen from the students who were very active to participate in various activities, including the one as the manifestation of the green campus in the form of trash banked system.

A lot of studies have been discussed and elaborated the influence of TQM on the work culture, but mostly are related to organization and businesses (Ali et al., 2014; Baird et al., 2011). Most of these studies conclude that the implementation of total quality management leads to a high level of efficiency of service, organizational performance, and organizational competitiveness. This attention will be a predisposing golden opportunity for successful participation in the competition. However, practices of TQM are influenced by people’s culture. Prajogo et al. (2005) states that his research supports the pluralist view in that different subsets of TQM practices are determined by different types of cultures. Interestingly, hierarchical culture is found to have a significant relationship of certain practices of TQM. In addition, Baird et al. (2011) suggest that the cultural dimension of teamwork/respect for other people is the most important factor in enhancing the use of TQM practices. Their research also concludes that all the four TQM practices are found to be interrelated, yet only the three of them (supplier quality management, process management, and quality data and reporting) are found to help to achieve the operational performance goals.

**Expected TQM Implementation model at PSTE Program:**

The proper and good implementation of TQM is believed by all experts to contribute to the productivity and quality of work of employees; similar principal also applies in the any education organizations. The implementation of TQM in education organizations is the demands and the expectations of everyone. Based on the findings, the faculty members, staffs, and students as well as the Head of the Program all contribute to the ideal model of TQM implementation. According to the Head of the Program, the model of TQM implementation shapes the work culture. This model was formulated by the involvement of all faculty members in that they actively improve their individual quality. For example, lecturers should run the university’s three missions in accordance with their job description. In addition, lecturers must also fulfill all academic activities including teaching and learning activities in accordance with established standards.

From the lecturer point of view, the ideal TQM implementation was required for all persons involved in activities in order to demonstrate a good performance. It was necessary to improve the implementation of autonomy and reward system for those who have been doing a good job. Moreover, the lecturers also hoped that there was an improvement in the empowerment or active involvement of the lecturers in most of the program activities. This is reflected in one statement as follows:

“To improve the work culture of quality requires an appreciation for the quality of work, freedom of creation (autonomy), and involvement of all lecturers fairly and equitably. Therefore, leaderships applied in PSTE should be collegial and collaborative. In addition, the PSTE management scheme must also be implemented transparently and accountably.”

The statement is reinforced by the opinions of lecturers that say, “The leadership encourages us to commit our work and we need leaderships that are transparent and fair to everyone.”
According to the students, the implementation of the TQM can ideally be achieved with the involvement of all relevant parties and autonomy, organization quality as well as the recognition or awards. This is reflected in their statements as follows:

“We need the program to engage the students in the formulation of policies and the organization of Student Affairs as well as the granting of autonomy, though some degree of control is still needed. Furthermore, the awards given to the students who excel should be more transparent and accountable.”

Another study showed that relationship TQM towards on service quality from student perspectives. In that study, it consists of five dimensions of TQM (i.e. top management, customer focus, information and communication, employee involvement and continuous improvement) (Saberi and Romle, 2015).

**Quality improvement acceleration model to support a quality culture at PSTE:**

Based on the discussions in the previous section, the model for work culture improvement toward quality culture for PSTE of LMU that could accelerate to support quality work culture improvement described in Figure 3. This is important to ensure that the bases are tailored to customer needs and have met the principles of quality work.

![Flowchart showing quality improvement acceleration model](image)

**Fig. 3:** Quality Improvement Acceleration the Model to Support Quality Cultures at the PSTE

**Conclusion:**

Referring to the results in the previous section, the model of quality work cultures found in this study included standard operational procedures which were supported by a decree from the office of the department. This means quality work culture will act as the accelerator with a transparent and accountable system. Besides, the leader commitment toward quality accomplishment, unite perceptions, staff commitment towards quality, planned and continuous competency improvement activity management autonomy, collaboration and partnership with external stakeholders, trust on transparent, responsible, collaborative, and loyal management, incentive and rewards, monitoring, and periodical and continuous assessment are also important in forming quality work culture.

The findings are in line with the model of quality work cultures in other places. The factors of the model were important for consideration to ensure the students of the universities to be competent in terms of their qualities. The competent graduate with better quality will be excellent teachers. That way, they will give benefits to their students in primary schools. In the long term, these students (in the primary schools) will contribute to the nation. With competent teachers that they are taught by, it is expected that the new generation will inherit good quality. Finally, they manage various organizations of the country in an excellent manner.

As discussed at length in the previous section, this study has described the implementation of quality culture to support work culture in ULM. The finding of this study showed that TQM has been implemented at PSTE in LMU by emphasizing on customer satisfaction focus, keeping the commitment of all faculty members, improving competency, and building partnerships with a variety of outside parties or stakeholders. However, several difficulties still persist such as total involvement of faculty members, quality measurement, and continuous improvement. Therefore, the expected TQM implementation model is needed to support development of quality work culture consisting of staff involvement, leadership, partnership, reward system, and organizational quality. The quality of work culture can be developed through the quality improvement acceleration model with several steps: establishing values, socialization, implementation of quality culture, monitoring and evaluation.
and improvement. All these components must be based on a system of values, norms and culture formulated in the form of a vision, missions, and several objectives which must be understood by members of the organization.

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