

Implementation of Integrated Quality Management in Curriculum Development in Senior High School, Plus Pesantren Darus Sholah Jember

Sudarsono

STAI Denpasar Bali

Email: Sudarsonoalhas@yahoo.com

Abstract

Contribution to the development of the nation's education is certainly not just education, but quality education, both in terms of inputs, processes, outputs and outcomes. Therefore Senior High School, Plus Darus Sholah Jember in improving the quality of using the principles of total quality management in the development of curriculum. Integrated quality management is an approach to run a business that tries to maximize the competitiveness of the organization through continuous improvement on products, services, people, labor, and environmental processes. Meanwhile, the development of the curriculum is an effort by the school to provide educational experiences in growing and developing all the potential psychological and physical students to achieve the desired goal. The focus of this study are (1) How to design an integrated quality management in curriculum development at Senior High School Plus Darus Sholah Jember (2) How is the implementation of a quality policy in curriculum development at Senior High School Plus Darus Sholah Jember (3) How is quality control in curriculum development at Senior High School Plus Darus Sholah Jember. In this study, researchers used a qualitative descriptive approach. Data collection techniques that researchers use in this study are; Interview, observation and documentation. While data analysis used in this study descriptive qualitative measures, data collection, data reduction, data presentation and conclusion. As for the validity of the data of the study include, triangulation of data, peer examination, extend participation and persistence observations.

Keywords: *Total Quality Management, Curriculum Development*

A. INTRODUCTION

Education is considered as the most valuable investment in the form of improving the quality of human resources for the development of a nation. Often the greatness of a nation is measured to the extent that its people are educated. Therefore, the quality of education should really be considered by the stakeholders for the creation of quality improvement of human resources Indonesia. The quality of education is not only seen from the splendor of educational facilities owned, but the extent to which the output (graduates) of an education can build a complete human (Riduwan, 2011: 287). As set out in the education system, there are three lines in Indonesia, formal education, non-formal education, and informal education. This is as defined in Law No. 20 of 2003 on the national education system article 1, 10, 11, 12 and 13: "(10) education units are education service groups that provide education on formal, informal and informal channels at each ladder and type of pendidikan. (11) formal education is a structured and tiered educational pathway consisting of primary, secondary, and tertiary education. (12) Non-formal education is a non-formal education pathway that can be implemented in a structured and tiered manner. (13) Informal education is the path of family and environmental education (UU Sisdiknas Number 20 Year 2003). In essence, education that contributes to the nation's development is education on these three lines. These three pathways are an educational trilogy that synergically builds the nation through the development of human resources, from not knowing to know, from knowing to being skilled, and from being skilled at becoming an expert.

The contribution of education to the nation's development is certainly not merely to provide education, but quality education, in terms of input, process, output and outcome. Speaking of the quality of education Indonesia is struggling to improve the quality of education, although the results have not been satisfactory. As the findings of international research on the problems of the quality of education in Indonesia, is the decline of character formation, attitudes and behaviors such as discipline, honesty, cooperation, caring, gender equality and respect for diversity, freedom and pluralism. But apart from that all, now there are efforts to improve the quality of education taken from several ways. Starting from simplification, refinement and even curriculum changes. The curriculum is the most important component of formal education institutions used as a reference for determining the content of teaching, directing the process of educational mechanisms, benchmarks of success and quality of educational outcomes (Nasution, 1995: 13). Therefore the curriculum should really be the reference of all parties in the school in every process for the success of education quality improvement. Definitely A. Fery T. Indratno said that curriculum is the program and content of an education system that seeks to implement the process of knowledge accumulation among generations in society (Indratno, 2007: 108). when drawn the red thread then the curriculum can be understood as a central tool for the success of education. This role is the key to how education will be directed. This key role is closely related to the learning process as a space for learning activities of students

so that they get a good knowledge and able to build the strength of cognitive, affective, and psychomotor intelligence. On that basis, Sukmadinata in Dede Rosyada (Rosyada, 2004: 2006). has several principles that can be held to understand the meaning of the curriculum as a foundation in implementing education in practical and concrete as follows:

First, the curriculum as a substance, the learning activity plan of students in school, includes the formulation of objectives, teaching materials, learning process, schedule, and evaluation of learning.

Second, the curriculum as a system, which is a series of concepts about the various learning activities that each unit of activity has a coherent relationship with the other.

Third, the curriculum is a dynamic concept, open and open to the ideas of change and adjustment to the demands of the market or the demands of the ideal of the development of human civilization. But apart from the three things above there is an interesting phenomenon in Indonesia that is the turn of the curriculum in every turn of the Minister of Education. If calculated since independence Indonesia has seven times the change of curriculum (1968, 1975, 1984, 1994, 2004, 2006 and 2013). If the curriculum is changed every turn of the Minister of Education, it can be ascertained the quality of national education is very much expected. Therefore, all parties should come to think about how to maintain the quality of education quality.

For educational institutions, quality is the most important agenda and it should be pursued and realized. This is because quality educational institutions will certainly attract more customers than the less qualified. Efforts to improve quality is the most important task and is the main task of educational institutions that have not qualified. Because it is an attraction for people and parents who want to put their sons and daughters to certain educational institutions. Because quality can be measured from customer satisfaction.

Therefore, educational institutions should seriously improve quality to maintain the quality of output. Thus, it takes a new formula that can be applied in educational institutions to maintain the quality of output quality. In this case researchers interested in Integrated Quality Management (MMT). According Bounds, as quoted by Mulyadi, that integrated quality management or better known as TQM (Total Quality Management) is a management system that focuses on people who aim to continuously improve customer satisfaction (Mulyadi, 1998: 10). Mulyadi further argued that MMT is a system-wide approach (not a separate field or program) and an integrated part of a high-level strategy. The system works horizontally through functions and departments, engaging all employees from top to bottom, extending upstream and downstream, and includes supplier and customer links.

Another understanding was stated by Hadari Nawawi that, MMT is a functional management with an approach that constantly focused on improving the quality so that its products in accordance with the quality standards of the community served in the implementation of public service tasks (public service) and community development (Nawawi, 2003, 46). Based on some of the above understanding, Hadari Nawawi suggests the characteristics of MMT as follows: (1) Focus on customer, both internal and external customer, (2) Have high obsession to quality, (3) Using scientific approach in decision making and problem solving, (4) Having a long-term commitment, (5) Needing teamwork, (6) Improving process continuously, (7) Providing education and training, (8) Providing controlled freedom, (9) Controlled entity, (10)) The existence of employee involvement and empowerment (Nawawi, 2003: 127). In MMT, schools are understood as Service Unit, ie learning service (Umiarso & Imam Gojali, 2012: 136). As a Service Unit, the school (school customers) customers are served by internal customers (teachers, librarians, labors, technicians and administrative personnel), external customers consisting of primary customers, secondary customers (parents, and the community), and tertiary customers (users / recipients of graduates, both in the next level and the business world). Every job in MMT should be done through planning, preparation (including materials and tools), and technical implementation with effective and efficient working methods to produce products in the form of goods or services that benefit the community.

In connection with the implementation of integrated quality management in curriculum development that is in Senior High School Plus Pesantren Darus Sholah Jember. Senior High School Plus Pesantren Darus Sholah Jember is a national-standard educational institution under the auspices of Pesantren Darus Sholah Jember Foundation which has several excellent programs such as: (1) Bilingual Full Time Program, (2) Bilingual Full Day Program, (3) Full Time Superior Program, (4) Full Day Full Program, (5) Full Time Regular Program, (6) Full Day Regular Program.

Students Senior High School Plus Pesantren Darus Sholah Jember (except Full Day program) must be in boarding school and accompanied by the coach for 24 hours. it is intended that students are always controlled in the activity

so that students form intellectually intelligent, emotional, and spiritual, moderate in thinking, scientific and rational in the act, remain salafous but international-oriented.

Senior High School Plus Pesantren Darus Sholah Jember uses curriculum from Kemendiknas. However, in pengembangannya using curriculum Kemenag and curriculum Pesantren Darus Sholah Jember as the foundation that shelter. Thus, in the preparation of curriculum content take into account and integrate the three components of the curriculum. Therefore, this paper seeks to assess the implementation of integrated quality management in curriculum development, as well as its contribution to Islamic education

B. RESEARCH METHODS

This research uses qualitative approach of type of descriptive with Data Collection Method through observation, interview and documentation. Checking the validity of data using Miles and Huberman models. That is, data collection, data reduction, data presentation and conclusion. The data obtained is then analyzed, the analysis in this study will be conducted since and after the data collection process. The results of interviews and field notes will be presented in writing in accordance with the categorization that has been established and then analyzed. Then proceed with the interpretation and lift the meaning of the research results related to the research focus

C. DISCUSSION

Based on the results of research activities conducted by researchers at senior High School Plus Pesantren Darus Sholah Jember on implementation of integrated quality management in curriculum development at senior High School Plus Darus Sholah Jember, as follows:

1. Integrated Quality Management Planning in Curriculum Development

The main reference of quality management in curriculum development at Senior High School Plus Pesantren Darus Sholah is the needs of learners. This is evidenced from several things.

First, curriculum development planning related to the needs of the participants is included in the vision and mission of Senior High School Plus Pesantren Darus Sholah is. Useful for nusa and nation and happy world and hereafter, while its mission is: 1) consolidate religiosity (al-dien), 2). Developing intellectuality (al-aql), 3). Building integrity (al-haya '), 4). Achieved achievement (al-amalushshalih). This is in accordance with the main principles of management as follows:

- a. Customer satisfaction, in integrated quality management, the concept of quality and customer in expansion. Quality is not only meaningful in conformity with certain specifications, but the quality is determined by the customer. Customers include internal and external customers.
- b. Respect for every person, in this case every member or citizen in an institution or institution is seen as an individual who has the talent and creativity that is typical, so that should be treated well and given the opportunity to get involved and participate in the decision-making team.
- c. Management based on facts, every decision to be taken should be based on data, not just feelings. It must, however, be based on the priorities and variability of human performance.
- d. Continuous improvement, in order to be successful, every institution or institution needs to undertake a systematic process of continuous improvement. The prevailing concept is the PDCA cycle (Plan-Do-Check-Act-Analyze), which consists of planning steps, and performs corrective actions against the results obtained.

Secondly, content or curriculum content that adapts to the needs of learners who not only rely on content that is from the government alone. This is in accordance with the juridical foundation of curriculum development which is stated in the Law on National Education System no 20 of 2003.

Third, in every decision making relating to the development of curriculum emphasizes on the capacity of the students as inputs that will become an outcome of education. This is in accordance with the principle of the development of the first curriculum is: relevance, namely the closeness of the relationship with what happened. When associated with education, it means the need for an appropriate education (program) with the demands of community life. Education is said to be relevant when the results obtained will be useful for one's life (Abdullah, 2011, 201-2015). in this case is the need of students as input and outcome education.

In addition to the above principles of relevance, decision-making in relation to curriculum development emphasizes on the capacity of students as inputs which will subsequently become educational outcomes, as well as in accordance with the general principles of curriculum development as Nana Syaodih Sukmadinata points out: 1). Relevance, 2). Flexibility, 3). Kontuinitas, 4). Practical, 5). Effectiveness. (Sukmadinata, 2000: 150).

Thus it can be concluded that integrated quality management planning in curriculum development conducted by Senior High School Plus Pesantren Darus Sholah Jember in accordance with the theory and the foundation of curriculum development in juridical way. In Curriculum Development at Senior High School Plus Darus Sholah Jember. In the planning of integrated quality management in curriculum development Senior High School Plus Darus Sholah has done several things. First, curriculum development planning based on the needs of learners. Second, content or curriculum content that adapts to the needs of learners. Thirdly, any decision-making in relation to curriculum development emphasizes the capacity of students as inputs and educational outcomes

2. Application of Quality Policy in Curriculum Development

The implementation of quality policy in curriculum development at Senior High School Plus Pesantren Darus Sholah Jember besides using National Education Standards (NES) there is a pure policy of mutual agreement with Senior High School Plus Pesantren Darus Sholah. The policy becomes a reference in giving the graduation predicate to the students. The interesting quality policy in curriculum development is born not only from the principal as a leader in the institute tersebut. But from the input of some interested parties to improve the quality of graduates in Senior High School Plus Pesantren Darus Sholah. For example input from students or from guardians as educational customers.

This indicates that this institution has taken a definite step in the implementation of the quality policy to improve the quality of graduates. As in the theory of integrated quality management, educational institutions (schools) should place students as "clients" or in terms of the company as the largest "stakeholder", so that students' voices should be included in any strategic decision-making steps of the school organization. Without a democratic atmosphere, management is unable to implement integrated quality management, and what will happen is the quality of education is dominated by certain parties who often have an interest in the nature of education. The application of integrated quality management also means freedom of expression (Umiarso & Imam Gojali, 2010: 137). freedom of expression will create a dialogical climate between students and teachers, students and principals, as well as teachers and principals, or in short, freedom of expression and openness among all the citizens of the school. Science transcendence is no longer a one way communication, but two way communication. This two-way process is part of an integrated quality management substance in improving the quality of quality in educational institutions. In implementing the quality policy in curriculum development at Senior High School Plus Pesantren Darus Sholah Jember, in addition to using the national standard of education, also uses a pure quality policy of school community agreement. Quality policy is not only born and from the initiation of the principal, but also from the parties who berkepentingan with improving the quality of education in Senior High School Plus Pesantren Darus Sholah. This indicates a seriousness in applying the quality policy of education. Thus, gradually this becomes a characteristic that can be used as a bargaining value to the community as an educational customer.

3. Quality Control In Curriculum Development

Quality control in curriculum development at Senior High School Plus Darus Sholah Pesantren has gone through several stages. First, the appropriate teacher academic qualifications, it aims to control the quality of graduates at Senior High School Plus Pesantren Darus Sholah. Second, quality control through the MGMP forum is routinely held by the board of teachers to equate perceptions in teaching. Third, provide training to educators on a regular basis to add insight and knowledge. This is in accordance with the theory of quality control as well as quality control according to Shigeru Mizuno, argues that each institution usually tries to describe what is meant by "quality control efforts" in accordance with the circumstances of their respective institutions (Mizano 1993: 13-14). it is necessary to facilitate the control effort itself. For example, an integrated quality control effort can be described as follows:

1. Quality control to be able to produce an optimal benefit before all parties in the institution work together to implement the quality control efforts in an integrated manner
2. In the wider scope, the business is a scientific management activity shown to a specific target by following the management cycle
3. Integrated quality control merupakan efforts control the product and improve the structure
4. Integrated quality control merupakan effort appropriately follow the cycle of management by considering the elements of 5M (human, machine, material, money and method) in all departemen in the institutional environment by way of formulation of a more scientific management.

In addition to the above theory of quality control conducted by Senior High School Plus Pesantren Darus Sholah juga in accordance with the basic elements of quality control process formed by four bulding blocks, namely input, transformation, output and costumer (Tjiptono and Anastasia Diana, 271). each output has a customer, either internal m, or external.

Before transformation occurs, inputs such as strategy, structure, product design, machinery, plant layout, policies, regulations, raw materials, and available human resources. The manager is responsible for controlling the system input as a determinant of output. The basic elements of the control process consist of the following four stages:

1. Implementation of standards for control, standards in MMT are not used as an individual performance appraisal tool, but managers use to communicate vision and set realistic goals based on feedback on existing performance
2. Measurements, in this stage are the appropriate measurements and data required for performance appraisal
3. Study, in this stage managers analyze data using statistical methods and tools and other techniques to determine the cause of irregularities. Unlike traditional approaches that prioritize evaluation and mean irregularities that will then be corrected
4. Action, this stage implies doing corrective actions based on the knowledge gained from feedback

Measures taken from each Building block are based on feedback informants obtained from the results of the study. Measurement of action studies at all four points is a quality control aspect, namely: (1) Preliminary Control, managers obtain Preliminary Control by making projected situations that come and anticipate the necessary changes. Preliminary Control is preventive in order to avoid increasing results. (2). Concurrent Control, performed on a real-time basis, contains corrections to the work that has been done regarding the design and procedures. (3). Rework Control, is required if both controls fail, so reworking of defects and outputs that do not match the target is required. Sometimes rework is impossible because it costs too much. (4) Damage Control, if the output, damaged / defective and not in accordance with the target reaches the customer's hands, then the manager must do the Damage Control they should minimize the negative impact on the customer by apologizing (Tjiptono and Anastasia Diana, 2003: 273-274). Although some of the theories above are not as comprehensive as what is done by Senior High School Plus Pesantren Darus Sholah in quality control. However, some of them are representative of several quality control measures conducted by Senior High School Plus Pesantren Darus Sholah.

D. CONCLUSION

Integrated Quality Management Planning in Curriculum Development at Senior High School Plus Pesantren Darus Sholah Jember. In the planning of integrated quality management in curriculum development SENIOR HIGH SCHOOL Plus Pesantren Darus Sholah has done several things. First, curriculum development planning based on the needs of learners. Second, content or curriculum content that adapts to the needs of learners. Third, any decision-making in relation to curriculum development emphasizes the capacity of students as inputs and educational outcomes.

Application of Quality Policy in Curriculum Development at Senior High School Plus Pesantren Darus Sholah Jember. In applying quality policy in curriculum development at Senior High School Plus Pesantren Darus Sholah besides using national standard of education, also using policy purely from agreement of school citizen. Quality policy is not only born and initiated by the Principal. But also from those who have an interest in improving the quality of education in Senior High School L Plus Pesantren Darus Sholah.

Quality Control in Curriculum Development at Senior High School Plus Pesantren Darus Sholah Jember. Quality control of education in Senior High School Plus Pesantren Darus Sholah is done with some concrete steps in the form of recruitment of teachers according to their academic qualification, create academic forum in the form of Lesson Teacher Association Mandiri and provide training for teachers regularly

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