Academic Supervision Model Based on Total Quality Management (TQM): A Case in Elementary School of Medan-Indonesia

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Abstract

The concept of Total Quality Management (TQM) emphasizes the consistent of searching for continuous improvement to achieve customer's needs and satisfaction. This study aims to: (1) find the objective condition of supervisory academic supervision in Medan Marelan ; (2) find a conceptual model of supervisory academic supervision based on Total Quality Management (TQM) in improving learning outcomes in Elementary School of Medan Marelan; (3) know the implementation of supervisory academic supervision based on Total Quality Management (TQM) in improving learning outcomes; (4) determine the effectiveness of the supervisory academic supervision model based on Total Quality Management (TQM) in improving learning outcomes in Elementary School of Medan Marelan. This R&D and experimental research are carried out at public schools in Medan Maryland, North Sumatra. The population is all teachers in the Elementary School of Medan Marelan, while the total sample is 169 teachers. A limited trial has been conducted on 30 teachers. Data were collected by inventory, observation sheets, interviews, and documentation.The results of this research show that: (1) the TQM-based supervisory academic supervision model is suitable to be applied to elementary school teachers in Medan Maryland to improve learning outcomes; (2) the output of the TQM-based academic supervision model, namely the learning outcomes of TQM model is significantly higher than the previous model in schools; (3) the response from program managers, school management and respondents to the implementation of the TQM-based supervisory academic supervision model is quite satisfactory, both regarding the concept of the model, and its implementation and their perceptions of the model.

Keywords: Academic Supervision, School Supervisor, Total Quality Management (TQM), Learning outcomes.

1. Introduction

The quality of education plays an important role in the process of improving the quality of human resources. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. Efforts to improve the quality of education must be carried out comprehensively which includes the development of the Indonesian human dimension as a whole, namely aspects of morals, character, knowledge, skills, arts, sports, and behavior.

According to Sagala (2017), a developed and dignified country was a country that had superior educational human

resources (HR), was reliable and free from corruption, so that people can enjoy a decent standard of living, master technology and control the economy. To become a qualified educational resource requires human resources who can overcome the country's problems. Even a country has abundant natural resources but will not be able to prosper its people and nation if its human resources are not able to turn this wealth into useful potential. Unfortunately, the development of Indonesian human resources has not met the expectations. This is indicated by the United Nations Development Program's Human Development Report (HDR) (1999-2017), Indonesia's Human Development Index (HDI) is ranked 116th out of 156 countries in the world with an index of 0.694, this is far below Brunei Darussalam at 39th rank with an index of 0.853, Malaysia at 57th rank with an index of 0.802, Thailand at 83rd rank with an index of 0.755 and the Philippines at 113th rank with an index of 0.699.

The context of improving the quality of education is in line with government regulations no. 19 of 2005 concerning education quality standards, which states that the role of school supervisors is very important in improving the quality of education in their target schools. Therefore, coaching supervisors to be able to carry out academic and managerial supervisory duties is necessary. Apart from that, the position, role, and existence of supervisors must be fostered so that the supervisors are further enhanced as we expect. School supervisors must have more value than teachers and principals in terms of qualifications, abilities, competencies, finances, and other dimensions so that their presence in schools is covered by school stakeholders. On the part of school supervisors themselves are now increasingly faced with the challenges of the demands of the quality of education coveted by the community. The rapid demands of increasing competence and professional development generally should be responded to by school supervisors properly. Especially when it is associated with the era of free trade which demands that the world of education in Indonesia be sensitive to the demands of international standard quality.

The quality of education in Indonesia has not shown any significant development. This is indicated by the quality of teacher performance in Indonesia, which is also strengthened by the results of research conducted by Djohar MS (2004), it is known that around 100 teachers as much as 25% of them have not shown professional behavior. In addition, the problem of low teacher performance is related to the coaching function provided by the school supervisor. This is evidenced by Clark and Olumese (2013) that school supervisors did not meet with teachers before and after observation, and also did not visit the class. Furthermore, research by Bahlol et al (2011) stated that 87.5% of academic supervision carried out by school principals and supervisors did not visit classrooms to provide professional guidance to teachers, 75% of them are not democratic while carrying out supervision, even 85% of supervisors feel that they are lack of competence. Meanwhile, according to Saputra stated that school supervisors in carrying out supervision are nothing but just checking learning tools. The same thing was also stated by Sharma et al (2011) that the role of supervisors is only to complete their work on paper and is only a process to find the teacher mistakes. This is in contrast to the concept of supervision which by Sahertian (2010) states that educational supervision is nothing but an effort to provide services to educational stakeholders, especially to teachers, both individually and in groups to improve the quality of education, learning processes, and outcomes.

Explicitly, the government regulation, no. 19 of 2005 states that education quality assurance is the obligation of formal and non-formal education units. The principle of continuous quality improvement is driven by the self-will of the education unit (internally driven), the quality of assurance process is carried out independently by the education unit. Gasperz (2005) defines quality as a goal attribute in the process of creating quality human resources and quality education itself is defined as customer satisfaction, conformance to the regulation, and continuous improvement for both tangible and intangible products. The relative definition of quality has two aspects, namely conformity to specifications and filling customer needs.

Quality is the difference between good and bad, between success and failure, and guarantees the development of schools in achieving status amid increasingly fierce competition in the world of education. Quality, by its function, needs standardization that is agreed upon and accepted by the wider community in the world. One of the standards that are widely used in the world, including in the field of education is ISO (International Standard Organization). Quality standards for customers assure that the products or services produced by suppliers are consistently by the established quality. In ISO 9001:2001, there are eight elements of requirements, namely: customer focus, leadership, employee participation, process approach, systems approach, continuous improvement, factual approach to decision making, and mutually beneficial relationships with suppliers. Here it can be seen that the basic philosophy of ISO quality standards is to emphasize prevention rather than treatment, while the basic concepts are Plan, Do, Check, and Action.

Based on the concept and standard of quality above, this is an effort to realize quality education, the need for management or management that has a focus on quality is an obligation. Total Quality Management or Integrated Quality Management is the answer to the above needs. Total Quality Management is a continuous process that involves all the employees through the organization in creative problem solving to improve the quality of outputs and processes. There are three main characteristics in TQM, namely: customer focus, commitment to increment improvement, and emphasis on problem-solving. Five aspects become benchmarks for the implementation of TQM quality management in education, namely: internal and external customer focus, total involvement, graduate quality standards, commitment, and continuous improvement.

Three basic concepts need to be distinguished in quality improvement, namely quality control, quality assurance, and total quality. Quality control is historically the oldest quality concept that screens out any non-standard product. Quality assurance is an activity that aims to prevent errors from the beginning of the process. Quality assurance is also a way of producing products that are free from defects and errors. The continuation of the concept of quality assurance is Total Quality Management (TQM) which seeks to create a quality culture by encouraging all staff members to be able to satisfy customers. In Sallis (2005: 24) it is stated that total in this terminology means that all resources and everyone in an organization are involved in continuous improvement efforts, and management also means everyone because everyone in the organization regardless of status, position, and role. is a manager for himself and his responsibilities.

Philosophically, the concept of Total Quality Management (TQM) emphasizes the consistent searching for continuous

improvement to achieve customer needs and satisfaction. This philosophy is seen by some education experts as a reference or reference in the world of education to create quality educational institutions. Along with the progress of science and technology, which gives place to compete in various sectors of life, the existence of Total Quality Management (TQM) can provide answers to these issues, so that it has attracted a lot of public attention, especially from educators, which has increased in recent years. Quality improvement in the learning process is closely related to the interaction between students and teachers related to certain teaching materials. It is not only the condition of the students that influences, but also the condition of the teachers that also influences the quality of learning. Teachers or educators are mediators who can provide basic experiences that allow students to show their extraordinary potential. The quality of interaction is also influenced by the quality of facilities, including the curriculum and school management run by the principal.

Quality improvement through the learning process in the applying of total quality management (TQM) is the essence of quality education. That is why the quality of education in schools is determined by the quality of the learning process. However, it should be noted that improving the quality of learning is contextual, strongly influenced by the social and cultural conditions of the school and its environment. The condition of the school environment affects the quality of learning, both teachers and students, all of the teachers and students require a conducive and pleasant environmental condition. To facilitate the application of total quality management (TQM) in schools, it should refer to the ten characteristics of TQM, which consist of; (1) focus on customers (internal and external), (2) high obsession with quality, (3) use a scientific approach in decision making, (4) Long Term Commitment, (5) Management and Teamwork, (6) improve quality for continuously, (7) education and training, (8) exercising restrained freedom, (9) having a unity of purpose, and (10) involving and empowering teachers and employees.

If the ten principles of total quality management (TQM) are used as the basis or benchmark in improving quality in schools, there will be a cultural change from traditional culture to modern culture (quality culture), it requires that have to be provided by interacting activities show a high commitment to achieving high-quality standards that have been set together. Based on these things, total quality management can be interpreted as an organizational effort to improve the quality of all resources continuously so it will help to produce quality products.

2. Literature Review
2.1. Academic Supervision

Linguistically, the word supervision comes from English (1996), namely supervision, which means "supervision". While the person who performs the supervision is called the "supervisor". According to Ary (1996), a supervisor has advantages in many ways such as vision, educational views, experience, position, and so on. The Ministry of Education (1989) stated Supervisor is the main supervisor, the main controller. While Arikunto (2004) said the supervision in the field of education is termed the educational supervisor. Yacub (1994) stated that supervision according to the popular scientific dictionary means supervision, surveillance, inspiration. In the Oxford dictionary (2014), the word supervision has the equivalent of the word supervise which means to be in charge of and make sure everything is done correctly.

According to Glickman, et al; 2007, Sergiovanni, 1987 quoted from the Ministry of National Education (2010) there are three

objectives of academic supervision, namely: (a) helping teachers develop competencies, (b) developing curriculum, and (c) developing teacher working groups and guiding classroom action research (CAR) as appropriate which can be seen in the image below:

Figure 1. Three objectives of supervision

2.2. School Supervisor

According to the Ministry of State Apparatus Utilization No. 118 of 1996 which was updated to No. 091/KEP/M.PAN/10/2001 regarding the functional position of school supervisors and their figures, it was stated that school supervisors are civil servants who are given full duties, responsibilities, and authority by the Ministry of Education and Culture to supervise education in pre-school, primary, and secondary school education units (article 1 section 1). Then article 3 section 1 it is states that the school supervisor is a functional official who is located as a technical implementer in carrying out educational supervision of a certain number of designated/defined schools.

Article 5 section 1 states that the responsibilities of school supervisors are (a) to supervise the implementation of education in schools by their assignments, (b) to improve the quality of the learning/teaching process or guidance, and the results of student learning/guidance achievement for achieving educational goals. The efforts that have been made are (1) socialization of the functional positions of school supervisors through education and training in school management and supervisors, (2) the recruitment of school supervisors is the responsibility of the district/city government, (3) direct guidance to the school field by the district/city government regarding the implementation of the position of a school supervisor.

Sagala (2012) in Government Regulation Number 2005 article 39 section 2 states that the minimum criteria to become a school supervisor include (a) having a teacher status of at least 8 (eight) years or a school principal of at least 4 (four) years at the education level which is by the education unit being supervised, (b) has a functional education certificate as a supervisor for the education unit, (c) passed the selection as a supervisor for the education unit.

Based on the decree of the Minister of Education and Culture of the Republic of Indonesia Number 020/U/1998 dated

February 6, 1998, the substance of educational supervision is all efforts of supervisors to assist education stakeholders, especially teachers to improve and support all aspects of learning. Assistance is provided to teachers based on research or observation objectively in-depth assessment concerning the learning program planning that has been made. The assistance process is oriented towards efforts to improve the quality of the learning process and learning outcomes for the right target. Meanwhile, the activities of school supervisors include assessing and fostering the implementation of education in several certain educational units that are their responsibility. The assessment is carried out to determine the degree of quality based on the criteria set for the implementation of schools education. The coaching activities are carried out in the form of providing direction, advice, and guidance focused on student behavior and development as an important part of the school curriculum, teaching and learning quality, evaluation, recording system, special needs, administration and management, guidance and counseling, roles and responsibilities of parents and society (Law and Glover, 2000).

2.3. Total Quality Management

According to Besterfield (1994), TQM is defined as both a philosophy and a set of guiding principles that represent the foundation of a continuously improving organization. It is the application of quantitative methods and human resources to improve all the processes within an organization and exceed customer needs now and in the future. TQM is a philosophy and a set of guiding tools that demonstrate continuous improvement in an organization. TQM is implemented to improve processes within the organization and answer current and future customer needs.

Total Quality Management (TQM) according to Mulyadi (1998) is a people-focused management system that aims to continuously improve customer satisfaction at real costs. TQM is a holistic systems approach (not a separate field or program), and it is an integral part of a high-level strategy.

Furthermore, Zikmund stated, "total quality management is a business strategy for integrating customer-driven quality throughout an organization" or Total Quality Management is an attempt to integrate customer needs within the organization. According to Sallis (2010) Integrated Quality Management (Total Quality Management) regarding the context of education is a methodological philosophy of continuous improvement, which can provide a set of practical tools to every educational institution filling the needs, desires, and expectations of customers, current and future. which will come. The Quality Vocabulary (ISO 9000:2005) defines Quality Management as all activities of the overall management function that determine quality policies, objectives, and responsibilities, and implement them through tools such as quality planning, quality control. control), quality assurance, and quality improvement. Responsibility for quality management provides all levels of management but must be controlled by top management, and its implementation must involve all members of the organization.

The purpose of educational institutions is to create and maintain customer satisfaction and in TQM customer satisfaction is determined by the stakeholders of the educational institution. Therefore, by understanding the process and customer satisfaction so organizations can realize and appreciate quality. All efforts/management in TQM must be directed at the main goal, namely customer satisfaction, what

management does is useless if it does not produce customer satisfaction.

According to Hensler and Brunell in Husaini Usman (2010), there are 4 (four) main principles in TQM, namely as follows: (1) customer satisfaction; (2) respect for everyone; (3) management based on facts; and (4) continuous improvement.

3. Research Method

The type used in this research is the research and development (R&D) method. The development model in this study started through the stages of the conceptual model, theoretical model, hypothetical model, and final model. The conceptual model is an analytical model, which mentions the product components, analyzes the components in detail, and shows the relationship between the components to be developed. A theoretical model is a model that describes a framework of thought that is based on relevant theories and is supported by empirical data. The hypothetical model is a model that has been received from experts and practitioners through focus group discussions (FGD). The final model is a model that has been empirically tested.

The procedure for developing the TQM-based supervisory academic supervision model in improving learning outcomes at the Elementary School of Medan Marelan is divided into 3 activity groups, namely (1) preliminary studies (pre-development), (2) model development, and (3) Testing (model application).
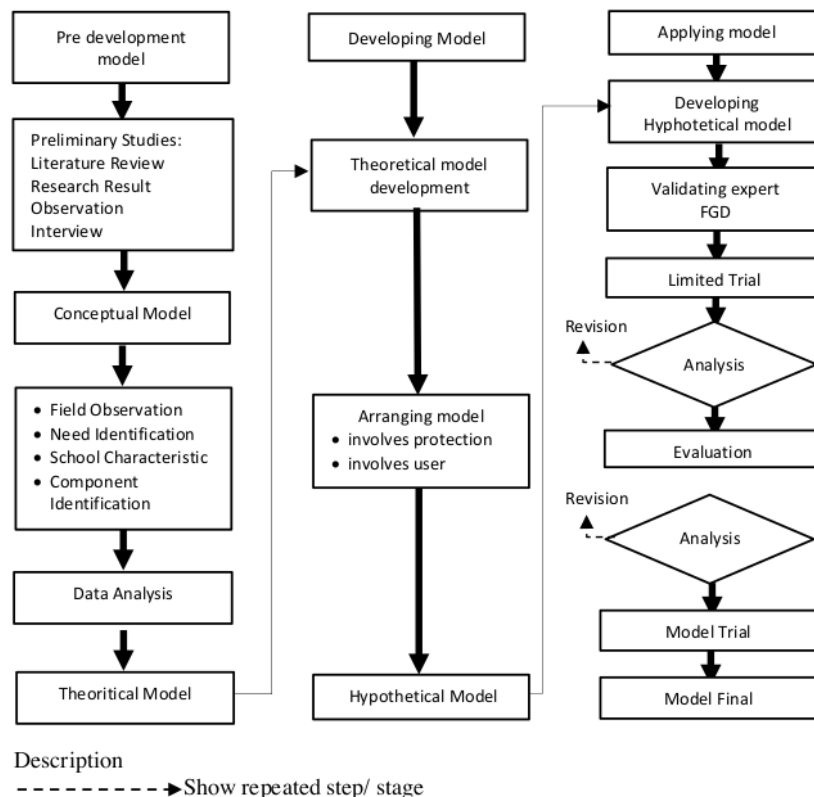

Description

- - - - - - - - ➤ Show repeated step/ stage

Figure 2. The procedure for developing the TQM-based supervisory academic supervision model in improving learning outcomes in the Elementary School of Medan Marelan

Data collection techniques are used in this research consist of qualitative and quantitative research techniques. Qualitative data was obtained from observations, interviews, document studies. While quantitative data was obtained using a questionnaire distributed to 165 teachers in 15 Elementary Schools of Medan Marelan.

4. Result And Discussion
4.1. Academic Supervision Factual Model

Based on the results of a preliminary study on the factual model, the stages of academic supervision were (1) planning for teacher development; (2) Implementation of academic supervision; (3) Consistency of Fostering; (4) Supervision evaluation; and (5) Follow-up and reporting of supervision results.
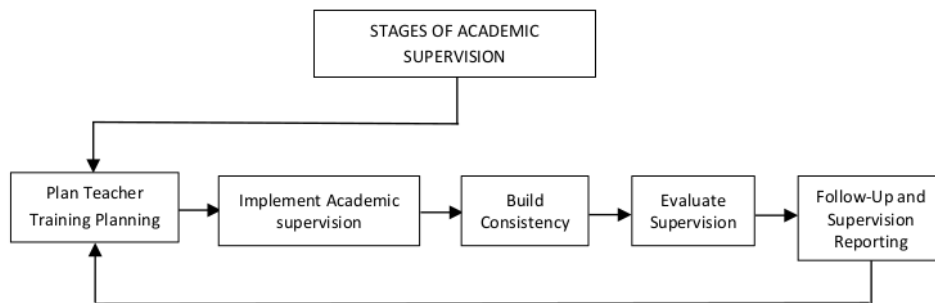
Figure 3. Factual Model of Supervisory Academic Supervision in Elementary Schools of Medan Marel

In general, supervisors supervising the Elementary School of Medan Marelan District used the same stages and methods because they were in the same target area. The stages were teacher development planning program, implementation of academic supervision, consistency of guidance, evaluation of supervision, and follow-up and reporting of results of supervision. Efforts to increase the competence and professionalism of school supervisors in carrying out academic supervision start from (1) Plan a good academic supervision program, (2) Implement academic supervision that is planned and will make the academic supervision effective to improve the quality of teaching teachers. (3) The consistency of supervisors in fostering teachers through academic supervision must be further improved considering that many teachers who teach in schools require more intensive academic supervision to increase their competence and professionalism, especially from supervisors. (4) Evaluate teacher development by supervisors through academic supervision is a must for supervisors to improve and increase the competence and professionalism of teachers themselves which is expected to be able to improve the quality of education, and (5) follow-up the results of coaching teacher through academic supervision becomes important as a continuous effort in improving the competence and professionalism of teachers in achieving improved learning outcomes.

Based on the preliminary study of the factual model, it can be seen that there were several analyses of weaknesses in the implementation of academic supervision that has been running so far, namely that academic supervision has not been carried out thoroughly for every teacher, only the administrative fulfillment and the involvement

of supervising teachers has not been actively involved. The supervisors mostly check the completeness of curriculum administration and the completeness of teaching teachers, while the coaching process for teachers in the learning process is still almost not running.

This was in line with the results of field research conducted by Supriyono (2011) which showed that supervisors had not carried out their main duties and functions properly. Furthermore, Hamadi (2011) mentioned that the causes of problems in the implementation of academic supervision were the high complexity and burden, the lack of time and commitment of the school supervisor to the implementation of academic supervision, and the weak mastery of competencies.

Based on the findings of the factual model and analysis of the need for the implementation of effective academic supervision for Elementary School Teachers of Medan Marelan, a draft of the total quality management (TQM) based academic supervision model was formulated. The draft model will be given a questionnaire for the assessment, which will then be formulated as a conceptual model.

4.2. Conceptual Model of Supervisory Academic Supervision Based on Total Quality Management (TQM) in Improving Learning Outcomes at Elementary Schools of Medan Marelan.

The assessment of the academic supervision based on TQM, first distributed a questionnaire to assess how the results of supervision and the quality of current learning are. This questionnaire was distributed to 165 respondents who had been determined in the previous chapter III. Based on the results of the distribution of the questionnaire, it is known that the description of the state of the implementation of the usual supervision quality of learning in schools is as follows.
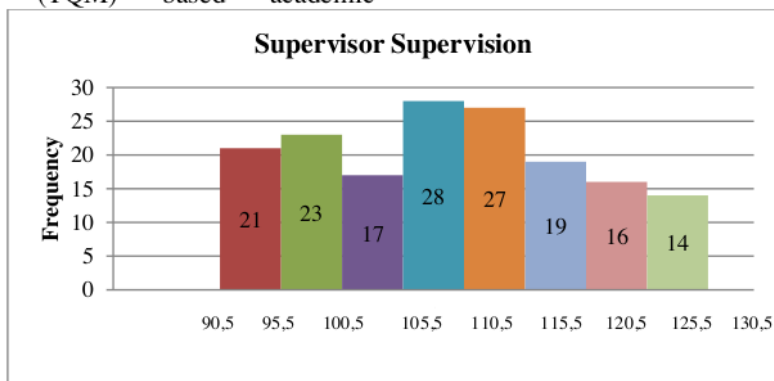

Figure 4. Supervisor Supervision Histogram

Furthermore, the level of supervisory supervision tendency was obtained as follows.

Table 1. Tendency of Supervisor Supervision

Range	Observation Frequency	Relative Frequency	Category
153-190	-	-	High
115-152	76	46,06%	Sufficient
77-114	89	53,94%	**Less**
38-76	-	-	Low

Range	Observation Frequency	Relative Frequency	Category
total	165	100%	

Based on the table, Supervisory Supervision data scores show that 76 respondents (46.06%) are in the sufficient category and 89 respondents (53.94%) are in the less category and there are no respondents in the high and low categories. Overall, it can be concluded that the academic supervision of supervisors who run in the Elementary School of Medan Marelan tends to be in the "Less" category. This means that each given indicator did not due to the expected target. However, this result did not differ much from the sufficient category. It meant that significant changes need to be made so that academic supervision becomes better and achieves the target.

Furthermore, to describe the state of the quality of learning that has been found in Elementary Schools of Medan Marelan, it can be seen from the image of the questionnaire as follows.
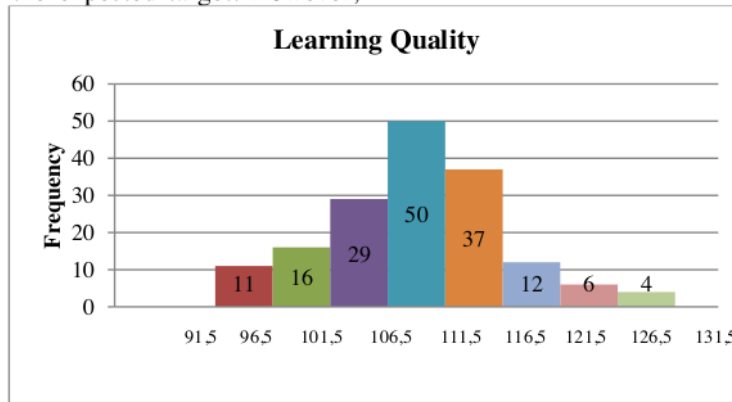
Figure 5. Learning Quality Histogram

The level of learning quality tendency is obtained as follows.

Table 2. Level of Learning Quality Tendency

Range	Observation frequency	Relative frequency	Category
149-185	-	-	High
109-144	90	54,55%	Sufficient
73-108	75	45,45%	**Less**
37-74	-	-	Low
total	165	100%	

Based on the table, it was obtained that the level of Supervisor Supervision data scores showed that 90 respondents (54.55%) were in the sufficient category and 75 respondents (45.45%) were in the less category and there were no respondents in the high and low categories. Overall, it can be concluded that the supervisor's academic supervision that ran in the Elementary School of Medan Marelan tended to be in the "Sufficient" category. This means that each given indicator was due to the expected target. However, this value was not much different from the Less category. This means that significant changes need to be made so that academic supervision was appropriate to increase the quality of better learning.

4.3. The Effectiveness of the Academic Supervision Model Based on Total Quality Management (TQM) in Improving Learning Outcomes at Elementary Schools of Medan Marelan.

After the TQM-based academic supervision was carried out, it could be seen from the distribution of the questionnaire that there was a significant change in how TQM-based academic supervision affected the quality of learning. This questionnaire was distributed to the same 165 respondents previously after a trial was conducted on 30 teachers on these respondents for the implementation of the model. Based on the results of the distribution of the questionnaire, it was known that the description of the state of the supervision implemented was as follows.
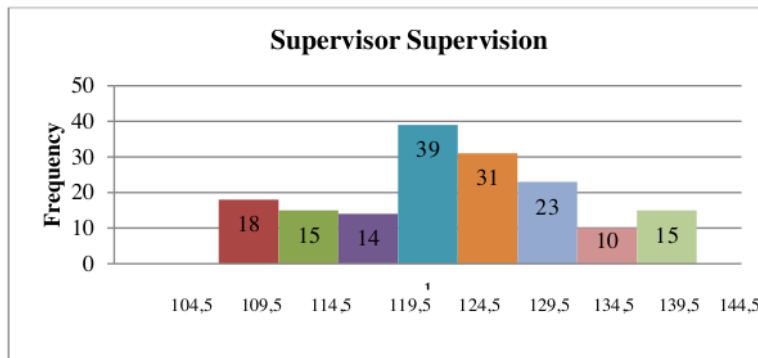

Figure 6. Supervisor Supervision Histogram

Furthermore, the level of supervisor supervision tendency was obtained as follows.

Table 3. Level of Supervisor Supervision

Range	Observation frequency	Relative frequency	Category
149-185	-	-	High
109-144	90	54,55%	Sufficient
73-108	75	45,45%	Less
37-74	-	-	Low
Total	**165**	**100%**	

Based on the table, the level of Supervisor Supervision data scores showed that 143 respondents (81.25%) were in the sufficient category and 33 respondents (18.75%) were in the less category and there were no respondents in the high and low categories. Overall, it can be concluded that the supervisor's academic supervision that was run in the Medan Marelan District Elementary School tends to be in the "Sufficient" category. This means that each given indicator is due to the expected target and can be better if it is continued.

Furthermore, to describe the state of learning quality due to the application of TQM-based supervisory academic supervision, it can be seen in the results of the questionnaire as follows:
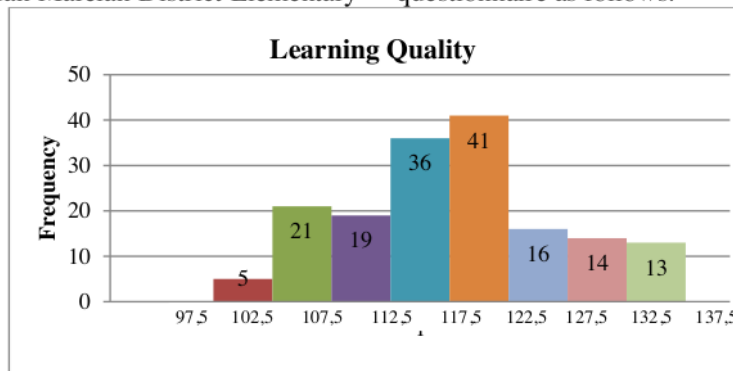
Figure 7. Learning Quality Histogram

Furthermore, the level of learning quality tendency was obtained as follows.

Table 4. Level of Learning Quality Tendency

Range	Observation frequency	Relative frequency	Category
149-185	-	-	High
109-144	90	54,55%	Sufficient
73-108	75	45,45%	**Less**
37-74	-	-	Low
Total	**165**	**100%**	

Based on the table, it was obtained that the level of Supervisory Supervision data scores showed that 136 respondents (82.42%) were in the sufficient category and 75 respondents (17.58%) were in the less category and there were no respondents in the high and low categories. Overall, it can be concluded that the supervisor's academic supervision that was run in the Elementary School of Medan Marelan tends to be in the "Sufficient" category. This means that each indicator provided due to the expected target and the implementation of TQM-based academic supervision had a positive influence on the quality of learning. Comparison of the level of acquisition of supervisory academic supervision scores on the quality of learning

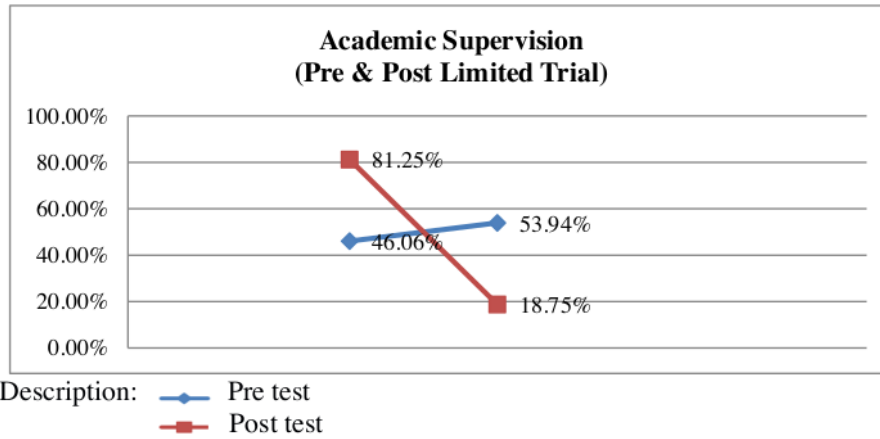before and after the trial was carried out, can   be seen below.

**Academic Supervision
(Pre & Post Limited Trial)**

Description: ◆— Pre test
■— Post test

Figure 8. Comparison of Academic Supervision

**Learning Quality
(Pre and Post Limited Trial)**
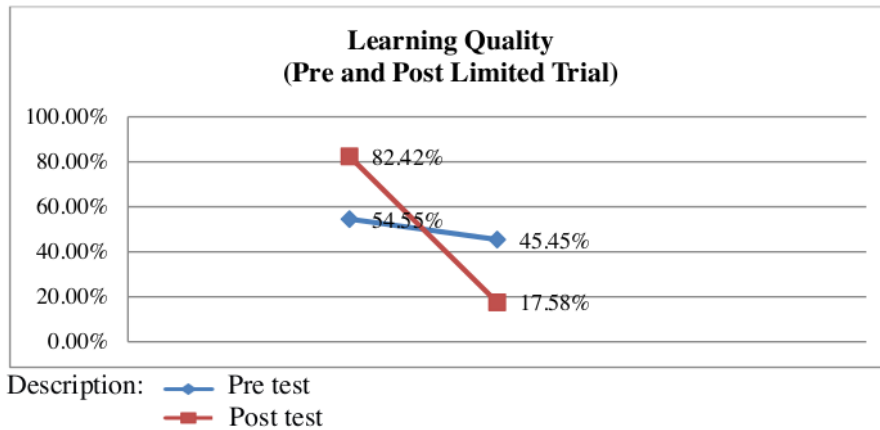

Description: ◆— Pre test
■— Post test

Figure 9. Comparison of Learning Quality

5. Conclusion

Based on the results of the research above, the conclusions of this study are as follows:

1. The supervisory academic supervision model based on Total Quality Management (TQM) which has been carried out on 15 elementary schools in the Medan Marelan is effective in improving learning outcomes in schools.

2. Conceptually, the assessment of academic supervision that runs in the Elementary School of Medan Marelan tends to be in the "Less" category. This means that each given indicator does not due to the expected target. However, this result does not differ much from the sufficient category. It means that significant changes need to be made so that academic supervision becomes better and achieves the target.

3. The quality of learning in the

Elementary School of Medan Marelan District, the academic supervision of the supervisor who runs it tends to be in the "Sufficient" category. This means that each given indicator has due to the expected target. However, this value is not much different from the Less category. This means that significant changes need to be made so that academic supervision is appropriate and that there is an increase in better learning outcomes.

4. After testing the effectiveness of the model, it can be concluded that the academic supervision based on Total Quality Management (TQM) in the Elementary School of Medan Marelan tends to be in the "Sufficient" category. This means that each given indicator has due to the expected target and can be even better if it is continued.

5. The quality of learning in the Elementary School of Medan Marelan means that the supervisory academic supervision based on Total Quality Management (TQM) tends to be in the "Sufficient" category. It means that each indicator provided has due to the expected target and the implementation of TQM-based academic supervision has a positive influence on learning outcomes.

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