

## Implementation of Total Quality Management (TQM) for Enhancing Educational Quality: A Case Study of SMK Negeri 1 Buntok, Indonesia

Dwi Septian, Khairunnisa Khairunnisa, Khairatunnisa Khairatunnisa, Rida Maulidia, Aslamiah Aslamiah, Celia Cinantya

Universitas Lambung Mangkurat

Jl. Brigjend H. Hasan Basri Jl. Kayu Tangi, Pangeran, Kec. Banjarmasin Utara, Kota Banjarmasin, Kalimantan Selatan

Correspondence: [dwiseptian1989@gmail.com](mailto:dwiseptian1989@gmail.com)

*Article received: June 2025, Revision: July 2025, Approval: Maret 2026*

**DOI: 10.17977/um025v10i22026p300**

---

**Abstract:** Improving the quality of education has become a strategic priority in developing competitive, adaptive, and high-quality human resources in the global era. In the context of vocational education, the demand for graduates' relevance to labor market needs further emphasizes the importance of an effective and sustainable quality management system. Total Quality Management (TQM) is a managerial approach that focuses on continuous improvement through the active involvement of all organizational members. However, the implementation of TQM in vocational schools, particularly in regional contexts, still faces various contextual challenges that have not been extensively explored. Therefore, this study aims to analyze the implementation of TQM in improving educational quality at SMK Negeri 1 Buntok and to identify its supporting and inhibiting factors. This study employed a qualitative approach using a case study design. Data were collected through observations, in-depth interviews, and document analysis involving the principal, teachers, administrative staff, and school committee as key informants. Data analysis was conducted interactively through data reduction, data display, and conclusion drawing to obtain a comprehensive and contextual understanding. The findings reveal that the implementation of TQM at SMK Negeri 1 Buntok has been carried out systematically and integrated into the eight National Education Standards. The principal plays a crucial role as a key driver in fostering a quality culture through transformational, collaborative, and data-driven leadership. In addition, active participation of school members and community support serve as key enabling factors. However, several challenges remain, including the mismatch between teachers' competencies and their teaching assignments, as well as the uneven understanding of TQM concepts among educators. This study contributes empirically to the enrichment of TQM literature in vocational education, particularly in regional contexts, and highlights that successful TQM implementation is determined by the synergy between leadership, organizational culture, and human resource readiness.

**Keywords:** education quality improvement; integrated quality management; total quality management; vocational school

The fundamental principles of Total Quality Management (TQM) include a customer-oriented approach in education, the active involvement of all stakeholders, continuous improvement, and data-driven decision-making (Oakland, 2014). Through the implementation of these principles, schools are expected to deliver high-quality educational services and enhance the satisfaction of all stakeholders. Previous studies have consistently demonstrated the effectiveness of TQM in fostering a quality-oriented culture within educational institutions. Rusda et al. (2025) found that the implementation of the TQM model at SMAN 1 Kelumpang Utara successfully strengthened the school's quality culture by promoting collaboration and the

active participation of all school members. Similarly, Ismawiyah et al. (2024) emphasized that visionary and communicative school leadership plays a crucial role in cultivating a sustainable quality culture. A multi-site study conducted by Jariah and Suriansyah (2021) at SMKN 2 and SMKN 4 Banjarmasin revealed that the implementation of TQM significantly improved managerial efficiency and the quality of educational services. Furthermore, Suriansyah, Hadi, and Putera (2020) argued that, in the era of Industry 4.0 disruption, strengthening organizational work culture is an essential strategy for maintaining the quality of teaching and learning in primary schools. Earlier, Suriansyah (2017) also demonstrated that TQM is effectively applied in teacher education to foster a quality-oriented work culture and enhance teachers' professional competence.

These findings suggest that the consistent implementation of TQM can improve the overall effectiveness of educational institutions. However, its success is highly dependent on institutional context, leadership characteristics, and the organizational culture of the school. Therefore, further research on TQM across different educational settings remains relevant to provide contextual insights into quality improvement strategies, particularly in vocational education. Unlike previous studies that have predominantly focused on the implementation of TQM in general education schools, this study offers two main contributions. First, it examines the implementation of Total Quality Management in a vocational school context, namely SMK Negeri 1 Buntok, an institution with a strong emphasis on workforce readiness and graduate competitiveness. Second, this study provides a comprehensive analysis of the supporting and inhibiting factors influencing TQM implementation based on Indonesia's Eight National Education Standards, which serve as the national framework for educational quality assurance. Although SMK Negeri 1 Buntok has demonstrated a strong commitment to implementing TQM principles to improve educational quality, several challenges remain. Some teachers are assigned to teach subjects outside their areas of expertise, while the understanding of quality management principles among educators is still inconsistent. These conditions may hinder the effective implementation of a comprehensive quality culture throughout the school. Therefore, this study focuses on the implementation of Total Quality Management (TQM) in improving educational quality at SMK Negeri 1 Buntok and identifies the factors that support and hinder its successful implementation.

This study aims to describe the implementation of Total Quality Management (TQM) in improving the quality of education at SMK Negeri 1 Buntok and to identify the factors that facilitate and constrain its implementation. The findings are expected to contribute to the development of quality management strategies in vocational schools and serve as a practical reference for school leaders in strengthening a sustainable culture of educational quality.

## **METHODS**

This study employed a qualitative research approach using a case study design. The research focused on the implementation of Total Quality Management (TQM) principles at SMK Negeri 1 Buntok, South Barito Regency, Central Kalimantan, Indonesia, which has adopted a quality management system based on

Indonesia's Eight National Education Standards. The research design was adapted from Yin's (2018) qualitative case study framework, which emphasizes an in-depth exploration of contemporary phenomena through the use of multiple sources of evidence. The participants consisted of the principal, vice principals, teachers, administrative staff, and members of the school committee, all of whom play essential roles in the implementation of quality management within the school. SMK Negeri 1 Buntok was purposively selected as the research site due to its strong commitment to fostering a quality-oriented culture, continuously improving human resource competencies, and enhancing graduates' employability in response to labor market demands. Data were collected using three primary techniques: in-depth interviews, direct observations, and document analysis. The integration of these methods enabled the collection of rich and comprehensive data while facilitating both data source and methodological triangulation to enhance the credibility and trustworthiness of the findings (Miles, Huberman, & Saldaña, 2018). Data were analyzed interactively following the analytical framework proposed by Miles and Huberman (2014), which consists of three interrelated stages: data reduction, data display, and conclusion drawing and verification. To ensure the trustworthiness of the findings, this study employed both source triangulation and methodological triangulation by comparing information obtained from interviews, observations, and relevant documentary evidence. In addition, member checking was conducted by returning the researchers' interpretations to the participants for verification, thereby minimizing potential misinterpretations and enhancing the credibility of the findings (Lincoln & Guba, 1985). Furthermore, a comprehensive audit trail was maintained throughout the research process to ensure transparency, consistency, and accountability in data collection and analysis.

## **RESULT AND DISCUSSION**

### **RESULT**

The findings indicate that SMK Negeri 1 Buntok has consistently implemented the fundamental principles of Total Quality Management (TQM) in both managerial and instructional practices. Based on the results of observations and in-depth interviews, all members of the school community actively participated in the planning, implementation, and evaluation of educational quality improvement programs. The principal demonstrated participative leadership by conducting monthly quality management meetings and academic supervision, while teachers were actively involved in designing student-centered learning that emphasized learners' satisfaction as the primary educational customers. These findings are consistent with the concept of total involvement in TQM, which highlights the participation of all organizational members in achieving continuous quality improvement (Prasanti & Damayanti, 2015). The implementation of the continuous improvement principle was reflected in the school's self-evaluation activities and ongoing efforts to improve facilities, infrastructure, and instructional systems. The school routinely assessed teachers' professional development needs and formulated follow-up action plans based on the results of internal quality evaluations. This demonstrates that continuous improvement has been systematically integrated as a core component of TQM, consistent with the arguments of Suaeb (2022) and Najiah and

Baharun (2025), who identified continuous improvement as a key element in enhancing educational quality. Furthermore, the integration of quality improvement programs into the School Work Plan and Budget (RKAS) and annual reports indicates the existence of a structured and sustainable internal quality assurance system.

School leadership emerged as a critical factor in strengthening the school's quality culture. Interview findings revealed that the principal adopted a transformational leadership style characterized by collaboration, exemplary conduct, and employee motivation. The principal also facilitated internal professional development programs for teachers, conducted continuous academic supervision, and promoted open communication among teachers and administrative staff. These findings support the study by Retnomurtiningsih et al. (2024), which emphasized the strategic role of school leadership in fostering a culture of educational quality. In addition, the active involvement of the local community and the school committee in quality deliberation forums demonstrates a participatory approach to decision-making, thereby strengthening stakeholders' sense of ownership and collective responsibility for educational quality improvement. The study also identified several supporting and inhibiting factors affecting the implementation of TQM at SMK Negeri 1 Buntok. The primary enabling factors included visionary school leadership, adequate educational facilities and infrastructure, and the strong commitment of all school members to continuous quality improvement. A supportive working environment and effective collaboration among staff further contributed to the sustainability of quality improvement initiatives. These findings are consistent with Najjah and Baharun (2025), who argued that successful TQM implementation depends on the synergy between leadership, organizational culture, and the readiness of human resources. Nevertheless, several challenges remain, including the mismatch between teachers' academic qualifications and their teaching assignments, uneven understanding of TQM principles among educators, and limited opportunities for advanced professional development to strengthen both pedagogical and managerial competencies.

To sustain educational quality, the school has implemented a data-driven internal evaluation system accompanied by regular monitoring and evaluation activities. The evaluation results serve as the basis for continuous program improvement, including curriculum refinement, teacher competency development, and the enhancement of learning facilities. This practice reflects the continuous improvement principle advocated by Wiyani and Amalia (2025), who emphasized that periodic evaluation is an essential instrument for improving instructional quality. In addition, the school has established partnerships with industry to ensure that graduates' competencies remain aligned with labor market demands. Another notable innovation identified in this study is the implementation of collaborative quality forums among teachers, such as lesson study and peer review, which have proven effective in enhancing teachers' professional reflection and reinforcing a sustainable culture of quality.

## **DISCUSSION**

The findings of this study confirm that the implementation of Total Quality Management (TQM) at SMK Negeri 1 Buntok has successfully fostered a participatory and collaborative organizational culture. This finding is consistent with Rahman, Aslamiah, and Novitawati (2024), who reported that transformational leadership has a significant influence on the school work climate and teachers' performance. In this context, the principal functions not only as an administrator but also as an instructional leader who inspires continuous improvement and promotes a sustainable quality culture. The implementation of TQM at SMK Negeri 1 Buntok also highlights the importance of community involvement as an integral component of the external quality assurance system. This finding supports the study by Widyowaty, Novitawati, and Sulaiman (2024), which demonstrated that community trust and parents' perceptions of educational service quality contribute significantly to the success of institutional quality improvement initiatives. By actively involving the school committee and the local community in the decision-making process, the school has enhanced transparency, accountability, and stakeholder engagement.

The findings further emphasize the importance of effective human resource planning in supporting successful TQM implementation. This result is in line with Aprianty et al. (2023), who concluded that strategic human resource management has a direct impact on improving educational quality. At SMK Negeri 1 Buntok, continuous teacher training and professional development have become key strategies for ensuring alignment between teachers' expertise and the competency requirements of vocational education. This study also reinforces the findings of Puspita and Andriani (2021) and Efriani, Ahyani, and Fattah (2021), who argued that effective school management plays a decisive role in improving educational quality. However, unlike these previous studies, which primarily examined general secondary schools, the present study focuses on the implementation of TQM in a vocational school located in a regional area. This context presents distinct challenges, particularly in ensuring graduates' competencies remain relevant to labor market demands while addressing limitations in human resources.

From a theoretical perspective, the findings extend the existing body of knowledge by demonstrating that the successful implementation of TQM in vocational education is influenced by the interaction of transformational leadership, organizational collaboration, and external support from the community. Furthermore, this study provides additional evidence that TQM is not only effective in well-resourced urban schools but can also be successfully implemented in vocational schools located in regional areas, provided that it is supported by strong collective commitment and a sustainable quality evaluation system.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

The implementation of Total Quality Management (TQM) at SMK Negeri 1 Buntok has been carried out systematically and sustainably through the active involvement of all members of the school community, including the principal, teachers, administrative staff, students, and the school committee. The core

principles of TQM—customer focus, total participation, data-driven decision-making, and continuous improvement—have been effectively integrated into managerial practices, instructional processes, and the school's internal quality assurance system. The findings indicate that transformational school leadership plays a pivotal role in the successful implementation of TQM by fostering a culture of quality, collaboration, and professional commitment among school members. Adequate educational facilities and active community participation further strengthen the relevance of graduates' competencies to labor market demands. Nevertheless, several challenges remain, including the mismatch between teachers' qualifications and their teaching assignments, as well as the uneven understanding of TQM principles among educators. Overall, the implementation of TQM has made a significant contribution to improving educational quality and fostering a professional quality culture within the vocational school.

## SUGGESTION

Future research is recommended to further investigate strategies for enhancing teachers' professional competencies, particularly in relation to subject-specific qualifications and the practical application of TQM principles, in order to optimize the implementation of quality management in vocational education. In addition, future studies may incorporate quantitative approaches to measure more objectively the impact of TQM implementation on student performance, instructional effectiveness, and stakeholder satisfaction. Comparative studies involving vocational schools from different regions are also recommended to provide broader insights into the factors influencing the successful implementation of TQM across diverse educational contexts. Such research is expected to contribute to the development of a more comprehensive and adaptable TQM implementation model capable of addressing the evolving challenges of vocational education.

## REFERENCES

- Anwar, S. (2020) Implementasi total quality management (TQM) dalam bisnis pendidikan. *EDUKA: Jurnal Pendidikan, Hukum, dan Bisnis*, 4(2), pp. 46–52.
- Aprianty, D.N., Fernanda, W., Rahmadina, R. and Asy'ari, H. (2023) Analisis perencanaan sumber daya manusia dalam meningkatkan mutu pendidikan di sekolah menengah pertama. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen dan Kepemimpinan Pendidikan*, 5(1), pp. 40–57.
- Aslamiah (2022) *Manajemen Pendidikan dan Kepemimpinan Sekolah Berbasis Mutu*. Banjarmasin: Universitas Lambung Mangkurat Press.
- Creswell, J.W. and Poth, C.N. (2018) *Qualitative inquiry and research design: Choosing among five approaches*. 4th ed. SAGE Publications.
- Darmawan, I.P.A. et al. (2021) *Total Quality Management dalam dunia pendidikan: Model, teknik dan implementasi*.
- Deming, W.E. (1986) *Out of the Crisis*. Cambridge: MIT Press.
- Efriani, E., Ahyani, N. and Fattah, A.H. (2021) Implementasi manajemen sekolah untuk meningkatkan mutu pendidikan di tingkat sekolah menengah pertama (SMP). *Jurnal Pamator*, 14(2), pp. 117–121.
- Feigenbaum, A.V. (1991) *Total Quality Control*. 3rd ed. New York: McGraw-Hill.
- Fitriani, A. et al. (2025) Kepemimpinan dalam pendidikan: Model dan implementasi untuk meningkatkan kinerja sekolah. *MARAS: Jurnal Penelitian Multidisiplin*, 3(2), pp. 715–722.

- Hadijaya, Y. et al. (2024) Penerapan sistem manajemen pendidikan berbasis Total Quality Management (TQM) di lembaga pendidikan. *Atthiflah: Journal of Early Childhood Islamic Education*, 11(1), pp. 95–92.
- Irwanto, R.A., Aslamiah, A. and Ngadimun, N. (2024) Manajemen kurikulum di sekolah berasrama (Studi multi kasus di SMP GIBS dan SMAS GIBS). *EDUKASIA Jurnal Pendidikan dan Pembelajaran*, 5(1), pp. 1337–1350.
- Ismawiyah, I. et al. (2024) Peran kepemimpinan kepala sekolah dalam mengembangkan budaya mutu sekolah. *Cakrawala: Jurnal Kajian Studi Manajemen Pendidikan Islam dan Studi Sosial*, 8(2), pp. 192–202.
- Jariah, A. and Suriansyah, A. (2021) Implementation of total quality management in school management: Cross site study at SMK Negeri 2 Banjarmasin and SMK Negeri 4 Banjarmasin. *Journal of K6 Education and Management*, 4(2), pp. 175–186.
- Kurniawan, W., Maulidin, S. and Rohman, M. (2024) Implementasi manajemen pendidikan berbasis total quality manajemen. *Cakrawala: Jurnal Kajian Studi Manajemen Pendidikan Islam dan Studi Sosial*, 8(1), pp. 36–53.
- Lincoln, Y.S. and Guba, E.G. (1985) *Naturalistic Inquiry*. SAGE Publications.
- Masitha, M., Suriansyah, A. and Novitawati, N. (2024) Pengaruh kepemimpinan kepala sekolah, iklim organisasi, dan disiplin kerja terhadap kinerja guru SMA Negeri di Kabupaten Tanah Laut. *Journal of Education Research*, 5(4), pp. 6012–6022.
- Miles, M.B., Huberman, A.M. and Saldaña, J. (2018) *Qualitative data analysis: A methods sourcebook*. 4th ed. SAGE Publications.
- Najiah, L., & Baharun, H. (2025). Implementation of Total Quality Management (TQM) as a Continuous Improvement Model in Educational Management: Implementasi Total Quality Management (TQM) Sebagai Model Perbaikan Berkelanjutan Dalam Pengelolaan Pendidikan. *JEMINOV (Journal of Education Management and Innovation)*, 1(2), 14-23.
- Nashar, A.F. et al. (2025) Peran orang tua dan masyarakat dalam mendukung pendidikan bermutu pada SDN Benua Anyar 4 Banjarmasin. *Journal of Innovation Research and Knowledge*, 4(8), pp. 6191–6198.
- Nazaruddin, N. et al. (2024) Implementation model of elementary school in Banjarmasin. *International Journal Education, School Management and Administration*, 1(2), pp. 54–63.
- Prasanti, A. P., & Damayanti, N. A. (2015). Pengaruh penerapan prinsip leadership, employee involvement, dan continuous improvement terhadap kepuasan kerja karyawan. *Jurnal Administrasi Kesehatan Indonesia*, 3(2), 118-128.
- Puspita, D.G. and Andriani, D.E. (2021) Upaya peningkatan mutu pendidikan di sekolah menengah pertama dan permasalahannya. *Jurnal Pendidikan dan Kebudayaan*, 6(1), pp. 21–37.
- Rahman, S., Aslamiah, A. and Novitawati, N. (2025) Effects of transformational leadership, work climate, and work engagement on teachers' performance. *Curricula: Journal of Curriculum Development*, 4(2), pp. 1213–1228.
- Retnomurtiningsih, E., Haryati, T., & Wuryandini, E. (2024). Peran Kepemimpinan Kepala Sekolah Dalam Membangun Budaya Mutu Di SMA N 1 Jepon Blora. *Innovative: Journal Of Social Science Research*, 4(6), 4743-4751.
- Rusda, R. et al. (2025) Implementation of the Total Quality Management Model to Support the Work Quality Culture at SMAN 1 Kelumpang Utara. *Eduvest – Journal of Universal Studies*, 5(9), pp. 10602–10609.
- Sallis, E. (2015) *Total Quality Management in Education*. 3rd ed. London: RoutledgeFalmer.
- Sanusi, M.N., Aslamiah, A. and Sulistiyana, S. (2024) Pengaruh supervisi kepala sekolah, budaya sekolah, dan motivasi kerja terhadap disiplin guru di SMKN Kota Banjarmasin. *EDUKASIA Jurnal Pendidikan dan Pembelajaran*, 5(1), pp. 1205–1210.
- Septiadi, W. (2019) Tinjauan Total Quality Management (TQM) pada lembaga pendidikan Islam. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 4(1), pp. 34–51.
- Suaeb, S. (2022). Penerapan Prinsip Continuous Improvement Dalam Total Quality Management Untuk Meningkatkan Mutu Pendidikan. *Jurnal PenKoMi: Kajian Pendidikan Dan Ekonomi*, 5(1), 12-27.
- Sugiyono (2020) *Metode penelitian kualitatif, kuantitatif, dan R&D*. Alfabeta.
- Suhendri, M. (2024) Implementasi total quality management dalam dunia pendidikan. *Innovative: Journal of Social Science Research*, 4(4), pp. 3541–3552.

- Suriansyah, A. (2017) Implementation of the Total Quality Management model to support quality of work cultures at primary school teacher education programs in Lambung Mangkurat University Indonesia. *Australian Journal of Basic and Applied Sciences*, 11(9), pp. 179–186.
- Suriansyah, A., Hadi, S. and Putera, A.P. (2020) Education in disruption 4.0 era development of work culture in elementary school at Banjarmasin South Kalimantan Indonesia. *Hamdard Islamicus*, 43, pp. 302–314.
- Suriyansyah, S. and Aslamiah (2020) Collaborative leadership in improving school quality culture. *Journal of Educational Management and Leadership Studies*, 3(2), pp. 45–58.
- Suriyansyah, S. and Aslamiah (2021) Implementasi kepemimpinan transformasional kepala sekolah dalam meningkatkan mutu pendidikan di era digital. *Jurnal Manajemen Pendidikan ULM*, 6(1), pp. 12–25.
- Susanto, T.T.D., Julia, A.N. and Salsabila, J.F. (2024) Literature review: Tantangan dan implementasi total quality management (TQM) dalam institusi pendidikan. *Didaktika: Jurnal Kependidikan*, 13, pp. 1405–1418.
- Widyowaty, E., Novitawati, N. and Sulaiman, S. (2024) Analisis ekspektasi dan persepsi orang tua terhadap layanan PAUD di TK. *Journal of Education Research*, 5(3), pp. 2987–2992.
- Wijoyo, H. (2021) *Total Quality Management dalam pendidikan*. 1st ed. CV Penerbit Qiara Media.
- Wiyani, N. A., & Amalia, R. R. (2025). Manajemen Program Evaluasi Pektanan untuk Mengaktualisasikan Prinsip Continuous Improvement dalam Mengembangkan Kualitas Pembelajaran PAUD. *JEA (Jurnal Edukasi AUD)*, 11(2), 125-141.
- Wulandari, Y.N. et al. (2025) Manajemen kepemimpinan kepala sekolah untuk meningkatkan mutu pendidikan dan menciptakan lingkungan belajar yang kondusif. *Learning: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran*, 5(1), pp. 312–321.
- Yin, R.K. (2018) *Case study research and applications: Design and methods*. 6th ed. SAGE Publications.