

Application of Integrated Quality Management Transformational Studies in Higher Education

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ABSTRACT

With the implementation of integrated education quality management, the quality of national education education standards will be achieved. A quality management system that is implemented with a consistent commitment will provide benefits and success for all stakeholders in higher education institutions. So to achieve this benefit and success, it must be based on several established quality management principles. Starting the entry of foreign universities to enliven the "competition" that already exists in this country. Universities should not be seen as centers of science, research, and community service, but also as "knowledge-generating" enterprises that need to "compete" to ensure survival. Competition, as experienced by firms for profit, including competition in the areas of quality, price and service. Universities as non-profit entities also face the same thing. For the management of all that, knowledge and management skills are needed, namely the management of higher education.

Keywords: integrated quality management, management transformation, university

I. Introduction

In order to support the progress of the development of a good higher education system, the implementation of a higher education quality management system is to ensure the implementation of continuous improvement of higher education quality. So that the application of quality management principles in a higher education institution ensures the implementation

of continuous quality improvement. The institution must develop a quality system in the form of a quality manual, written as a reference for all people involved in achieving the established quality performance standards. The implementation of the quality management system must be audited periodically in order to obtain input for management review for the improvement of the system itself. In Indonesia, higher education has changed its landscape over the last decade. The change in panorama in question includes a paradigm shift,

Universities not only need to be seen as centers of knowledge, research centers, and centers for community service, but also as a “science producing” corporate entity that needs to “compete” to ensure survival. Competition, as experienced by profit companies, includes competition in the fields of quality, price, and service. Universities must provide the best information services for their customers, as according to Rusdinal (Rusdinal, 2015), Information services provided to students can use various methods, techniques , an approach model in learning strategies to achieve learning objectives (information services). One of the learning methods that can be used in information services in changing students' perceptions of learning discipline is to combine the lecture method, sociodrama, and discussion. Higher education as a non-profit entity, faces the same thing. All management requires knowledge and management skills, namely university management.

Higher Education and Higher Education, the terms are often interchanged with the assumption that they have the same meaning, while actually they have different meanings. Higher education is education in the school education pathway at a higher level than secondary education in the school education path. On the other hand, higher education institutions are educational units that provide higher education.

1. Integrated Quality Management

TQM is a management system that elevates quality as a business strategy oriented to customer satisfaction by involving all members of the organization. Total Quality Management is an approach in running a business that tries to maximize the competitiveness of the organization through continuous improvement of products, services, people, workforce, processes, and the environment.

According to Afriansyah (Afriansyah, 2019), in integrated quality management, especially in the field of education, supervision and evaluation is very necessary where in doing so it requires planning, implementing and evaluating results.

2. College Management

According to Surahyo (Surahyo, 2015), higher education is an educational unit that provides higher education. The goal of higher education is the mastery of science and technology. The use of science and technology to improve the standard of living of the community. In the discussion

of higher education management, the various dimensions of meaning, among others, distinguish it from company management or management of other entities, these dimensions include the dimensions of scientific dimensions, dimensions of education, social dimensions , Corporate Dimensions.

3. Management in Non-Profit Organizations

In RI Law Number 16 of 2001 (Syukron, 2016) concerning Foundations, for example, Foundations are referred to as legal entities that must have social, religious, and humanitarian purposes and objectives. In Government Regulation Number 61 of 1999 concerning the Designation of State Universities as Legal Entities, the term 'non-profit' is used. Furthermore, in Government Regulation Number 60 of 1999 concerning Higher Education, it is stated that the implementation of higher education carried out by the community must be in the form of a 'social' foundation or body. So in practice, it seems that the terms 'non-profit' and 'social' are used with the same meaning. From the definition of management that has been presented above, it appears that social or non-profit organizations also need management, because in it there are a number of resources that must be used for certain purposes through the process of planning, organizing, mobilizing, and controlling. Social or non-profit organizations also face limited resources, also need marketing, often face competition, require work efficiency and effectiveness, and so on like ordinary companies.

II. DISCUSSION

The implementation (implementation) of the quality management system in an effort to improve the quality of higher education is carried out through several things as shown in the following table;

1. Adopt quality philosophy

A quality university is one that can meet the needs and expectations of the community. Community needs are the development of quality human resources and the availability of information, knowledge and technology that can improve the standard of living. So that a quality university is one that gives satisfaction to the community as a whole

2. Determined to be a quality Higher Education

- a. Being qualified must be with intention and continued by making real efforts in that direction.
- b. Recognition of others (students & colleagues & the community) that our PT is a quality PT is the key to a bright future.

3. Focus on customers

a. PT's attention is always focused on the needs and expectations of its customers: students, society, industry, government, etc.

b. The main task of PT is to meet and satisfy the needs and expectations of its customers. For this, universities must be able to: know the characteristics of their customers, identify and analyze customer needs and expectations.

4. Commitment to quality

There must be awareness and belief in the need for quality performance, and therefore there needs to be a strong determination and sense of attachment to maintain and improve the quality of work. Poor teaching, research, administration, etc. are sometimes of equal value to no work. Poor quality education and research can be worse than without education and research. A strong commitment to the quality of PT will drive continuous efforts to improve quality, and will not give in to obstacles and other difficulties that come in the way.

5. Improving the quality of higher education on an ongoing basis

The determination to improve the quality of higher education must be proven by real efforts to improve quality. Not just once to fix and finish, but little by little continuously. The quality of higher education has no ceiling, because it is impossible to improve the quality at once and finish. Every time it is necessary to set a quality standard of something to be achieved. The quality standards of the tri dharma and administration of this university need to be improved little by little in accordance with the capabilities possessed.

From the explanation above, it can be analyzed that the movement to improve the quality of education in the world has actually not been too long. The pioneering Total Quality Management (TQM) in education began in the United States in the late 1980s, followed by the United Kingdom. Increased attention only started in 1990. Likewise, TQM as an academic subject, is still very little applied. If you want to get more out of what lies behind these performance indicators, an institution must start to be more serious about TQM in terms of continuous improvement (continuous improvement) to its customer standards as customer quality requirements increase. Quality improvement in higher education cannot be seen as an "instantly finished" process. This activity is a long-term process that requires organizational change and restructuring that cannot be overwhelming. Commitment to change towards better quality must be understood by all levels of management and must be based on the will to change. What is more important besides the willingness to change is the comfort in carrying out a role in this change process. The quality of a university means the overall quality of the university, which includes management and human resources, organizational goals, services, operations, and so on. As for the quality elements, the strategy in measuring quality and the consequences if the quality is ignored. Implementation of a quality management system in achieving quality higher education globally.

III. SOLUTION

It takes a quality management in the process towards a change, so that change becomes more directed. Understanding of change can be seen through the perspective of integrated quality management or better known as Total Quality Management (TQM). The theoretical and conceptual solutions offered by integrated quality management are expected to be able to answer various questions that arise from the perspective of the need for a quality higher education. The implementation of integrated quality management does not suggest waiting until there is a strong impetus for change, but the conditions for higher education organizations that are always ready to make changes must be created. All resistance and obstacles to change must be eliminated first.

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