

Total Quality Person of the Student at Universitas Nias

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Abstract. The total quality of students can be improved through learning and self-development programs that focus on personal leadership, planning and continuously improvement. The study aims to reveal a description of the total personal quality of students at Nias University. The results show that it needs an improvement by means of various efforts to rectify the quality of higher education management in order to achieve total personal quality of the students.

Keywords: leadership, planning, improvement, total quality

1 Introduction

Based on Indonesia Act no. 22, 1961, pasal 1 that University is an institution providing education referring to Indonesian national culture in a scientific manner. The institution was organized to prepare students to become members of society who have an academic and ability to create and develop science, technology and the arts. According to Act number 20, 2003 concerning to the National Education standard and recognition of educational institutions.

Higher education is considered an agent of change, which has three roles, namely source of knowledge, contributor and implementer [1]. A university should provide: 1) High quality education. The university must produce high-quality education in order to prepare graduates who have the skill and knowledge to adopt a changing work environment. 2) Opportunity for the student to participate in research and development in order to develop a critical and analytical skill. 3) Training and education for the community including a course to build a knowledge of the society. 4) Awareness about social and environmental issues. 5) Development of innovation and new technology in order to construct local economy.

According to Barnet in Syarbaini [2], there are four substances of the higher education, such as qualified manpower provider, value in job market, income level, employment absorption rate.

Total Quality Management (TQM) is related to the quality. Educational organization, as a service organization is expected to be able to realize the quality of human resource based on TQM. According to Prabowo [3], TQM is a set of principles and techniques that focus on improving quality and educational institution should follow the quality in order to increase the capacity in fulfilling the need and desire of student. Currently the TQM approach is an important model to be applied in an organization including university. The success of TQM is the mentality and quality of personal and personality. The concept of quality is a powerful trigger for development and improvement, creating better product or service empowering them to be efficient and effective. However, it should not be ignored that human or individual is the essence of the TQM concept [4]. In the context of higher education, total quality management can be realized by the total personal quality of the students. Total personal quality can be embodied as the totality of a personal characteristics which include attitude, skill, knowledge and personality.

The total personal quality of students can be improved through learning and self-development program that focus on personal leadership, planning and continuous improvement. Thus, the relationship among total personal quality, personal leadership, planning, and continuous improvement are very strong and interrelated.

The implementation of TQM in higher education refers to research conducted at Najran University. It is found that there are 6 dimensions in TQM, namely effective leadership, making decisions based on facts, strategic planning, participation and team work, focus on customer satisfaction and sustainable excellence. In practice of TQM in higher education is actually manifested in the interaction pattern of lecturer and student or the creation of learning organization as a result of a measurable education system. Referring to quality personal, Gaspersz [7] proposes that quality individual is an individual who is able to meet quality standard in various aspects of life and able to develop interpersonal skill and balance in life. It can be achieved by means of education, training and self-development continuously.

As individual, student needs to develop their quality of integrity to realize themselves as agents of change. According to Naim in Sitanggang [5] that the development of individual with quality integrity is indicated by 1) good character, 2) honest communication, 3) candid appreciation, 4) humble, 5) support others, 6) fulfill a promise, 7) serving attitude, 8) Encourage two-way participation with others.

Nias University as one of the tertiary institutions in Nias Island continues to strive to improve its quality by producing excellent graduates in the fields of education, economics and science and technology. According to the vision and mission, the university should produce quality graduates. However, there are still some students who have not maximized their total personal quality. There is a discrepancy between the learning program held and the expectation. In fact, students are the output of the university which reflect the university in society and in other social environments.

It is necessary to explore the student's total personal quality because the student's self-quality will then reflect on how and who he really is. The higher self-quality, the better personality. According to Gaspersz [7], quality individual must have a good knowledge, skill and attitude in the field of work. Besides that, quality individual must also be able to develop interpersonal skill, such as the ability to communicate and work well with other people. Gaspersz also emphasized the importance of integrity, ethics and responsibility in carrying out their duties.

Quality individual should also be innovative and able to adapt to the ever-changing work environment. Furthermore, Gaspersz emphasizes the importance of life balance, where the quality individual must be able to maintain the balance among work, family and spare time. It can be achieved by means of time management and the ability to set the priority. Overall, Gaspersz proposes that quality individual is an individual who is able to meet quality standard in various aspects of life and develop interpersonal skill and balance in life. This can be achieved through education, training and continuous self-development.

In this study, the main component of the students is a total personal quality refers to Gaspersz's opinion, including personal leadership which indicated by: respect the others, listen to others, be responsible for all action, help the others willingly, think positively, self-control, cooperate, and serve the others happily. Another component is planning consisting of the ability to plan important activity, adjust short-term and long-term goals, prioritize important activity, plan to complete activity based on time allocation, plan to continue education in the desired field, plan all activities in accordance with the knowledge possessed by the individual, have a good understanding of personal values (strengths and weaknesses) and plan goals or targets that can be achieved. The next component is continuously improvement indicated by trying to be better, trying to increase knowledge, trying to improve skills, admitting mistakes, appreciating success and being open to change [5].

This research aims to reveal the description of the total personal quality of students at Nias University as a feedback for improving the quality of higher education management not only in theoretical and practical processes, but also in prioritizing to develop the quality educational environment. It is necessary to be able to create the quality human resources.

2 Methodology

This research is a descriptive research. According to Sugiyono [6] descriptive research aims to describe a phenomena or characteristic of a population or research sample without manipulating or controlling the variables. This research does not manipulate the variables, but observes and measures the variable in existing condition. The data collection in this research was conducted through the use of a questionnaire. The research used survey method. The instrument in this study is the student total personal quality questionnaire adopted from Sitanggang, Lutan & Hamid [5] by means of Google form. Population of the study is 3.528 students at Nias University. Purposive random sampling with Taro Yamane formula was used

$$n = N/(1+ N(e^2))$$

with 95 % level of significant, the total sample is 360 students. The distribution of sample data is that there were 169 male respondents (46.94%) and 191 female respondents (53.06%). The questionnaire utilized a five-point Likert scale ranging from 1 to 5 (1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always) to gauge the level of agreement with the proposed statements. It consisted of 31 closed-ended questions, encompassing all the relevant factors related to student total personal quality context.

The data analysis in this research is qualitative descriptive, namely analysis by describing or illustrating the data without making general conclusion or generalization.

3 Results and Discussions

3.1 Results

The instrument consists of 31 valid and 4 invalid based on instrument testing. The instrument was evaluated by calculating the Cronbach alpha coefficient valuing 0.82 and considering reliable because any value greater than 0.6 is commonly accepted as indicative of good internal reliability. The collected data, consisting of 360 completed responses, were analyzed using the Statistical Package for Social Sciences (SPSS) version 25. The 31 questions encompass three main components, namely personal leadership, planning, and continuously improvement. The maximum score is 155 (31x8) and the lowest score is 31 (31x1). The ideal standard deviation is the maximum score – the lowest score = 155-31 = 124. The ideal average = maximum score + minimum score = 155 + 31 = 186. According to the respondents, 68 (18.8 %) is categorized in moderate and 292 (81.1 %) in low category as shown in the following table.

Table 1. Total personal quality of the students at Universitas Nias

		Category	sample	Percentage
> Mi + 1.5 SDi	> 372	very high	-	-
(Mi + 0.5 SDi) - (Mi + 1.5 SDi)	248 – 372	high	-	-
(Mi - 0.5 SDi) - (Mi + 0.5 SDi)	124 – 248	moderate	68	18.8
(Mi - 1.5 SDi) - (Mi - 0.5 SDi)	0 – 124	low	292	81.1
< Mi - 1.5 SDi	< 0	very low	-	-

3.2 Discussions

This research aims to investigate the total personal quality of the students at Universitas Nias. The students are not used to documenting personal activities well. They are rigid to admit the changes occurred and difficult to improve their faults. The activity done by them is not based on their own potency. Mostly the students have a bad attitude feeling low self-esteem if they serve the others. The total personal quality of the students is poor in majority.

4 Conclusions

In order to improve the total personal quality of students, this research may provide information and recommendation to the university to develop a better program to support the improvement and development of learning program. This study would make a significant contribution to the development of a better higher education system in the future of Universitas Nias. Total personal quality of Nias University's students is dominated by the low category (81.1%) in parts of personal leadership, planning, and continuously improvement. To maximize the total personal quality of the students, the university should be able to organize the programs that may improve the total personal quality of students by means of better learning programs referring to information technology advances. In this way, all elements of total personal quality, such as personal leadership, planning, and continuously improvement

will be achieved in order to create more qualified graduates, gain success in their personal and professional lives in the future.

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