

# Implementing Total Quality Management in Christian Lesson

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**Abstract:** Improving education quality needs sustainable efforts; one of them is by doing Total Quality Management (TQM). TQM can be implemented not only in an educational institution's organization but also in the teaching learning process. This study aims to investigate the implementation of TQM in SMP 1 Bawen, especially in the teaching learning process of Christian. Employing descriptive qualitative approach, the data needed for this research were gathered using interview, observation, and documentation. The result shows that the learning process of Christian lesson has applied five principles of TQM: focuses on the users (students) by handling the students' problems and uses learning methods that suit the students' need, does sustainable improvement to the students' learning achievement, build shared commitments, evaluates the students' achievement, and involves the school stakeholders. However, it still needs improvements on some points of TQM principles.

**Keywords:** learning process, Christian lesson, Total Quality Management

## 1. Introduction

As competition in education world is getting tougher, ensuring the education quality becomes the key of success. A qualified educational institution must be able to compete with other institutions. Schools as educational institutions must be able to provide education in accordance with the changes in life. A good school is able to anticipate any kind of changes. Sagala states that improving education quality to reach a planned and sustainable change needs effort [1]. Kristianty defines quality as a feeling of respect that something is better than the other, and the feeling changes over time and over generations, and varies with any aspects of human activities. Therefore, it can be concluded that quality becomes the measurement to assess whether an item is better than the other [2]. Meanwhile, Mahmud states that quality is always related to product and service, which meets the customer's need, expectation, and satisfaction [3]. Related to TQM at schools, Darmawan, Rukayah, and Susilowati add that quality in TQM helps schools to create changes and improvements to deal with external problems so that the school will be able to compete with other schools [4]. TQM is usually applied on the organizational level, but Love et.al states that TQM can also be applied in the learning process [5]. In addition, Sitkin, Sutcliffe, and Schroeder mention that TQM can be applied in a more basic unit, including learning process [6]. Therefore, the implementation of TQM in Christian lesson needs to be investigated. One of indicators of quality education lies on the quality of the learning process. Sallis asserts that when an educational institution is demanded to improve its quality, it is salient for the institution to put attention to the main activity, teaching learning process [7]. Zahroh adds that the quality education should focus on

the students and the learning process [8]. Therefore, it is important to pay more attention on the students' need and the teaching learning process to improve the education quality. Each student is unique, especially in learning. They should learn with their own learning styles. Therefore, teachers should use various method when they teach to accommodate students' different learning styles. TQM in learning supports the school's TQM.

Quality education is important to manage an effective learning to reach the learning outcomes and the school's goals. An effective learning will only be realized with good learning process. Syafaruddin and Nasution state that to do a good learning process learning, teaching strategies need to be employed to achieve the goals effectively [9]. TQM is believed to be one of strategies to create an effective learning process. A quality education includes the ability of the school to provide the customer's need in favour of the applicable standards. Slameto mentions two different types of customers at school: internal customer (teachers and staff) and external customers (students, parents, society and graduate users) [10]. Slameto also reveals that the philosophy of integrated quality management is the existence of a solid work culture which is well-built by all stakeholders mentioned previously [10]. Therefore, it can be concluded that the customer's satisfaction is an important factor in TQM. In applying TQM, schools have to see students as their customers who need to be served well. Arcaro states that the function of integrated quality management is to ease the school management changes at school [11]. In other word, TQM can help teachers make changes to adapt with the external challenges. To establish a qualified school, TQM is the best choice to be applied at school as it gives clear guidance for the teachers to modify their learning.

SMP Negeri 1 Bawen, a school located at *Jalan Soekarno – Hatta 54 Harjosari*, implements TQM to have improve its quality. This school has a strategic location and complete facilities, but it cannot compete with other schools well. Based on the preliminary study, TQM needs to be applied for two reasons. First, the stakeholders urge the school to improve its quality. Second, SMP Negeri 1 Bawen needs to be able to compete with other schools, especially in the academic matters. One of the examples is that since 2008, this school has never been the first rank in national exam in the regency. However, this school has good reputation on extracurricular activities. The condition shows that the school's education quality needs to be improved by applying TQM on learning process level in order to improve the students' academic achievements. When the school is able to improve its academic achievement, the customers will be satisfied and the school will be able to compete with other schools well. The process of improving an educational institution should not only be assessed on the management success but also on the teaching learning process. Therefore, it is important to identify how TQM is applied in the teaching learning process. Teachers at SMP Negeri 1 Bawen try to increase the teaching learning process quality in order to support the process of the school's improvement. One of subjects offered at this school that is necessary to be observed is Christian. Improving the quality of the Christian teaching learning process will contribute to the school's quality improvement.

Based on the description above, this study aims to observe how TQM is applied at Christian lesson at SMP Negeri 1 Bawen. The result of this study is, theoretically, expected to: a) add new knowledge on Integrated Quality Management and Christian lesson; b) improve the writer's knowledge on how to improve teaching learning process using TQM; c) enhance the Christian teachers on how to improve the learning process using TQM; and d) provide more reading source about improving teaching learning process using TQM, especially on Christian lesson. Practically, this study is expected to: a) help the researcher apply TQM in Christian lesson, b) be resource for the Christian teachers about how to use TQM to improve

the education quality, and c) give information to Christian teachers about what aspects in the teaching learning process need to be improved using TQM.

## **2. Methodology**

This is a qualitative research. This study is done on the object of the study in their natural environment with the researcher as the main instrument. The data of the study is inductively taken and the meaning of the data becomes the highlight of the research [12]. Qualitative research is employed because it aims to deeply observe how TQM is implemented in Christian lesson. In a qualitative research, the researcher also acts as the instrument. Therefore, the researcher needs to have enough knowledge on how to ask questions, analyse the data, capture the phenomena around the object, and construct the object of the study so that he/she will get clear and meaningful data [12]. By having the knowledge, the researcher collected data from the headmaster, a Christian teacher, two other teachers, twelve Christian students from grade VII to IX. The data of this research were taken by doing in-depth interview, Focus Group Discussion (FGD), observation, and documentation. The interview process is done by asking questions to the interviewee and the interviewer asks more questions based on the answer given by the interviewee to get more information [12], [13]. Through in-depth interview, the headmaster gave information about the object of study, how TQM is applied in Christian lesson, and the result of the implementation. Through interview and observation, the data given by the Christian teacher is the lesson plan, the information about the implementation of TQM in Christian lesson, and the result of the implementation. Other data was taken by doing in-depth interview with two teachers who also supervise the Christian teacher.

The data gathering process follows the procedure: asking for research permit, arranging the research schedule, data gathering, data processing, and doing data triangulation. The data were taken in their natural environment using some techniques: interview, focus group discussion, observation, and documentation. The unstructured focus group discussion involved twelve students who join Christian lesson in SMP 1 Bawen. The structured and unstructured observations were also done by the researcher. In doing structured observation, the researcher tells the object of the study that she is doing an observation, while in the unstructured observation, the researcher did not the object of the study as the data may be confidential. Documentation was done to collect data on school documents, like syllabus and lesson plans.

The data gathered were analysed to check the validity of the data by using in-depth observation and triangulation. The researcher consistently used various ways to decide whether the data can be used to answer the research question or not. Triangulation was also done to check the data by using other sources. The data were then organized and categorized, described into units, summarized, arranged into specific patterns, and took the important parts of the data so that it is easy for the researcher and other people to understand the data. The research was done in accordance to the research steps: preparing the research to ensure the availability of the research site and the problems it has to compose a research proposal, conducting the research to collect data using various data gathering technique, doing data analysis, and describing the result of the research in the form of research report based on the themes being discussed in the research.

### **3. Findings and Discussion**

#### **3.1. Applying the principle of TQM “Focus on the user”**

Applying the principle “Focus on the user” in the implementation of TQM in teaching learning process will ensure that there is improvement on the students’ achievement in the learning. Excellent service, therefore, needs to be done in teaching learning process [14]. There are two findings on the application of the principle “focus on the user”. They are:

##### **1.1.1. Handling Learning Problems**

Based on the result of in-depth interview with the headmaster, Hargito, related to the effort of improving the teaching learning quality of Christian lesson, the school has tried to improve the learning quality by having teaching learning process not only in the classroom but also out-class activities [15]. The following are efforts that has been done by the school to improve the quality of the Christian teaching learning process: 1) holding outbound with unique and simple approach to establish students’ leadership to minimize students’ boredom to study inside the classroom; 2) applying 2013 curriculum in Christian lesson to have reflective teaching; 3) handling students’ learning problems, especially those who are not interested in studying and have low achievement, by giving remedial teaching and interesting assignments, using inquiry learning, observation, discussion, and group work; 4) hiring professional teachers who can give effective serve and handle the problems in the classroom; and 5) giving counselling to find out the students’ problems [15]–[17].

The Christian teacher, Nuryanti, states that the effort to improve the learning quality is by doing exercise on case study and also worshipping in the church [18]. Students who are lazy in the classroom are usually lazy to go the church, too. Therefore, they get assignments to take notes on the preaching they have in the worship.

For the students who have not passed the score standard, the teacher gives remedial teaching. The students confirmed the effort in FGD [19]. When the students have difficulty in learning, the teacher gave them additional assignment, like having group work and watching movies in the classroom. The lesson plan also shows that the teacher focuses their attention to her students who have not been able to achieve the score standard by giving them remedial teaching. Based on the observation done, the teacher tried her best to get close to her students; she not only delivered the material but also gave her attention to her students.

The teacher has applied the principle of “focus on the user”. Based on the principle, the teacher tried to fulfil the education user’s needs and wishes. This is done to develop good relationship with the user, so the school can increase their service quality [7]. In teaching learning process, quality should be put forward to improve the educational quality. In Christian lesson, the implementation of the principle of “focus on the user” can be seen on the way the teacher handles the students’ learning problems; that is by maintaining good cooperation between the teacher and the students in outbound activity. In addition, when the students were not able to pass the score standard, the teacher gave them chances to have remedial test to make sure they pass the standard. The teacher also gave them additional exercise and independent tasks to develop their knowledge. Another way done by the teacher to handle the students’ problems is by having close interviews with them to dig up information related to the cause of their problems. The above description shows that the teacher tried to increase the students’ self-motivation to reach the competence they should acquire in the lesson. It is relevant to Kurdi’s statement that implementing the principle of “focus on the

user” in the teaching learning process must be able to develop the students’ motivation to reach better learning achievement [20].

### **1.1.2. Using different teaching method based on the students’ need**

The principle of “focus on the user” is not merely about the personal thing. It is also related to the teaching learning process, especially on the teaching method employed by the teacher. The teaching learning process in Christian lesson at SMP 1 Bawen has not fully been applying the principle because the teaching learning process tends to be teacher-centred although, in the lesson plan, the teacher plans to have student-centred lesson. The teacher mentions different teaching method: scientific method, problem-based learning, discussion, project-based learning, and lecturing. However, the teacher did not use all teaching methods mentioned in the lesson plan [19].

Based on the observation, the teacher has not used all teaching methods well. She used inquiry learning, lecturing, and discussion well; those methods are used to apply the principle “focus on the user” [21]. The teacher’s effort to apply the principle can be partly seen on the teaching learning process. The teacher tends to use the same methods all the time.

To apply the principle of “focus on the user”, the teacher should use student Center Learning as it focuses its attention on the users. The teacher should act as a facilitator in the teaching learning process. Other student-centred teaching methods can also be employed: brainstorming, discussion, inquiry, and *Numbered Head Together*. The teaching methods can improve the students’ cognitive skill, that eventually create quality education [22].

### **3.2. Applying the principle of TQM “Sustainable improvement”**

In line with the school commitment to improve its quality, sustainable improvement in teaching learning process should focus its attention to the students’ problems, like their interest to learn Christian lesson and their achievement. Sustainable development has been done by doing the following things: 1) handling students with learning problems by both the Christian teacher and the school counsellor. Related to the students’ low achievement, the teacher has given the students special assignment, like reading the bible and taken the essence of it. In addition, they are also trained to sing praise and worship songs and memorize the gold verses of bible; 2) giving interesting assignments to the students using inquiry method, cooperative learning, and observation; those methods are proposed by 2013 curriculum; 3) asking the students to attend a worship in the church and take notes on the preaching delivered by the preacher [16]–[18].

Based on the interview done with the students [23], it reveals that the teacher usually gives fast response to the students’ problems and does sustainable improvement. It is done by giving assignment, giving advice and suggestions, and giving more detail explanation. The teacher will give remedial teaching to ensure the students understand the lesson. By giving sustainable improvement, the learning outcome is expected to be improved. However, the plans on the remedial teaching or sustainable improvement has not been stated on the lesson plan.

The teacher has tried to do sustainable improvement. However, she only focuses her attention to the students’ learning achievement, not on the teaching learning process yet. Sustainable improvement should also be applied on the teaching methods used in the classroom. It can be done by doing classroom action research. It will help the teacher reveal the real problem that causes students’ low achievement, so the teacher can plan the improvement. As stated by Widayati, classroom action research is done to solve teaching

learning problems and help the teacher improve their teaching process by assessing the class condition [24].

### **3.3. Applying the principle of TQM “Commitment”**

Commitment is an important factor in sustainable improvement and aims to minimize problems occurring in the improvement process. Developing the teaching learning quality needs shared commitment between the teacher and the students because educational success is a result of good cooperation.

The commitment principle can be applied by doing the following things: 1) having mutual agreement about the teacher's and the students' duties and responsibilities and informing the rules the students should obey and the materials that will be covered. It is all related to the consequences that the students have for what they have done. For example, the teacher and the students should come on time, if the student is late to submit the assignment, what kind of sanctions they will get, and if the students can submit the assignment on time and the result is good, what score they will get; 2) doing shared learning, like having out-door activity to have shared commitment to improve the learning quality; 3) increasing students' motivation to keep on learning and improve their achievement; 4) building commitment by having agreement on the lesson plan made by the teacher and explaining the basic competence that the students should have, the learning objectives and also the materials to the students. By doing this, the students will understand what they have to accomplish [15]–[17], [23].

Based on the “commitment” principle, the teacher and students need to have shared commitment to do sustainable improvement to solve the problems on learning. If they do not do that, there will be no changes on the teaching learning process. Syukron states that strong commitment to improve the school quality will trigger the continuous efforts to improve the quality and will decrease the chance of giving up when they meet obstacles and difficulties [25].

The commitment to improve the school quality should be seen from all continuous efforts done. Without commitment, no programs will be successfully done. Improving educational quality needs shared commitment between the teacher and the students [26]. It can be done having students' learning contract. Learning contract can be used as a means of commitment sharing to have teaching learning process the whole semester.

### **3.4. Applying the Principle of TQM “Assessment”**

Good learning outcome has become a tool to assess whether the school has good quality or not. Therefore, the school needs to set assessment standard to the students' learning outcome, called minimum passing grade. To assess the students' achievement, the teacher should consider the daily tests, mid-term test, and the final test. The Christian teacher assess the students' achievement by recapping the students' grades; each materials has its own score standard so students should at least have 73, in accordance with the 2013 curriculum [16]. Non-Serano and Hutahaean mention that, in 2013 curriculum, teaching learning process and assessment take place at the same time; Assessment is not done in the end of the lesson only, but it starts since the beginning of the lesson. The assessment can be done in various forms to assess the attitude, self-assessment, written test, products, project, and observation [27]. An interview done with Suparjan reveals that the Christian teacher sets the assessment standard, so she can monitor the students' achievement. If the students achieve lower than the standard, the teacher will motivate them and also give them additional assignment so that they can achieve

the standard [28]. This effort is in line with what have been done by Non-Serano dan Hutahaeon [27]. If 2013 curriculum demands assessments on different aspects, the Christian teacher in SMP 1 Bawen also did assessment on the cognitive, psychomotor, and affective aspects. Based on the document gathered, the teacher has set assessment rubric to ease the assessment proses.

Based on the principle of TQM on assessment, the main principle of improving quality is on the standardized quality assessment. To assess whether the quality has improved, a standardized assessment is needed. Assessment is an activity related to decision making whether the students have reached the competences on specific materials [27]. In this case, the Christian teacher has set the assessment standard to assess the students' learning achievement by performing daily tests, mid test, and final test.

### **3.5. Applying the principle of TQM “Comprehensive Involvement”**

Improving educational quality is not merely on the hand of the educational institution; it becomes the responsibility of the stakeholders too, including the society around school, parents, school committee, and other community institutions. The Christian teacher has tried to involve other parties (other teachers and the headmaster) in order to improve the learning quality. It is done by giving examples on how to apply Christianity in their daily life [16]. The teacher also asked other teacher and students to have joint activities to apply the materials they have learned in Christian lesson, like having a gathering on Fridays to do reflection on the God word and sing together praised the Lord [17]. In the lesson plan, however, the teacher has not mentioned the other teacher and students' involvement. The effort of involving other parties in the activities is limited to spiritual fellowship, not on the teaching learning process yet. The headmaster states that the comprehensive involvement is done by doing supervision and discussion among the teachers teaching the same subject. Ernayati informs that, in order to improve quality, the headmaster usually involves other teachers in supervision program [16]. Suparjan adds that the headmaster supervises senior teachers, and the senior teachers will supervise the other and junior teachers in the classroom [28]. It can be concluded that the comprehensive involvement has been done with not only the students but also the teacher in the forum of teacher association and supervision.

Based on the principle of “comprehensive involvement”, all stakeholders should take part in transforming the educational quality [11]. However, the Christian teacher has not involved all parties, like other teacher, parents, and community to give their contribution on the effort of improving the quality.

## **4. Conclusion**

Based on the study done on the implementation of Total Quality Management in Christian lesson in SMP 1 Bawen, it can be concluded that five principles of TQM have been applied. The implementation of the TQM principles was done by: 1) applying “focus on the user” principle in handling the students' learning problem and using different learning methods to accommodate students' need, 2) doing sustainable improvements on the students' learning problems, students' low achievement and interest, 3) having shared commitment between students, teacher, and other related parties, 4) assessing the students' learning outcomes periodically, and 5) involving all related parties to solve problems.

The five principles of TQM have been applied in Christian Lesson in SMP 1 Bawen. However, there are things to be improved, especially in the teaching learning process. Teacher should use different teaching learning method. However, she uses various but always similar methods in teaching. The teacher also needs to do more sustainable improvement because she has not applied it in the teaching learning process. She also needs to improve her commitment in improving the teaching learning quality. The comprehensive involvement needs to be increased; the teacher should involve other parties, not only on the spiritual fellowship but also on the teaching learning process.

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