



Total Quality Management Strategy for Improving the Quality of Education at Kolej Universiti Perguruan Ugama Seri Begawan (Empirical Study in the Arabic Language Education Master's Study Program)

*M. Iqbal Firdaus^{1a}, Muhamad Hani Yusuf^{2b}, Wahyu Nugroho^{3c}, Eiffan Fanani^{4d}

^{1,2,3,4}Universitas Islam Negeri (UIN) Sunan Kalijaga, Yogyakarta, Indonesia

^afirdausteach@gmail.com, ^bmuhamadhaniyusuf@gmail.com, ^cnugrahanugra54@gmail.com,

^dfananieiffan@gmail.com

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*Correspondence Author:

firdausteach@gmail.com,

Abstract

This research aims to determine the Total Quality Management (TQM) strategy for improving the quality of education in the Arabic Language Education Master's Study Program at Kolej Universiti Perguruan Ugama Seri Begawan (KUPU SB). This research uses a qualitative descriptive analysis method with a case study approach. Data was collected through interviews, observation, and documentation. The research results show that KUPU SB implements TQM by involving all parties, both internal and external, in improving the quality of education. TQM at KUPU SB includes aspects of vision and mission, information, human resources, facilities, competence, and loyalty. The implementation of TQM at KUPU SB has had a positive impact on the university, personnel, and graduates. Universities can compete at a global level, personnel can improve their welfare, and graduates can meet labor market needs. This study is novelty in the field of education quality regarding how KUPU provides facilities and support for activities to develop student potential.

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INTRODUCTION

Education is one of the important factors in the development of a country (Tchamyu, Asongu, & Odhiambo, 2019). The quality of education is influenced by various aspects, one of them is educational management. Educational management is related to planning, organizing, implementing, and supervising the

educational process effectively and efficiently (Saihu, 2020). One of the educational management approaches that is widely applied in various countries is Total Quality Management (TQM). TQM is the application of quantitative methods and human knowledge to improve the materials and services that are inputs, improve all the important processes in the organization, and improve the efforts to

meet the desires and needs of the users of products and services at present and in the future. TQM has several principles, among others are customer focus, involvement of all members of the organization, continuous improvement, error prevention, and teamwork (Snongtaweeporn, Siribensanont, Kongsong, & Channuwong, 2020).

The application of TQM in the field of education aims to improve the quality of education through improving the quality of service, learning process, and learning outcomes. Some of the benefits of TQM in the field of education are increasing customer satisfaction (students, parents, society, and government), increasing motivation and competence of educators, increasing performance and productivity of educational institutions, and increasing image and reputation of educational institutions (Girmanová, Šolc, Blaško, & Petrik, 2022). One of the educational institutions that applies TQM is Kolej Universiti Perguruan Ugama Seri Begawan (KUPU SB) in Brunei Darussalam. KUPU SB is a high Islamic religious education university that was established on January 20, 2007, by Sultan Hassanal Bolkiah. KUPU SB has four faculties, namely the Faculty of Education, the Faculty of Sharia, the Faculty of Ushuluddin, and the Faculty of Social Science Education.

One of the study programs at KUPU SB is the Master Program of Arabic Language Education. The Master Program of Arabic Language Education aims to produce graduates who have academic, professional, and research abilities in the field of Arabic language education. This

study program offers two tracks, namely the thesis track and the non-thesis track. The curriculum of this study program covers theoretical, practical, and research courses related to Arabic language education. This study aims to examine the effect of TQM strategy on improving the quality of education in the Master Program of Arabic Language Education at KUPU SB.

This study is motivated by several things, among others: TQM is one of the educational management approaches that is relevant to the vision, mission, and objectives of KUPU SB as a high-quality Islamic religious education institution. TQM can provide a positive contribution to improving the quality of education in the Master Program of Arabic Language Education at KUPU SB, both in terms of input, process, and output. TQM can help the Master Program of Arabic Language Education at KUPU SB in facing the challenges and competition in the era of globalization, especially in the field of Arabic language education. TQM can be one of the indicators in the accreditation and certification process of the Master Program of Arabic Language Education at KUPU SB, both at the national and international levels.

Based on the background of the problem above, then how is the TQM strategy towards improving the quality of education in the Master Program of Arabic Language Education at KUPU SB. TQM is needed at this university because several aspects such as facilities and infrastructure still need to be improved, then the new thing resulting from this research is about

providing quality students so that people are interested in studying there.

METHOD

This research uses a qualitative approach with a descriptive analysis method to describe the phenomenon of the influence of Total Quality Management (TQM) strategy on improving the quality of education in the Master Program of Arabic Language Education at KUPU University Brunei (Masrukhin, 2015).

The research data were collected through three techniques, namely observation, in-depth interview, and documentation study. Observation was conducted to directly observe the implementation of TQM at KUPU SB. In-depth interview was conducted with one student who was involved in the study program to obtain more detailed and in-depth information. Documentation study was conducted to collect data related to TQM, such as diaries, letters, and official documents that became important sources of data (Moleong, 2001).

The data obtained were then analyzed using the steps recommended by Nasution (1988), namely data reduction, data display, and conclusion and verification. Data reduction was done to filter relevant and significant data. Data display was done to arrange data in the form of tables, diagrams, or narratives. Conclusion and verification were done to draw conclusions from the data and verify the accuracy of the data by using member checks, triangulation, and audit trails. These steps were taken to ensure the reliability and validity of the research (Nasution, 1988).

RESULT AND DISCUSSION

Understanding Total Quality Management

The Definition of Total Quality Management (TQM) has different meanings for each person. In the practical Indonesian dictionary, quality is explained as; level, degree of goodness or badness of something; quality; rank. Quality management is a method for managing people (Mantja, 2000). The purpose of quality management is to create a balance between human efforts in carrying out tasks with full joy and their participation in improving the way of working well. Fandy proposed a holistic concept of quality as a dynamic state that relates to products, services, people, processes and environmental conditions that meet or exceed customer expectations (Cosgrove & Loucks, 2015).

Furthermore, Goetsch and Davis in Fandy established TQM as a way of managing a business that strives to maximize competitiveness through continuous improvement of products, services, people, processes, and organizational environment (Ciptono, 1999). Meanwhile, Ross in William Mantja interpreted TQM as a unification of all functions and processes in the organization to obtain and achieve improvement and quality enhancement of goods as products and services that are sustainable. The main goal is customer or customer satisfaction (customer). So, TQM is a process for providing quality products and services to customers through productivity improvement. Quality Improvement Management (TQM) in education as stated by William and defined as a set of principles and

techniques that highlight that quality improvement must be based on educational institutions to continuously and sustainably improve their organizational capacity and ability to meet the demands and needs of learners and society (Mantja, 2000).

From the above definition it can be concluded that in Quality Improvement Management (MPM) there are efforts; (1) controlling the processes that occur in educational institutions or schools both curricular and administrative, (2) involving the diagnosis process, (3) quality improvement must be based on data and facts both qualitative and quantitative, (4) quality improvement must be continuous and sustainable, (5) quality improvement must move and involve all elements in the field of education, and (6) quality improvement has that states that higher education can provide satisfaction to students, parents, and society.

Total Quality Management and Higher Education

The success in the industrial and business world of TQM gives encouragement to other organizations, one of which is higher education, to follow it, which is also then modified and improved on several functions and parts (Asif, Awan, Khan, & Ahmad, 2011).

As for the companies that are known to have successfully improved the quality of performance, productivity, competitiveness, and profitability significantly through TQM, among others, xerox, IBM, Motorola, Harley Davidson, Ford, Toyota, Allen-Bradley, Ford, Hewlett-Packard, and Group Astra. The

TQM approach in the implementation of higher education has not been done much, even there are those who doubt the effectiveness of TQM in the world of education. While other groups consider TQM as a bright hope for the world of education (Al-Tarawneh & Mubaslat, 2011).

TQM applied in educational institutions has diverse successes. The implementation of TQM in higher education raises debate. Some observers question the feasibility and suitability of the TQM concept with the characteristics of higher education (Taylot, Hill, and MC Cullon, 1993). The observer argued that TQM is a concept that is difficult to evaluate in the world of education (higher education) (Ciptono, 1999). Whereas Holmes and Gerard (1995) argued that TQM might be suitable for support functions, but less suitable for teaching and learning functions which are the core of a higher education institution (Holmes & Gerrad, 1995).

Another opinion was expressed by Herbert, Dellana and Bass quoted by Sarwono and Sudarsono there are four main fields in higher education that must be fulfilled. First, the application of TQM to improve administrative and operational functions or in general to manage the university as a whole. Second, integrating TQM into the curriculum. Third, using TQM in teaching in class. Fourth, using TQM to manage university research activities (Sarwono & Sudarsono J, n.d.). Based on data collected by Quality Progress, in 1992 in the United States there were 220 higher education institutions that applied TQM. Among them are the

University of Chicago, Harvard University, Oregon State University, University of Pennsylvania, and others (Lewis & Smith, 1992). There are five categories that determine the quality of higher education (Derm, 1995):

Reliability, which is the ability to provide services that are promised quickly /on time/accurate and satisfying. For example, there are course offerings that are really in line with needs, fair assessments in lectures, accuracy in calculating grade point averages, research funds for lecturers, lectures that run smoothly, and so on.

Responsiveness, which is the willingness / readiness of the staff to help customers and provide services quickly and responsively. For example, the rector, assistant rector, dean, and other academic community are easy to meet, lecturers are also easy to meet for consultation, interactive teaching and learning processes, campus facilities that are easily accessible, the existence of service failure (the ability to make improvements) is done quickly and precisely. For example, a computer that is broken must be followed up immediately by informing prospective users that they will fix it soon.

Assurance, which includes knowledge, competence, courtesy, respect for customers, and a trustworthy nature possessed by the staff. For example, the entire academic community (lecturers, assistant lecturers, and academic staff) must be truly competent in their fields, the reputation of the university is positive in the eyes of the public, and the professionalism of the entire staff.

Empathy, which is the ease of making relationships, good communication, and understanding the needs of customers. For example, lecturers know the names of their students, lecturers can be contacted easily by students, academic advisors really play their role, and so on.

Tangibles, which include physical facilities, equipment for employees/lecturers, and good communication facilities. For example, there are dictionaries, computer facilities, libraries, lecture rooms, lecturer rooms, canteens, lecture methods, scientific journals, places of worship, and so on.

Kolej Universiti Perguruan Ugama Seri Begawan has implemented important elements to improve the service quality they provide. These elements are the factors that customers use to assess the quality of service based on the comparison between the expected service and the perceived service (Ciptono, 1999). As stated by Hadi Shahril (KUPU Arabic language master's student), a source during an interview, "KUPU provides comfort in the class in terms of facilities and infrastructure and equips various extracurricular activities to support the ability of students to pursue a career as an Arabic language teacher in the future". Therefore, the smaller the gap between the expected and perceived service, the higher the quality of service provided. Therefore, higher education institutions must continue to improve their performance quality in every dimension and not provide excessive information to prospective students, parents of students, lecturers and staff that can create unrealistic expectations. According to Karahan and

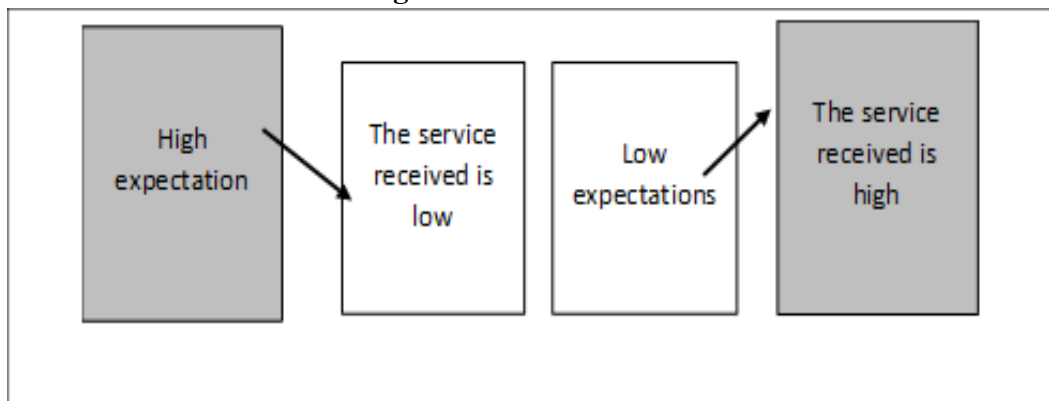
Mete, quality assurance in higher education is an activity that offers quality services to satisfy customers and provide confidence in terms of inspection, review, and evaluation. Thus, the quality of higher education as the most important issue in providing quality, qualified and competitive graduates (output) for the progress of a country can be achieved (Karahana & Mete, 2014).

Quality of Higher Education and Focus on Customers (Customer Focus)

Quality assurance of education is derived from the management of production processes that are carried out in the production field. In the industrial world, there is always a need to feel confident that the products produced are in accordance with their specifications in order to provide satisfaction to customers (Illés, Tamás, Dobos, & Skapinyecz, 2017). Thus, in principle, quality assurance is arranged in such a way as to

produce production processes that are in accordance with specifications or standards. A quality product must be guaranteed its quality so that buyers are not disappointed when buying and using it. Even buyers will make repeat purchases and invite their friends to use the products and services produced by education because of customer delivered value (the value received by customers) (Machali & Ara, 2016). This opinion is in line with what Kotler and Keller expressed that satisfaction is a function of perceived performance and expectations. If the product produced is lower than expectations, then consumers will feel dissatisfied. Likewise, vice versa, if it meets expectations then consumers will feel satisfied, if the performance exceeds expectations, then consumers will feel very satisfied (delighted) (Kotler & K.L, 2006). As seen in the following picture (Cook, 2002):

Figure 1. customer satisfaction



From the picture above, the perception of service and expectations received by customers are influenced by their expectations. in accordance with what is applied by Kolej Universiti Perguruan Ugama Seri Begawan. If the treatment received by customers, namely

students, educators, and education staff, is in accordance with what they expect, then it is considered to be of high quality. On the contrary, if the treatment received by customers does not match their expectations, it will be called bad service. Therefore, to provide high-quality service,

the institution must provide something that exceeds what customers expect. That is why companies then carry out quality assurance (Walley, Parsons, & Bland, 1999). If from the results of quality assurance, a product is found that does not meet the standards, then the product is stored and then discarded. Likewise with education, institutions should not produce damaged education graduates (Immordino-Yang & Damasio, 2007).

That is why quality assurance must be carried out from the beginning of the education process (Campbell & Rozsnyai, 2002). KUPU SB Provides service besides adequate facilities and infrastructure also provides student competence in extracurricular activities every semester can take courses want to choose any extracurricular activities according to the wishes for the future of their students. Thus, quality assurance of education is not only carried out during the process, but starts from input, process, output and outcome. When the initial process is carried out well, it will produce good results until the end. Another term is called right first time, right every time. Customer satisfaction is an important thing in quality management of education (TQM). Ivancevich said that the first step in implementing TQM is to view students as customers who need to be served. Usman, referring to Goetsch and Davis, said that internal and external customers are driven (Ivancevich & S.H, 1992).

The Master of Arabic Language Education Study Program at Kolej Universiti Perguruan Ugama Seri Begawan is interesting because it applies Total Quality Management (TQM) that

pays attention to external and internal customers. External customers are those who determine the quality of graduates, while internal customers are those who determine the quality, process, and environment related to graduates. However, this view is opposed by Wambsganss and Kennet who argue that students are the main customers because they pay tuition fees and receive the services offered. They consider TQM to be a traditional concept. On the other hand, Lewis and Smith suggest that customers should be identified from three perspectives, namely internal customers (academic and administration), direct external customers (employers and other higher education institutions), and indirect external customers (society) (Pitman, 2016).

Higher education institutions as organizations cannot be separated from a system, in which there are several elements that determine the continuity and success of higher education institutions, namely customers (Aldaibat, Al-Daibat, Ramtha, & Al-Balqa, 2016). Customers or clients. In the organization of quality improvement, customers or clients are those who receive products or service services (Arbo, 2007). So, customers are not only outside the organization but also at every stage that requires improvement of the results of a product or service delivery. This shows that there is a chain of clients who are interrelated with the process. Quality management requires organizations to conduct tracing by asking or listening, of course to the right clients. In this case, feedback is needed to ensure that the service being done is correct. The

things that are included in TQM for customers are the values of the organization, vision and mission that need to be communicated, which are done by paying attention to ethics in decision making and budget planning. In accordance with the explanation, the vision and mission of Arabic language education at KUPU SB are very good and have been communicated in various meetings with the community and on the website have been published. The vision and mission are in line with the future needs of students.

Customer satisfaction is an important factor in TQM. Satisfaction is a feeling of happiness or sadness of someone who comes from a comparison between the impression of performance (or the result of a product and its expectations) (Shah, Shinde, & Awari, 2021). Based on the definition above, satisfaction is a function of performance impression and expectation. If the performance is below expectations, customers are dissatisfied. If the performance meets expectations, customers are satisfied. If the performance exceeds expectations, customers are very satisfied or happy. Mathematically, satisfaction is the difference between total customer value and total customer cost. Total customer value is the amount of all sacrifices made by someone to get services and goods. This means that the comparison between the sacrifices, time, energy and money spent with the value of the benefits received (Wang, Lo, & Yang, 2004).

The master's Program in Arabic Language Education at Kolej Universiti

Perguruan Ugama Seri Begawan is one of the programs that is committed to providing high-quality teaching and learning processes. The quality of the teaching and learning process is determined by the perception of customers, namely students, lecturers, and educational staff. Students are the main customers who receive learning services directly from lecturers (Davis & Goestch, 1994). Students are not only objects in the education system, but also subjects who must be involved in determining the system. Thus, student satisfaction is an important thing in the context of education. Student satisfaction will create student loyalty to the chosen study program. Student loyalty is the loyalty of students who are shown by the frequency of re-use of education services, as well as recommendations to others to follow the same study program (Jill, 2002). Student loyalty also reflects the very high commitment of students to continue learning and developing themselves in the study program that has been their choice, even though there are other offers from competing products. Student loyalty is "permanent fanaticism" towards a product/service or an education company. Student loyalty is more shown by consistent behavior in the long term from the decision-making unit, namely the students themselves. Thus, having loyal students is an invaluable asset for higher education institutions.

Loyal customers must go through various stages, namely students as consumers in higher education institutions who are loyal will show diligent and persistent behavior in following the

lectures organized by the higher education institutions, often give constructive feedback, recommend the school to relatives, friends/others, do not move to other institutions, and resist the attraction of other institutions. Therefore, to get loyal customers, higher education institutions must be able to understand and know what factors can influence them (Pitman, 2016).

The Master of Arabic Language Education Study Program at Kolej Universiti Perguruan Ugama Seri Begawan is one of the programs that strives to have students who are loyal to their institution, which can provide an image that the education services offered can be accepted and recognized by the wider community, have a good reputation and be able to provide service support and improvement of higher education quality.

Thus, the institution that implements the quality of service program will create customer satisfaction. Customers who are satisfied with the service are the basic capital for the institution to form customer loyalty. Therefore, higher education institutions must be able to understand and know what factors can influence it according to the component so that the peak is obtained, namely customer loyalty in the long term (Snongtaweeporn et al., 2020).

CONCLUSION

Kolej Universiti Perguruan Ugama Seri Begawan implements a clear vision and mission, disseminates information about the quality of education to the community, and continuously improvements in terms of human resources, facilities and student competencies can increase consumer

loyalty to the institution. So, in terms of implementing Total Quality Management (TQM) in higher education, KUPU does so based on awareness and shared responsibility to improve the efficiency and quality of higher education. As Hadi Shahril, an Arabic master's student, said, "that KUPU is very concerned with developing student skills in terms of extracurriculars and learning support technology as well as improving the quality of education through a modern-based learning system." From this opinion, KUPU has implemented TQM continuously and consistently in the higher education system, universities will be able to compete at a very competitive global level and obtain benefits (economic and non-economic) which can be used for the development of higher education and the welfare of the personnel involved there.

Therefore, it is necessary to think seriously about why the unemployment rate for college graduates continues to increase over time. This has an impact on the economy, namely that more foreign exchange must be paid to pay foreign workers. The solution is to immediately implement TQM so that college graduates can compete in the global labor market. It should be remembered that knowledge that can be applied in the industrial system will be the most effective national resource to bring progress to the nation and be able to compete with other nations in the world. College graduates also need to be equipped with several additional skills such as: cooperation and interaction with other people, communication, logical thinking, problem solving and decision making, seeing things holistically in a

system context, self-control, and so on. For this reason, several courses such as process management, basics of system theory and analysis, theories about quality management, statistical thinking, statistical process control, problem analysis and decision making will be very useful if taught in universities.

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