



Total Quality Management and Learning Organization for Early Childhood Education at PAUD ELPIST Temanggung

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Abstract

Educational problems related to the quality of education have been felt in line with the COVID-19 pandemic. In addition, there are problems related to the quality of education that does not increase even though the curriculum has been replaced with a new one, and there is a decline in the quality of education even though the level of teacher education is getting better. Another problem is the presence of new competitors, which causes many PAUD institutions to lose interest. This study aims to determine the management of PAUD implementation through the concept of Total Quality Management (TQM) and the Learning Organization of PAUD ELPIST Temanggung. The research method uses a qualitative descriptive approach. The subjects of this study consisted of principals, teachers, and staff of PAUD ELPIST Temanggung. Data collection techniques are observation, interviews, and documentation. Data analysis using data triangulation. The result of this research is that PAUD ELPIST Temanggung has implemented TQM by improving the quality of education on an ongoing basis with a priority strategy on customer needs. Furthermore, learning organizations have been used in organizational structure, information systems, human resource practices, organizational culture, and leadership.

Keywords: total quality management (TQM), early childhood education.



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INTRODUCTION

Education is one way to change a civilization by changing the mindset and behavior of humans. In accordance with the mandate of the National Education System Law Number 20 of 2003, in Chapter II Article 3, education aims to develop self-potential in order to have spiritual strength and strong personality character (Kemendikbud, 2003). The COVID-19 pandemic, which has lasted more than a year, has caused various problems, including in the education sector. The pandemic situation causes various problems, resulting in a decrease in the quality of learning. Transfer of knowledge to students does not run optimally. It is not

only the pandemic problem that leaves problems, but there are other problems that should have a significant impact on improving the quality of education but are not in line with expectations. For example, the new curriculum is not able to improve the quality of education. Even based on statistical data released by the Central Statistics Agency, teacher education has increased, but the quality of education remains stagnant (BPS, 2021). The quality of educational institutions and the emergence of several new PAUDs that offer advantages create new problems for some PAUD educational institutions, so that the number of students is decreasing. PAUD education requires a SWOT analysis to be able to make improvements from the internal side and be able to adapt to external conditions in order to be able to survive in the future. PAUD educational institutions' SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is used to determine the strengths, weaknesses, opportunities, and threats of PAUD educational institutions in order to compete with other competitors by improving quality (TQM) and continuing to learn continuously by becoming a learning organization (organizational learner).

Several previous research studies related to early childhood education management, including the results of a study (Latif et al., 2020), found that TQM was implemented well through continuous improvement and by providing satisfactory services. Further studies (Mukhtar et al., 2020) show that early childhood education in Jambi Province has implemented quality management starting from planning, organizing, implementing, and monitoring, commonly referred to as TQM, but the process and results have not been maximized and have not given satisfaction to consumers.

The results of the study (Hidayatullah, 2021) show the interrelationship of input, process, and output in improving the quality of Islamic educational institutions based on the philosophy of the institution called Panca Character, which consists of personal piety, social status, nationality, intellectuality, and naturalness. The study (Meher & Mishra, 2021) suggests that organizational learning affects employee performance. The main factors supporting a conducive learning environment for organizations are sharing knowledge and the existence of an organizational culture.

The results of the study (Alonazi, 2021) show that organizational learning is influenced by systems and teamwork. The existence of a learning team has a big influence on the way the team thinks that they share knowledge and skills, thereby increasing motivation. Continuous learning to improve performance is built into the system so teams and individuals can thrive.

Studies on TQM, especially in PAUD, are still minimal. What distinguishes this research from the previous one is that some previous research on PAUD has discussed TQM, but not many have studied learning organization in PAUD. In addition to the implementation of TQM, ELPIST PAUD also applies the concept of learning organization so that researchers are interested in simultaneously researching these two things. This research is needed in order to provide an overview of the management of providing quality and sustainable early childhood education.

The purpose of this study was to determine the Total Quality Management (TQM) and Learning Organization in early childhood education at PAUD ELPIST Temanggung. Based on the description above, the formulation of the problem in this research is How is the implementation of TQM and learning organizations in PAUD ELPIST Temanggung?

METHODOLOGY

This research is a type of field research using a qualitative descriptive approach. Descriptive research is research to investigate circumstances, conditions, or other things whose results are presented in the form of a research report (Arikunto, 2014). This type of research is called empirical research, namely the main source of field data, both verbally obtained from interviews and nonverbally, namely

the behavior of the subject through observation. The sources of data in this study include primary and secondary data. Primary data is data that directly provides data to data collectors by interviewing, while secondary data is obtained from documents and observations (Sugiyono, 2016). sources of primary research data, obtained through direct interviews or from data obtained from the field. This research was conducted at ELPIST Temanggung from September to October 2021. The data collection technique used purposive random sampling. The analysis technique uses data triangulation.

RESULTS AND DISCUSSION

The Temanggung ELPIST PAUD was founded in January 2018, which was initiated by the Temanggung YAPTINU Foundation and the Chair of the Temanggung STAINU by taking the tag line "School of Asmaul Husna Character". ELPISTE PAUD consists of the TPA (Child Care Park) program for 1-2 year olds, KB (Playgroup) for 3-4 year olds, and TK (Kindergarten) for 4-6 year olds.

Improving the quality of education is always carried out by PAUD ELPIST by continuously improving the quality on an ongoing basis by using the concept of TQM and Learning Organization.

1. Total Quality Management (TQM)

The TQM concept was first conceived by Edward Deming in 1930, who tried to eliminate waste due to the production process by developing the Statistical Process Control (SPC) model. By promoting good relations with customers that are competitive and profitable, Deming's ideas brought Japan to become a lion in the world market share.

TQM is the management of all elements of the organization, which includes processes, practices, systems, and methodologies to improve the quality of products or services. TQM includes four steps: a) plan, b) implementation, c) analysis, and d) action. TQM in education includes planning, teaching, and educational human resources. In this case, TQM can be used as a strategy for educational institutions that seek to satisfy stakeholders, who, in this case, are students, parents, and the community (Bishnoi, 2018).

The study (Khurniawan et al., 2020) analyzed several factors that support the implementation of TQM in the field of education, namely customer focus, process focus, continuous improvement, participation of all parties, and decisions. TQM is not only to achieve quality but also affects all elements of the educational process, such as: organizational management, interpersonal relations, materials, and human resources.

The results of the study (Karageorgos et al., 2021) on the overall design, implementation, and evaluation of TQM in Cypriot education are directly related to the six dimensions of leadership: strategic planning, human resource management, processes, resources, and partnerships, and performance metrics that determine quality. Cyprus is now focusing on assessing the overall implementation of TQM based on innovation and improving the quality of education.

The study (Glaveli et al., 2021) found leadership and empowerment were the most widely applied TQM practices. In addition, involvement, the assessment

system, reward, and leadership are elements of TQM that have a positive relationship with teacher job satisfaction.

2. Learning Organization

A learning organization is a concept owned by the organization in order to transfer knowledge and then be able to modify behavior as a result of the new knowledge and insights gained. According to Cumings and Worley (2005), the concept of learning organization includes five things:

- a. Structure: teamwork system, high-quality internal and external organizational resolving. The system allows for the exchange of information among members of an organization during the process of developing a business plan.
- b. Information system: a learning organization provides infrastructure for the organization's learning. The system disseminates information and enables people to improve their knowledge so that they can succeed.
- c. There are rewards and training programs designed to improve productivity by constantly accumulating new knowledge and skills.
- d. Organizational culture: a learning organization that is innovative and creative. Budaya satisfies the social need for learning by disseminating information, fostering innovation, and introducing new ideas.
- e. Leadership: Organizational learning leaders have openness and reflect on learning, communicate the organization's vision, and provide empathy and support.

The results of the study (Lau et al., 2019) found 3 approaches in the framework of organizational learning, namely principles, goals, and processes. The concept comes from the perspective of organizational development and technological innovation. This approach enables the organization to measure the needs and learning orientation of the organization in relation to the competitive environment, technology, and organizational conditions.

3. ELPIST PAUD TQM analysis

The philosophy of TQM is based on the existence of consumer satisfaction, with the main goal of improving the quality of continuous education. The concept of TQM focuses on the customer, total involvement of all members of the organization, evaluation, commitment to change, and sustainable change. The following is the analysis of TQM at PAUD ELPIST Temanggung.

a. Emphasis on Customer Satisfaction

The ELPIST PAUD educational institution continuously strives to improve the quality of education, including by benchmarking by setting standards and targets to be achieved in the next period in coordination with the Foundation. In addition, ELPIST PAUD also performs quality assurance in the form of information to parents as a means of school feedback in providing guarantees of the best service for students in the form of student

learning outcomes reports, as well as monitoring student work with a link book. As a form of quality control at the end of the school year, an evaluation meeting is held related to the vision, mission, goals, management, human resources, leadership, teaching and learning process, teamwork, and management transparency.

ELPIST PAUD institutions consist of the TPA (Child Care Park) program for 1-2 year olds, KB (Playgroup) for 3-4 year olds, and TK (Kindergarten) for 4-6 year olds. As a form of priority in service, the school offers half-day and full-day school programs so that parents are free to choose. In terms of the Multiple Intelligence-based ELPIST PAUD curriculum, which assumes that children have the potential for intelligence that must be developed into a dominant competency to strengthen multi-talented characters, ELPIST PAUD also uses an Aswaja (Ahlussunah wal Jama'ah) character curriculum. Aswaja's character is important to develop as a value of Islamic education that arises because of the needs of the Indonesian people, namely religious and moral education. The Aswaja-characterized curriculum is devoted to giving birth to a generation of Islamic characters who carry out Islamic law in accordance with the sunnah of the Prophet Muhammad and the Qur'an. The Principles of Developing Aswaja Character in PAUD Learning:

- a) Play-based learning
Children under 6 years of age are at play. Playing is an activity to train big and small brains, train language skills, increase knowledge, train how to solve problems, manage emotions, socialize, and get to know math, science, and others. Learning through play prepares children to be happy to learn.
- b) Concerned with child development
Child maturity is influenced by nutritional status, health, parenting, education, and innate factors. Children of the same age may develop differently. Teachers need to provide activities and support that are in accordance with the stages of child development, even though the activities are carried out in groups.
- c) Concerned with the overall needs of the child
Teachers must be able to provide educational stimuli or stimulation according to the needs of children, including children who have special needs.
- d) Child-centric
Children are given the opportunity to seek, find, make choices, express opinions, and actively do and experience themselves. Children as learning centers, meaning: 1) learning is designed to develop the full potential of children, 2) learning is carried out in a fun way according to child development, and 3) child-oriented learning.
- e) Participatory Learning
Learning activities are interesting, arouse curiosity, and motivate children to think creatively.
- f) Character development-focused

The provision of educational and learning stimuli is directed at developing character values. The character values contained in the basic competencies of attitudes include: (1) accepting the teachings of their religion; (2) respecting oneself, others, and the environment; (3) having healthy living behavior; (4) curiosity; (5) creative, (6) aesthetic, (7) confident, (8) disciplined, (9) patient, (11) independent, (11) caring, (12) tolerant, (13) adaptable, (14) responsible, (15) honest, (16) humble and polite in interacting. The basic competencies to be achieved specifically in learning the Aswaja character include: 1) the concept of aqidah, 2) the concept of morality, 3) the concept of worship, and 4) the history of Islam and Aswaja.

g) Geared toward the development of life skills

The life skills in question are the ability to rely on oneself rather than on others. Life skills development is carried out through habituation, for example, and programmed activities.

h) A hospitable environment

The learning environment is designed to be attractive, fun, safe, and comfortable for children. A conducive environment includes a good atmosphere, sufficient time, and the right arrangement. Sufficient time means enough time to play, enough time to rest, and enough time to socialize.

i) Focused on democratic learning

Democratic learning fosters a consistent attitude toward one's own ideas while respecting others and obeying the rules. Appreciating differences, appreciating children's ideas and works without comparing, providing opportunities for children to help themselves based on their abilities, facilitating children with various objects, both natural and artificial, that arouse children's curiosity. Using a variety of media and educational resources. The learning resources in question are people with certain professions that match the theme, for example, doctors, police, fishermen, and others. Contextual learning benefits children. The use of various media and learning resources is intended so that children can explore information with objects around them.

b. Model of Central Learning

The learning center model is a learning approach in a "circle" and a play center. The purpose of the circle is for a teacher to be in a class in a circular sitting position with students to give an overview to the children before and after playing. This model uses play activities, where playing is considered work, so that children get the opportunity to start developing ideas until they finish their work. The play center is a children's play area that is facilitated with various game tools that serve as the circle footing needed to develop the basic potential of children in various aspects of development. Center-centered learning is carried out thoroughly from the beginning to the end of the activity while still focusing on one PAUD age group in one activity center. Each center supports children's development through three

types of play: sensorimotor play, role play, and constructive play. The following is the learning center model at ELPIST PAUD:

a) The Beam Center

This center facilitates children's play about size, shape, accuracy, creativity, and language. Block play has always been associated with micro-role playing, and the buildings constructed are used for role-playing. Educational game tools available at the beam center include blocks of various sizes, Lego in various shapes, paper, and stationery.

b) Micro Role Playing Center

In small role-playing centers, they develop abstract thinking, language, and social-emotional skills and consolidate existing knowledge by using small role-playing game tools. The educational game tools in this role-playing center are: various miniature toys, household toys, medical mini toys, transportation tools, handyman tools, salon tools, and so on.

c) Role Playing Center (Macro)

In this center, you use large play equipment to develop the ability to recognize the social environment, language, and emotional maturity. The educational game tools in this center are market toys, houses, carpenters, and so on.

d) IMTAQ Center

The IMTAQ Center introduces religious life and Islamic skills. The IMTAQ center at the ELPIST PAUD Labschool is more focused on introducing Nahdlatul Ulama traditions such as sholawat, tahlil, wirid, NU attributes such as logos, founding figures, and recognizing NU-style habits such as attitudes when passing in front of older people, attitudes towards others when eating and drinking, etiquette in and out of the bathroom, and so on.

e) Center for Preparation

In the preparatory center, the emphasis is on the introduction of early literacy in children by using books and writing instruments, but in the preparation center, more types of play activities are added. Preparatory centers are usually targeted at the high-age group for preparation for entering primary school. The frequency of play activities in this center is greater. Preparation activities are also strengthened in the afternoon journal.

(f). Nature Center

At the nature center, visitors learn about science, mathematics, and the arts. The game tools in this center use natural materials such as water, sand, clay, and plants to make colors and so on. In this center, children have the opportunity to express their ideas through the use of play materials in various ways, with different results. However, it should be noted that in the use of natural materials, this center must be considered safe, for example, free from toxins or harmful small animals.

c. Model of Group Learning

The group learning model is a pattern of children's learning divided into several play groups, usually into three, with each group doing different activities. In one day, the child must complete 2-3 group activities in turn

completely. The steps of activities in group model learning are as follows: a) All students in one class participate in preliminary activities. For example, during prayer together, attendance, singing, question and answer according to the theme, b) Core Activities, the children have been divided into several groups. Children carry out different activities according to what they choose and like, with the aim of exploring, experimenting, concentrating, taking initiative, and being creative. Before starting group activities, the teacher explains the activities related to the tasks of each group classically. Children who have completed their tasks faster than their friends can continue activities in other groups. c) Closing activities are enjoyable for children and are delivered in a traditional manner. For example, reading fairy tales, mime, singing, and so on. The activity can end with a question and answer session about what has been learned, so that the child remembers and interprets the activities carried out and then continues with messages and prayers.

d. Model of Online Learning

Starting from the pandemic situation, the school designed an online learning model. The online learning model is a learning model for teachers and students communicating through a network, not in one location. One of the online media used can use WhatsApp groups, video conferencing, and Zoom services. Learning activities with this online model require the role of parents, who access various online services that are used and then apply them to their children. This online learning activity does not need to be given every day in daily learning. But only as an alternative where face-to-face learning activities cannot be carried out properly for some reason, while learning needs to be given on the same day.

e. Self-improvement Program

a) Education in Life Skills

The purpose of life skills education is to develop life skills and is carried out in an integrated manner both through habituation and the development of basic abilities, for example, brushing teeth, cutting fruit, throwing garbage in its place, cleaning floors, and other activities that are useful for survival.

b). Local content

A curricular activity that aims to develop competence in accordance with the characteristics and potential of the region, including regional advantages.

c) Talent and interest Development

Self-development aims to provide opportunities for students to develop and express themselves according to the needs, talents, and interests of each student, according to school conditions in extracurricular activities. Self-development activities are carried out through counseling service activities related to personal problems and social life, learning, and career development of students. Based on the objective conditions of the ELPIST KB and the needs of the community, the selected and determined self-development activities are as follows: developing singing, developing Aqeedah, worship, reading and writing the Qur'an,

developing the art of dance, developing swimming sports activities, and developing painting talent. The implementation mechanism of this development activity is carried out outside of learning hours through extracurricular activities fostered by teachers and trainers who have good quality based on the principal's decree.

f. Involvement of Organizational Members

In terms of making decisions, the ELPIST PAUD institution seeks the involvement of all members of the organization. Every month, the school holds a school review, which functions to evaluate the school using a SWOT analysis. This agenda serves to reflect on the strengths, weaknesses, opportunities and challenges faced by the school.

g. Accreditation score of "A" as a manifestation of the quality of education

Based on the decision letter of the National Accreditation Board for Early Childhood Education and Formal Education numbers 091/BAN PAUD AND PNF/AKR/2021 dated December 27, 2021, it was decided to award the accreditation of ELPIST PAUD with an A grade. In accordance with these results, the overall quality of education in ELPIST PAUD is very good. The results of the accreditation serve as a basis for schools to continue to make sustainable change efforts to achieve "superior" quality in the future.

4. PAUD ELPIST Learning Organization Analysis

Each member of the school carries out its duties and functions by working together and sharing knowledge so that the task is completed properly. Good and warm relationships are seen in various activities, so that this creates a positive emotional relationship that affects performance. In decision-making meeting activities involving all school members. The existing work system forms a strong organizational culture. An organizational climate that has openness creates new creative and innovative ideas so that these ideas have succeeded in bringing the organization to its current stage of achievement. Schools provide a supportive infrastructure for teachers and staff by providing adequate computers and internet access as learning resources. Efforts to improve skills by participating in seminars and training activities to support professional, personality, and social competence. The leadership factor also contributes greatly to the success of the organization. Aspects of openness, empathy, and support are always provided by the leadership. Transformational leadership that puts forward the vision and mission has succeeded in achieving school quality.

CONCLUSION

Based on the results of the analysis conducted by the researchers, it can be concluded that ELPIST PAUD has carried out TQM, which includes priority services to customers, in this case, students and parents, by offering various half-day and full-day programs that include TPA (Childcare Place), playgroup and PAUD. The curriculum is based on multiple intelligence and has Aswaja character so as to help students develop their talents, interests, and personality traits. ELPIST PAUD improves the quality of education by benchmarking by setting standards and targets to be achieved in the next period, conducting quality assurance in the form of information to parents as a means of feedback to schools in providing the best service

guarantee, and conducting quality control related to the vision, mission, goals, management, human resources, leadership, teaching and learning process, team work, and management transparency.

In addition to implementing the TQM concept, ELPIST PAUD also adopts the Learning Organization concept by sharing knowledge, maintaining good relationships between school principals, teachers, and staff that have an impact on performance, involving all school members in decision making, and creating an open organizational climate to foster new ideas. innovative. Schools provide infrastructure and support efforts to improve the skills of teachers to participate in seminars and training activities. Leaders who are open, empathetic, and supportive of the transformation of sustainable change.

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