

# Applying Total Quality Management as a Strategic Approach to Improve Educational Quality in Primary Schools

Dedi Romansyah<sup>1</sup>

<sup>1</sup>SD Negeri 9 Sungai Rotan, Muara Enim, Sumatera Selatan, Indonesia

\*Corresponding author: [dediromansyah177@gmail.com](mailto:dediromansyah177@gmail.com)

## Abstrak

Setiap lembaga pendidikan berupaya untuk meningkatkan standar pengajaran. Manajemen Kualitas Total (TQM) semakin menjadi strategi kunci dalam pendidikan dasar untuk memastikan bahwa semua prosedur pendidikan efisien, lancar, dan berpusat pada kebutuhan masyarakat, guru, dan anak-anak. Konsep, prinsip, dan penerapan Manajemen Kualitas Total (TQM) di sekolah dasar Indonesia dibahas dalam studi literatur ini. Menurut studi tersebut, TQM meningkatkan budaya kualitas berkelanjutan melalui keterlibatan semua siswa, dedikasi kepala sekolah, pengembangan keterampilan mengajar, dan penilaian berkelanjutan terhadap proses pembelajaran. Akibatnya, penerapan TQM dapat berfungsi sebagai model strategis untuk meningkatkan standar umum pendidikan dasar. Analisis ini juga mengidentifikasi sejumlah faktor keberhasilan kritis dan hambatan dalam implementasi TQM di tingkat sekolah dasar. Kepemimpinan yang kuat, budaya sekolah yang kooperatif, fasilitas yang memadai, dan pengembangan profesional berkelanjutan bagi pendidik merupakan aspek pendukung; di sisi lain, sumber daya yang terbatas, resistensi terhadap perubahan, dan implementasi kebijakan yang tidak merata merupakan hambatan. Hasil penelitian menyarankan bahwa perencanaan yang sistematis, keterlibatan pemangku kepentingan, dan pemantauan serta evaluasi berkelanjutan diperlukan untuk implementasi TQM yang sukses. Oleh karena itu, untuk mengoptimalkan dampak TQM dalam meningkatkan kualitas pendidikan di sekolah dasar, komitmen institusional harus diperkuat dan otoritas pendidikan harus memberikan dukungan jangka panjang.

**Kata kunci:** Manajemen Kualitas Total (TQM), Peningkatan Kualitas Pendidikan, Pendidikan Dasar, Kepemimpinan Sekolah, Peningkatan Berkelanjutan.

## Abstract

Every educational establishment works to raise the standard of instruction. Total Quality Management (TQM) is becoming a key tactic in elementary education to make sure that all educational procedures are efficient, seamless, and centered on the needs of the community, instructors, and children. The concepts, tenets, and application of Total Quality Management (TQM) in Indonesian primary schools are covered in this study of the literature. According to the study, TQM enhances sustainable quality culture through the involvement of all students, the dedication of school principals, the development of teaching skills, and the ongoing assessment of the learning process. As a result, applying TQM can serve as a strategic model to raise the general standard of primary education. This analysis also identifies a number of critical success factors and obstacles to TQM implementation at the elementary school level. Strong leadership, a cooperative school culture, sufficient facilities, and continuous professional development for educators are all supportive aspects; on the other hand, scarce resources, opposition to change, and uneven policy implementation are obstacles. The results suggest that methodical planning, stakeholder involvement, and ongoing monitoring and evaluation are necessary for the successful implementation of TQM. Therefore, to optimize the effect of TQM in raising educational quality in elementary schools, institutional commitment must be strengthened and educational authorities must provide long-term support.

**Keywords:** Total Quality Management (TQM), Educational Quality Improvement, Primary Education, School Leadership, Continuous Improvement.

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## **1. INTRODUCTION**

To produce superior human resources, education is an investment that must be made in the long term. One of the main measures of the success of an education system is the quality of education (Isnawati et al., 2020). Schools must be able to manage their systems professionally, transparently, and with a focus on quality in the competitive modern education era. Total Quality Management (TQM) is one of the management approaches useful for solving this problem. According to (Fauz et al., 2020), Total Quality Management (TQM) is a broad management approach that focuses on continuous improvement by involving all members of the organization. In education, TQM is adapted as a school management system that emphasizes the importance of involving all parties involved in creating a culture of quality, including school principals, teachers, students, educational staff, and the community (Nabella et al., 2022). The urgency of implementing TQM in elementary schools arises because the challenges to the quality of basic education in Indonesia are still quite complex, such as low literacy rates, suboptimal school management, and weak internal quality control. Therefore, TQM is seen as an effective management strategy for improving overall school performance and the quality of graduates (Musnaeni et al., 2022).

In addition, the application of TQM in primary education is closely related to the demands of 21st-century learning, which require schools to be adaptive, innovative, and responsive to change. Elementary schools are expected not only to provide basic knowledge, but also to develop students' critical thinking, creativity, collaboration, and communication skills (Al Awlaqi & Ghazali, 2023). Through a systematic TQM approach, schools can design continuous improvement programs, strengthen internal quality assurance systems, and create a learning environment that is conducive to holistic student development. Moreover, leadership plays a central role in ensuring the successful implementation of TQM in schools (Palah et al., 2022). School principals act as change agents who establish a shared vision, encourage teamwork, and foster a culture of continuous improvement among teachers and staff. Effective leadership supported by data-driven decision-making and regular evaluation enables schools to identify weaknesses, implement corrective actions, and maintain consistent quality standards in all educational processes (Fitriyadi & Wuryandani, 2021). Finally, the sustainability of TQM implementation requires strong collaboration between schools and external stakeholders, including parents, local communities, and government authorities (Akram et al., 2022). Support in the form of policies, training programs, infrastructure development, and continuous supervision is essential to ensure that TQM practices can be implemented effectively and consistently (Gayatri & Gaffar, 2023). With integrated support and commitment from all stakeholders, TQM can serve as a strategic framework for improving the quality and competitiveness of elementary education in Indonesia (Yohana, 2021).

## **2. METHOD**

This study employed a qualitative approach using a literature review design to explore the implementation of Total Quality Management (TQM) as a strategy for improving the quality of education in elementary schools. The literature review method was chosen because it allows the researcher to synthesize theoretical concepts, empirical findings, and best practices from various scholarly sources related to TQM and educational quality management (Jajuli et al., 2022). The data sources used in this study consisted of primary and secondary references, including academic books, peer-reviewed journal articles, policy documents, and

previous research findings relevant to TQM implementation in educational institutions (Alves et al., 2020). The selection of literature was based on relevance, credibility, and contribution to the discussion of quality management in primary education, particularly within the Indonesian context (Ahdhianto et al., 2020).

The data collection technique involved systematic documentation and literature identification, followed by classification of sources according to key themes such as TQM principles, educational quality indicators, leadership roles, teacher involvement, and continuous improvement practices. Data analysis was conducted using qualitative content analysis, which included several stages: (1) data reduction by selecting essential information related to TQM implementation, (2) data display by organizing findings into thematic categories, and (3) conclusion drawing through interpretation and synthesis of patterns across the literature. The study also used a comparative analysis approach to identify similarities and differences in findings from various scholars, allowing for a more comprehensive and critical understanding of TQM practices in elementary schools. To ensure the validity of the findings, the study applied source triangulation, comparing information from multiple authors and theoretical perspectives. This method strengthens the reliability of the conclusions and ensures that the discussion reflects a balanced and well-supported interpretation of the literature (Paludo & Montresor, 2024).

In addition, this study adopted a systematic review procedure to enhance the transparency and rigor of the research process. The researcher followed several stages, including identification of keywords, database searching (such as Google Scholar, ERIC, and other academic databases), screening of abstracts, and full-text review of selected articles (Ramirez, 2021). Inclusion criteria included publications within the last ten years, relevance to TQM implementation in education, and empirical or conceptual contributions to educational quality improvement (Arochman et al., 2024). Exclusion criteria involved sources that lacked academic credibility, were not directly related to elementary education, or did not discuss quality management principles (MacFarlane et al., 2022). This systematic procedure ensured that the selected literature was both current and academically reliable. Furthermore, the study incorporated an analytical framework based on key principles of TQM, such as customer focus, continuous improvement, teamwork, and data-driven decision-making. Each selected source was analyzed according to how these principles were applied in educational settings, particularly in elementary schools (Fauzi & Chano, 2022). The findings from each source were then mapped into a conceptual matrix to identify dominant themes, recurring patterns, and research gaps. This step allowed the researcher to develop a more structured and in-depth interpretation of how TQM contributes to improving educational quality, as well as to formulate recommendations for future research and practical implementation in schools (Mutanga, 2024).

### **3. RESULT AND DISCUSSION**

#### ***Result***

The results of this literature review demonstrate that the implementation of Total Quality Management (TQM) in elementary schools contributes significantly to improving the overall quality of education. The findings can be categorized into several key aspects:

#### **1. Leadership Commitment and Vision**

The study reveals that school principals play a central role as quality leaders. Effective principals formulate a clear vision and mission oriented toward quality improvement, communicate shared goals, and create a strategic plan aligned with TQM principles.

Leadership commitment is the driving force that ensures the sustainability of quality initiatives within schools (Roja & Salim, 2023).

## 2. Teacher Competence and Participation

Another important finding is the active involvement of teachers and educational staff in implementing TQM practices. Teachers contribute by designing innovative, student-centered learning, using appropriate teaching strategies, and continuously improving their professional competence through training and reflective practices.

## 3. Continuous Improvement and Evaluation

TQM emphasizes ongoing monitoring, evaluation, and feedback mechanisms. Schools that implement regular evaluations—such as classroom supervision, student assessments, and program reviews—are able to identify weaknesses and implement corrective actions. This continuous improvement cycle enhances both academic and non-academic performance.

## 4. Stakeholder Involvement and School Culture

The findings also show that stakeholder engagement—including parents, school committees, and the wider community—plays a vital role in supporting school programs. TQM fosters a collaborative school culture, where all members share responsibility for achieving quality outcomes.

## 5. Improvement of Educational Outcomes

The implementation of TQM leads to measurable improvements, including:

1. Increased student achievement and learning motivation
2. Improved teacher performance and professionalism
3. Higher levels of student and parent satisfaction
4. Enhanced school reputation and competitiveness

Overall, the results indicate that schools that consistently apply TQM principles experience better institutional performance and sustainable quality development (Batubara & Arifin, 2022).

## **Discussion**

Total Quality Management (TQM) in elementary schools involves various management elements, from planning and implementation to evaluation. According to (Borotoding et al., 2021), the principal serves as a quality leader who disseminates quality standards to all students. First, the commitment of school leadership is the main foundation. The school principal must ensure that the school's vision and mission focus on quality improvement rather than administration (Fitrawati et al., 2023). Second, the success of TQM depends on the participation of teachers and educational staff. Teachers play a role in implementing quality in the classroom thru active, innovative, and student-centered learning (Fitriyadi & Wuryandani, 2021). Third, continuous monitoring and evaluation are crucial for assessing the success of TQM implementation (Hapsari & Wu, 2022). Continuous reflection and monitoring help educational institutions consistently improve their systems (Alves et al., 2020). Additionally, the implementation of TQM fosters a collaborative work culture in schools, making all students feel a shared responsibility for the quality of education (Cortázar et al., 2021). This aligns with the principle of continuous improvement, which is the foundation of TQM. These principles can be applied in elementary schools thru strengthening school principal leadership, empowering teachers, engaging school committees, and implementing a quality-based performance evaluation system (Pratama et al., 2020).

The findings of this study reinforce the view that Total Quality Management (TQM) is a holistic and systematic management approach that is highly relevant to the educational context, especially in elementary schools (Redjeki & Muhajir, 2020). TQM is not merely a managerial technique, but a comprehensive cultural transformation that emphasizes quality in every aspect of school operations (Petropoulou et al., 2024). One of the most critical elements in TQM implementation is leadership. School principals serve as agents of change who shape organizational culture, motivate teachers, and ensure the alignment of school programs with quality standards (Debataraja, 2024). Effective leadership requires not only administrative competence but also the ability to inspire collaboration and innovation among school members. In addition, teacher involvement is fundamental to achieving quality improvement (Gayatri & Gaffar, 2023). Teachers are directly responsible for the learning process; therefore, their competence, creativity, and commitment significantly influence educational outcomes (Akuba & Uno, 2023). TQM encourages teachers to adopt reflective teaching practices, engage in professional development, and collaborate with colleagues to improve instructional quality (Pavajeau & Montero, 2023). The study also highlights the importance of continuous evaluation and data-driven decision making. By using systematic evaluation tools, schools can monitor progress, identify problems, and implement evidence-based solutions (Andriani et al., 2024). This aligns with the core TQM principle of continuous improvement, which ensures that educational institutions remain adaptive and responsive to change (Obah, 2024).

Furthermore, TQM promotes a collaborative and participatory school culture, where all stakeholders including students, parents, and the community are actively involved in the educational process (Gayatri & Gaffar, 2023). Such collaboration strengthens accountability, transparency, and shared responsibility for school success. However, despite its benefits, the implementation of TQM in elementary schools faces several challenges (Saimon et al., 2023). These include limited financial and human resources, resistance to organizational change, lack of training, and inconsistent policy support (Wang et al., 2023). Therefore, successful TQM implementation requires systematic planning, strong institutional commitment, capacity building programs, and continuous supervision from educational authorities (Akram et al., 2022).

#### **4. CONCLUSION**

This study concludes that Total Quality Management (TQM) is a strategic and effective approach for improving the quality of elementary education. By emphasizing leadership commitment, stakeholder involvement, teacher empowerment, and continuous evaluation, TQM enables schools to build a sustainable culture of quality. The implementation of TQM has been shown to improve learning effectiveness, student satisfaction, teacher performance, and institutional reputation. Therefore, TQM can serve as a comprehensive framework for enhancing the quality and competitiveness of primary education, particularly in Indonesia.

To optimize the implementation of TQM, several recommendations can be proposed:

1. School principals should strengthen their leadership capacity in quality management.
2. Teachers should be provided with continuous professional development and training programs.
3. Schools should establish systematic monitoring and evaluation systems.
4. Government and educational authorities should provide consistent policy support, infrastructure, and funding.

5. Schools should strengthen collaboration with parents and the community to support sustainable quality improvement.

In conclusion, with strong commitment and collaborative efforts from all stakeholders, Total Quality Management can become a sustainable model for improving educational quality and producing high-quality human resources in the future.

Moreover, future research is encouraged to explore the practical implementation of TQM through empirical studies in various regional contexts and school conditions, in order to identify specific challenges, success factors, and measurable impacts on student outcomes. Such studies will provide more concrete evidence and contextual strategies for policymakers and practitioners to refine and expand TQM practices in elementary education, ensuring that quality improvement initiatives remain relevant, adaptive, and responsive to the evolving demands of the education sector.

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