Total Quality Educational Mindset Formation at Muhammadiyah Elementary School Kleco Yogyakarta

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Abstract: The main and fundamental thing to consider in improving the quality of education is to build and form a mindset strategy for all stakeholders of education. This research was conducted by using qualitative descriptive approach. The purpose of this study is to obtain information and describe the formation of total quality educational mindset at Kleco Muhammadiyah Elementary School in Yogyakarta. The formation of the mindset was done through the formulation and the communication of mindset. The formulation of the mindset was done by observing the principals regarding various trends driving the changes that will occur. It then illustrated the impact of changes in the school caused by various efforts of changes that have been observed and formulated by providing the best value for customers, making continuous improvement, and trying to satisfy the needs of stakeholders. The communication mindset that has been formulated was done in two ways, namely through personal behavior and operational behavior. The realization of the result of forming the total quality educational mindset is the formation of member behavior in the organization in accordance with what is expected by the school.

INTRODUCTION

In the era of technological development and the advancement of information and communication, the ability of human mind to faster, accurate, and efficient and effective is required in order to be able to predict, anticipate and adapt to any changes that occur (Desstya, 2014; Samad et al., 2013). In addition, in the world of education, it also requires the improvement of the quality of education in accordance with the times and needs of customers (Çetİn, A, Güvenç, & Sakal, 2016; Figueiredo, 2015).

Essentially, every educational institution or school wants to possess a superior quality (Anwar, 2017; Prihantoro, 2015). To realize the superior educational quality, educational institutions should implement Total Quality Management (TQM). TQM is a hard effort that requires the cooperation of all educational institutions, related to the realization of quality in educational institutions or schools (Zahroh, 2016).

For an educational institution or school, quality is the most important agenda and it should be pursued and realized (Diana, 2017). A high-quality school will certainly have a lot of enthusiasts compared to the less qualified one. Efforts to improve quality are the most important tasks and are homework for the less qualified educational institutions or schools. It is recommended for the less qualified educational

institutions to immediately compete to strive for the quality improvement so that it could an appeal and positive value.

The role of a leader is very important in this regard. In essence, the main task of a leader is to manage human assets, not financial assets (Mulyadi & Setiawan, 2011). In other words, the main task of a leader or principal is to manage the human resources in utilizing other resources to realize the goals of the institution and to improve the quality of education (Mufidah, 2017). The main factors in determining the successful management of an educational institution are the factors of leadership and human resources (Diana, 2017). However, the competence to improve the quality of education, in general, is a shared responsibility for the principals, teachers, students, parents, communities and the environment. All of these components have a significant contribution (Nugraheni & Rahmayanti, 2016), as well as teachers' performance leading to academic activities i.e learning process becomes an important point in the success of education in a school (Masruroh & Latief, 2016).

In this case, the action of man is determined by his attitude towards something, and the attitude is determined by the mindset possessed by that person, that is why a proper mindset becomes very important in the management of human resources. It can be said, the main and fundamental thing to do is to change the mindset of members first before improving the quality of education.

Quality cannot just happen, but it must be planned. Quality should be an important part of the institution's strategy and should be approached systematically using the strategic planning process. Strategic planning is an important part of TQM. Without a clear long-term direction, an educational institution cannot plan for quality improvement (Sallis, 2012). One of the things that must

be considered in improving the quality is to build and form a mindset strategy for all stakeholders of education. The formation of the mindset strategy to all members of the organization is of paramount importance. Mindset is in the minds of members and is an invisible part of an educational institution, but it manifests or appears in individual or group behavior (Machali & Hidayat, 2016).

Quality improvement is also implemented through School-Based Management (SBM). The essence of SBM is the participation autonomy and decision-making to achieve the quality objectives of the school. Autonomy can be defined as the authority (independence), namely independence in managing and taking care of themselves. Thus, school autonomy is the authority of schools to organize and manage the interests of the school's members in accordance with the national regulation of education. Such independence should be supported by good decision-making, democratic ability/respect for diversity, the ability to mobilize resources, the ability to choose how to execute. School-Based Management (SBM) aims to establish or empower schools through the granting of authority, flexibility, and resources to improve the school's quality. Thus, it will gradually form a school that has high independence (Usman, 2014).

In applying integrated quality in education, each party or function is responsible for the quality of education. They should be involved in every educational process and each responsible for its quality of work and the quality of education as a result of group work. Every process in the implementation of education in an integrated quality perspective should be monitored in order to remain productive. The processes must consider the performance of service that involves the dimensions of quality service that determine the quality of an

educational institution as a provider of education services (Ramli, 2015).

Jamaluddin Iskandar in his journal also states that essentially the dimensions are the core of strategic management, where strategic management is required to make decisions in accordance with the authority of top management. The decision itself is centered on the analysis of internal and external organizations or schools. In the context of education, the school is qualified if it is able to implement the learning process in accordance with the designs set together between schools and school committees, achieve target as planned, and in accordance with the expectations of parents, government, students, school or college where the graduates continue their studies, as well as the working world (Iskandar, 2017).

Wachidatuz Zuhria Iliyawati expresses her opinion in her research journal on the influence of TQM, leadership style and discipline of work on lecturer's performance. It shows that partial leadership style has no significant effect on lecturer's performance. This means that the power possessed by a leader cannot be a determinant factor that can improve the performance of lecturers. This is because it takes good analytical skills to understand the characteristics of subordinates in order to influence their behavior. Without the ability to analyze, leaders can be said to be ineffective even though they can adapt the leadership style to meet their environmental needs. Therefore, the role of a leader only as a supporting factor that affects the performance of lecturers. It should be understood that the personality consisting of the psychic and physical elements is the important thing that determines the overall attitude and deeds and becomes the determinant of the quality of the lecturer's performance (Iliyawati, 2016).

The application of TQM is necessary for educational institutions especially schools. A good quality elementary school is a school capable of functioning as a container for the educational process, a container of the socialization process and the container of the transformation process (Nadhiroh & Jannah, 2016).

The importance of TQM in improving quality in educational institutions is evidenced by some existing research. Nurul Indana examines the Implementation of TQM in Improving the Quality of Education, (Case Study inSalafiyah Syafi'iyah Tebuireng Islamic Junior High School). According to her, the management of integrated quality improvement or often called TQM is the concept of school management in the implementation of school education that is expected to provide a better change in accordance with the development, demands, and dynamics of the community in answering educational management issues at the school level. This quality management is a study of how an educational institution should be managed effectively, efficiently and equitably to realize the quality of education (Indana, 2017).

There is also a journal written by Rina Priani with the title Application of Total Quality Management in Islamic Education Institution. She stated that the element of TQM includes 10 things that are exactly the same as what is taught by Islam, both in Al-Quran and Al-hadith. The 10 elements are customer-focused, both internal and external customers, obsession with quality, use of scientific approach in decision-making and problem-solving, long-term commitment; team-work; employee engagement and empowerment, continuous process improvement, bottom-up education and training, controlled freedom, a unity of purpose. If the application of the TQM element mentioned has been implemented by the Islamic educational institution seriously, then it is believed that the

expected output quality improvement will be easily achieved and will be able to compete with other educational institutions both national and international (Priarni, 2017).

In general, the background of this research stems from the researcher's interest in the management of education at Muhammadiyah Elementary School Kleco, Yogyakarta. Although there are many elementary schools in the vicinity, Muhammadiyah Elementary School Kleco is able to compete with other schools and has its own appeal of having 5 (five) compulsory extracurricular to be followed by students; such as BTAQ (Reciting Al-Qur'an), *Tapak Suci* (Martial Arts), *Hizbul Wathan*, English Club, and Swimming. Meanwhile, there are 13 extracurricular activity choices namely; youth red cross, dance, painting, *qiro'ah*, journalism, futsal, violin, keyboard, melodica, angklung, choir, science club, and Olympic club. Therefore, many parents are interested in sending their children to Muhammadiyah Elementary School Kleco, hoping that their children can develop their abilities, interests, and talents. In addition, parents also fully trust the quality of education at Muhammadiyah Elementary School Kleco, Yogyakarta.

Some pre-existing research on Total Quality Management (TQM) in educational institutions is very useful to improve the quality of education for customer satisfaction. The management system should be carried out in cooperation with all stakeholders in educational institutions led by the Principal or head of the educational institution with the functions of planning, organizing, implementation, budgeting and controlling to achieve the expected quality. The difference of this study with some previous research is the formation of total quality educational mindset at Muhammadiyah Elementary School Kleco, Yogyakarta.

METHOD

The type of research used was qualitative research using qualitative descriptive approach since it required a deep and accurate data and can be described clearly and in detail. This research was conducted at Muhammadiyah Elementary School Kleco, Kotagede, Yogyakarta. The focus of the study was the formation of total quality educational mindset at Muhammadiyah Elementary School Kleco, Kotagede, Yogyakarta. Subjects of this study were principals, teachers, and employees. Data collection was done by observation and interview. After the data had been collected and then tested the validity of data was done through triangulation. Then, in this case, the data analysis technique was done by data reduction, data presentation, and conclusion or verification.

RESULT AND DISCUSSION

Mindset is a fixed mental attitude formed through education, experience, and prejudice (Mulyadi & Setiawan, 2001). Mindsets are mental maps used by a person as a basis for attitude and action. The mindset consists of three main components: paradigms, basic beliefs, and basic values. Paradigm is the way in looking at things. The basic belief is the belief attaches to something. The basic values are attitudes, traits, and characters uphold by someone, so based on those values a person's actions are guided.

These three things (paradigms, basic beliefs, and basic values) define all one's actions. A person's perspective on something (paradigm) can determine one's actions, they perform a course of action (consciously or not) based on what they believe to be true. We do what we believe, that is the importance of the basic beliefs that determine one's actions. Values uphold by a person become guides in every action and decision. Therefore, the paradigm, basic beliefs, and basic

values become the foundation and simultaneously the mental map in action (Machali & Hidayat, 2016).

Thus, it can be understood that for the quality changes of teachers and employees, as well as educational institutions, the main and fundamental thing to do is to change the mindset. There are two steps to the formation of the mindset, namely (1) the formulation of the mindset, and (2) the communication of mindset. The formulation of mindset can be done through three steps, namely trend-watching, envisioning, and formulation of paradigm. The communication of a mindset that has been formulated can be done through personal behavior and operational behavior (Machali & Hidayat, 2016).

A. Formulation Mindset
1. Trend-watching

Trend-watching is observing symptoms and the changes that will occur in the future through the observation of the events that have occurred in the past and ongoing. As an example, we can see in the research of Imam Machali which states that the mapping of mainstream variants of Islamic education in Indonesia since the 1980s; the pesantren, *madrasah,* and school is no longer relevant because it has emerged new variants and trends of Islamic educational institutions with its various forms and affiliations. Thus, today has emerged new innovative products from the development of Islamic educational institutions, such as Integrated Islamic School (SDIT), Institute for Integrated Islamic Education Bina Anak Sholeh (LPIT BIAS), and International Islamic School, etc. The emergence of variants and trends of Islamic educational institutions in the development, adoption, benchmarking, and innovation of the model and trend of the previous education system by lining with the demands and developments of

the times. In addition, it is also intended to meet the needs of the public as the customer of educational institutions.

However, this is different from the findings at Muhammadiyah Elementary School Kleco Yogyakarta, that in that private schools based on Islamic values is still relevant to the needs of today. This is because, in addition to prioritizing religious values, it also prioritizes the needs, interests, and talents of students through various kinds of extracurricular provided by the school, both optional and mandatory option. One of the compulsory extracurricular activities to be followed by students is an English Club, in which the students are encouraged to be proficient in English since early because the challenges ahead are getting heavier. Therefore, students must have a good stock of religious knowledge, academic, proficient in English, and have the ability in accordance with his talent.

Mindset embedded in Muhammadiyah Elementary School Kleco is that the demands are increasingly complex and heavy. The educational process begins with improving the quality of teachers, assuming that qualified teachers will produce quality learning and ultimately produce good output (Nuryanta, 2015). Teachers are the biggest motivating factor for learners. Lack of motivation can lead to less successful teachers. Personality and behavioral factors become one of the triggers of success or failure of learning (Nashikhah, 2016; Wekke & Astuti, 2017)

Therefore, the principal of Muhammadiyah Elementary School Kleco instills mindset for the teachers and employees to have more knowledge and experience and to stick to the religion according to the guidance of Al-Qur'an and Al-Hadist. Nonetheless, civilization can still adopt from anywhere to be stacked in order to influence mindset in the future. In short, the mindset is the

starting point for the Islamic schools not to be left behind and to move forward in every way.

The principal builds the mindset of the members by motivating the teachers and employees to work hard, especially for the teachers to be more eager in educating the students through training, such as technical guidance training, curriculum, and the teacher exchange. In addition, the principal also reminds the achievement of minimum standards in learning and to maximize it, the teachers are allowed to increase the allocation of time in teaching for the realization of the goals of educational institutions, and this will make the Muhammadiyah Elementary School Kleco be more qualified. In other words, the principal encourages members to always improve in order to achieve a better and superior quality of education.

The school sees the opportunities that exist in improving the quality of education as a good opportunity, then the school commits to maximize the existing learning and extracurricular processes. The opportunities are well utilized by Muhammadiyah Elementary School Kleco for the community to continue to believe that the school is committed to facilitating overall education to its students.

2. Envisioning

Envisioning is describing the impact of changes in the education caused by various forces of change that have been observed in the trend-watching sector. As the name implies, envisioning can also be defined as the process of formulating the vision based on observations of the trend of change that will occur in the future.

A good educational institution is an educational institution that is able to formulate and implement the vision and mission of education. The vision and mission of education are not only as a slogan or as a decoration and display on the school's walls, but it really should be used as a foundation to bring educational institutions towards improvement accompanied by innovation (Zahroh, 2016). In addition, in improving the quality of education, cooperation is required from a solid team to make it happen (Aufa, 2016).

By observing the impact of changes in education and trend-watching, the principal, teachers, and employees are always coordinated to make the perception to be in line with the vision of Muhammadiyah Elementary School Kleco, which is superior in achievement, noble character, cultural awareness, environmental awareness, skilled, and the manifestation of the religious human being (*muttaqin*). In order to realize the vision, it should be accompanied by the mission.

The principal emphasizes both the teachers and the employees to serve the students well. When there is an agenda or an activity, it must be prepared carefully and implemented in earnest, what is insight must be done well. These include teaching and learning activities, activities outside the teaching and learning activities, and do not neglect the values of religion, character, and culture.

3. Formulation of Paradigm

Paradigm provides guidance for carrying out the goals to be achieved. Paradigm formulation by providing the best value for the customer, make continuous improvement and try to satisfy the needs of stakeholders.

Subiyantoro's research results in the implementation of continuous improvement on a number of Islamic Senior Highschools (MAN) in Yogyakarta focuses more on the implementation of the 2013 curriculum, the development of infrastructure, facilities, and discipline of teachers and employees. It indicates that it is still focused on the input side (infrastructure,

teacher, and employee) to catch up with public schools that have performed well before, or face the increasingly competitive competition (Subiyantoro, 2016). This is different from the findings of the researchers at Muhammadiyah Elementary School Kleco, that the continuous improvement done in the school is on the side of the process of academic and extracurricular fields. Continuous evaluation and improvement are always done by the school so that it can still stand firm and can compete with other schools.

SD Muhammadiyah Kleco always strives maximally in providing the best service for students and parents. Although sometimes there are a lot of obstacles and less than the maximum result, in overcoming these obstacles, a careful evaluation of the causes and constraints was always done. For example, when students have interest and talent to paint then the school provides painting extracurricular to support the interest and talent of the students. When there is a competition outside of school and the students do not win, then the school will hold an evaluation of why they cannot win and then followed-up with a lot of exercise and training.

Steps taken by the school in satisfying the needs of customers is to meet the demands of stakeholders as best as possible. The demands of parents are for their children to not only intellectually intelligent but also to be religious, have good characters, and can develop their talents. Therefore, the school maximizes the teaching and learning process so that learners can get the best results. In addition, the school requires students to follow extracurricular such as; (1) Reciting the Quran, so that students are able to read and write Al-Qur'an well and correctly, (2) Tapak Suci Martial Arts for the students to have the dexterity and skill in martial arts, (3) *Hizbul Wathan* or Islamic boy scout to plant *Aqidah*

Islamiyah (Islamic moral values) and establish noble attitude, (4) English Club is to enable the students to speak English, and (5) Swimming is one of the sports required by the school. Meanwhile, to support the interests and talents of the students, the school facilitates a variety of choices, there are as many as 13 extracurricular activities namely; youth red cross, dance, painting, *qiro'ah*, journalism, futsal, violin, keyboard, melodica, angklung, choir, science club, and Olympic club. Thus, the customers or stakeholders are expected to be satisfied with the education services provided by Muhammadiyah Elementary School Kleco Yogyakarta.

B. Communicating Mindset Personal Behavior

The principal of Elementary School Kleco communicates the mindset to improve the quality of Islamic educational institutions by giving examples for the members, for example; (1) when the teachers and employees have gone home, the principal is still finishing the work at school, (2) if there are students who cannot follow the lesson during the teaching and learning process, then the principal provides additional learning period, and (3) during the prayer, the principal sometimes guides and conditions the students.

The principal of Muhammadiyah Elementary School Kleco communicates the mindset through operational behavior by implementing it into regulations, systems, and procedures, as well as the official decision-making. The realization of the vision of Muhammadiyah Elementary School Kleco is done by implementing it into the mission. If an educational institution wants to excel in achievement, then to make it happen it should carry-out teaching and learning activities effectively, fun, and use the right method. In addition, through the various extracurricular activities provided

by the school, it is expected for the students to develop their interest and talent and also for them to be skilled. When the school wants the students to have a noble character, the school accustoms them to greet and shake hands when meeting someone. The school also does not neglect the cultural values to keep them aware of their culture and environment. The school also creates a culture of morality through the role models of teachers and employees. Meanwhile, in realizing the religious human being is done by familiarizing the students to love to worship, such as; reading the Quran, praying *dhuha*, and *dzuhur* prayers (classes 1-6), *Ashar* prayer (in accordance with students schedule), and *zikr*.

Muhammadiyah Elementary School Kleco simplifies a vision by applying it with a mission through the slogan "Islamic, social intelligence, academic intelligence". So that means, getting used to the Islamic life and social life through various learning activities and extracurricular programs is a must to have a high social intelligence and academic intelligence.

Thus, when the mindset of total quality in education has been established, the behavior of members in the organization can be formed in accordance with the expected by educational institutions so as to realize the vision, improve the quality of education, and satisfy the customer.

CONCLUSION

The formation of total quality educational mindset at Muhammadiyah Elementary School Kleco Yogyakarta is done through (1) formulation of mindset and (2) communication of mindset. The formulation of the mindset is implemented through three steps, namely (1) trend-watching, (2) envisioning, and (3) formulation of paradigm. Muhammadiyah Elementary School

Kleco conducts the trend-watching by instilling the mindset that the demands are increasingly complex and heavy. Therefore, the principal instills the mindset for the teachers and employees to have more knowledge and experience and stick to religion according to the guidance of the Qur'an and Al-Hadith. Nonetheless, civilization can still adopt from anywhere in order to influence the mindset in the future.

The visions of Muhammadiyah Elementary School Kleco are excellence in achievement, noble character, cultural awareness, environmental awareness, skilled, and the realization of religious human being. The visions are applied in the mission. Formulation of paradigm Muhammadiyah Elementary School Kleco is trying to give the best value for the customer and to make continuous improvement.

The communication of mindset that has been formulated is done through two ways, through (1) personal behavior by giving examples by the principal to the members, and through (2) operational behavior where the principal communicates the mindset by implementing it into rules, systems and procedures, as well as official decision-making. Further researchers are suggested to use this research as one of the references and further research based on factors forming the total educational mindset.

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