

TQM-Based Classroom Management in Improving the Quality of Education at MTsN 1 Serang City, Banten

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ABSTRACT

Improving the quality of education is essential for educational institutions to maintain relevance amidst increasing competition and the rapid development of science and technology. One approach is implementing classroom management based on Total Quality Management (TQM). TQM is a management approach focused on quality, involving the participation of all human resources, and aimed at long-term success through customer satisfaction, benefiting all organization members. This study explores the planning, implementation, challenges, solutions, and outcomes of TQM-based classroom management at MTsN 1 Serang City, Banten. A qualitative descriptive approach was used, with data collected through observation, interviews, and documentation. Informants included the headmaster, teachers, and administrative staff. The study found that TQM-based classroom management involved forming a team responsible for student placement and monitoring class activities. Challenges identified included inconsistent program execution, lack of team cohesion, and incomplete application of training outcomes. Solutions proposed include establishing a quality control task force and fostering strong team cohesion. The results indicated improved teaching and learning processes, harmonious relationships among staff, students, and parents, and increased student motivation and achievement, improving education quality.

Keywords: *classroom management, TQM, quality of education*

1. Introduction

The definition of management has various meanings, depending on each person who interprets the management. So, there are many varieties of terms used in interpreting management. The term management is comprehensive, and even the term management can be juxtaposed with its target objects, such as office management, education management, learning management, school management, supervision management, clinical management, classroom management and many more management scopes that are used both in the world of work and in the world of education.

In the world of education, the term management can be associated with learning management or education management, so from this, it can give birth to various kinds of management in each specific activity. Education management focuses on democracy and collective participation, ensuring that all stakeholders, from teachers to administrators, are involved in the decision-making process (Boni et al., 2023). Effective teaching staff management is essential for improving the quality of education, as it emphasizes competency development, resource management, and technology integration (Sukatin et al., 2024).

In addition, the functions of education management—planning, organizing, driving, and controlling—are essential to achieving educational goals efficiently (Nurhikmah, 2024). This holistic approach fosters a supportive learning environment and aligns educational practices with the community's needs (Edilxanova, 2024). However, it is essential to realize that while management strategies can significantly improve educational outcomes, they must be adaptable to the unique challenges and contexts of different educational institutions, ensuring that they remain relevant and effective in a rapidly changing world.

Management is a multifaceted process that includes planning, organizing, directing, and controlling to achieve specific goals (Fauziyati, 2023). Management involves using various resources, including human resources, to meet goals (Bahri, 2022). As a social and operational process,

management highlights the complexity of decision-making (Eka et al., 2024). Effective management planning can also improve employee performance through training and motivation (Pangestu et al., 2022).

To improve the quality of education, of course, there needs to be classroom management that the school must adequately manage. In addition, a strategy for achieving good quality education (Bouranta et al., 2021; From & Sukma, 2023; Jemmy et al., 2023; Suranto et al., 2022). The implementation of Total Quality Management (TQM), also known as Integrated Management Quality, needs to be carried out in classroom management so that there is an improvement in the quality of education (Bunyamin et al., 2020; Jamalludin et al., 2021; Jasti et al., 2022). The implementation of TQM leads to the concept of improving the quality of education and service satisfaction of school customers, so it is necessary to have classroom management that is carried out optimally in the process of carrying out learning activities (Bednarek et al., 2020; Fernandes & Singh, 2022; Taraza et al., 2024).

In the context of Total Quality Management (TQM), the principle that "customers are king" emphasizes the importance of aligning educational services with the needs and preferences of the community. TQM in education focuses on continuous improvement and customer satisfaction, ensuring that schools provide quality education in line with the expectations of students and parents. One of its key aspects is its focus on the customer, where TQM prioritizes understanding and meeting the essential needs of students and parents to achieve satisfaction (Ikhsan et al., 2023). Schools must adapt their services based on feedback and changing requests from the community (Ningtyas & Khusnuridlo, 2023).

In addition, TQM emphasizes continuous improvement through a systematic approach to assessing and adjusting teaching methods and curriculum (Nurpalah et al., 2022). To support this, staff empowerment and teamwork coaching are essential in effectively implementing TQM (Asnawan, 2021). Leadership commitment also plays a crucial role, as strong leadership is needed to drive TQM initiatives and ensure that all stakeholders are involved in the quality improvement process (Bintari, 2022). However, while TQM emphasizes customer satisfaction, some argue that an excessive focus on customer preferences can overlook broader educational goals and values. This can potentially cause a misalignment between public expectations and the integrity of education.

Classroom management will affect learning activities (Wolff et al., 2021). Students often feel uncomfortable and bored when studying if the classroom conditions are messy and no exciting things make the spirit appear when entering the classroom (Hanaysha et al., 2023). The seating layout has not changed, so teachers cannot thoroughly provide learning (Haklıdır, 2024; Manca et al., 2020). The many students in the classroom will also impact the problems that arise. The noise and noise due to too many students in the classroom cause learning not to be optimal (Graham, 2023).

Based on this, the author feels interested and wants to try to observe and motivate the learning process in the madrasah by carrying out research. The problem formulation in this study is as follows: How is the TQM-Based Classroom Management Planning, How is the management of TQM-Based Classroom Management, and What are the problems in TQM-Based Classroom Management? How to Solve TQM-Based Classroom Management Problems? And what are the results of TQM-Based Classroom Management Management in improving the quality of education in MTsN 1 Serang City, Banten Province?

2. Literature Review

The Influence of Classroom Management on the Quality of Education

Many factors must be considered to achieve quality and accountable education. One of the main factors is good classroom management, especially from teachers who provide learning (Cho et al., 2020; Hepburn & Beamish, 2019; Wolff et al., 2021). Human resources, especially teachers' ability to manage classrooms, are essential in improving the quality of education (Alfiyanto et al., 2021; Alfiyanto & Hidayati, 2022). Classroom management involves managing a conducive learning atmosphere so learning can occur effectively and adequately (Venketsamy et al., 2020; Widiyawanti, 2024).

Good classroom management is not only the responsibility of teachers but also requires the support of various other elements in education (Hepburn & Beamish, 2019; Wolff et al., 2021). Adequate facilities and infrastructure, such as the physical condition of classrooms, benches, desks, chairs, and blackboards, also affect the learning atmosphere (Manca et al., 2020). Simple things like classroom paint colour can also affect student comfort (Amarin & Al-Saleh, 2020; Manca et al., 2020).

With good classroom management and supporting facilities, the quality of education based on Total Quality Management (TQM) is expected to be achieved.

Definition and Goals of Classroom Management

Classroom management is generally used to create conditions that support the learning process (Wolff et al., 2021). The main goal is optimal learning to effectively and efficiently achieve educational goals (Dari & Sukma, 2023). Good classroom management makes it easier for teachers to monitor student learning progress. Classroom management provides a social, emotional, and intellectual environment supporting learning (Gimbert et al., 2023; Wolff et al., 2021).

Arikunto added that classroom management aims to enable students to learn more effectively in an orderly and conducive learning atmosphere to achieve learning goals (Arikunto, 2008). In addition, classroom management aims to create optimal learning situations, eliminate learning barriers, and provide facilities that support teaching and learning interaction (Hepburn & Beamish, 2019).

Principles of Classroom Management

The principles of good classroom management can be applied in several ways, such as example, habituation and the use of stories or examples in learning (Yusra et al., 2022). Role models provide good examples from teachers to students, which can increase students' enthusiasm for learning (Maryance et al., 2022). Habituation is an effort to implement an action continuously until it becomes a good habit for students. In addition, teachers can also use concrete examples in learning so that students can more easily understand the material presented (Wicaksono, 2023). These principles must be integrated into each subject's curriculum so that classroom management can run effectively and support the achievement of educational goals.

Obstacles in the Learning Process

During the learning process, teachers often face various obstacles that can interfere with the smooth delivery of messages (Ying et al., 2021). Some obstacles that often occur include the absence of student response, branching student attention, or unclear communication between teachers and students. Another obstacle is the monotonous teaching methods of teachers, which make students lose interest in learning (Anggoro & Ningsih, 2023; Nandini et al., 2024). To overcome these obstacles, teachers must manage classroom conditions well. One way is to consider all aspects of learning in a planned and systematic manner so that the teaching and learning process can occur successfully.

TQM in Education

Total Quality Management (TQM) is a management approach that focuses on continuous quality improvement in all aspects, including education (Permana et al., 2021). In education, TQM aims to improve quality through continuous improvement in all elements of education, such as teachers, facilities, curriculum, and learning processes (Jamalludin et al., 2021). The quality of education can be understood as the ability of schools or educational institutions to meet the needs of students and parents. Implementing TQM in educational institutions is one of the main ways to holistically and sustainably improve education quality. It involves the participation of all elements of the school, from the principal to the students.

Factors Determinating the Success of Education Quality

Various internal and external factors greatly influence the success of improving the quality of education. Three main factors determine the realization of quality education. Among them are effective leadership, active participation of teachers and staff, an excellent teaching-learning process, and the involvement of parents and the community (Siregar, 2024). Quality education must start from the joint commitment of all parties involved, including principals, teachers, staff, students, and parents. All of these elements must play an active role in creating a learning environment that is supportive and conducive to student development (Zajda, 2023).

3. Research Methods

This research was carried out at MTsN 1 Serang City, Banten Province, from September to November 2022. The method used is qualitative descriptive, which aims to describe and systematically describe the characteristics and accuracy of the data obtained from respondents related to the problem being studied. This research procedure includes several steps, ranging from a preliminary study to obtain information about classroom management, determine the research focus, and identify research questions to literature studies to support the theoretical picture. Data was collected through interviews, observations, and documentation, including principals, vice principals, teachers, and students.

Data collection techniques involve interviews, observations, documentation studies, and triangulation, with the presentation of data in the form of narratives. The collected data is systematically organized based on research objectives and questions. Conclusions are drawn by identifying patterns, causal relationships, and relevant propositions. In addition, researchers also discuss with peers to develop intersubjectivity, and the research results are compiled in the form of reports containing conclusions, implications, and recommendations.

4. Results and Discussions

Results

TQM-based classroom management planning at MTsN 1 Serang City

In the planning of classroom management based on TQM and MTsN 1 Serang City, the following are: a) The head of the madrasah forms a team that is given the task of dividing classes in the new school year. b) The class formation team identifies students to be mapped. c) Classroom mapping based on student achievement d) In each class, one homeroom teacher will monitor student activities in the new class, such as their teaching and learning or social activities (socializing). e) The number of students per class is limited to 36 students per class. f) Its management refers to the vision and mission of the madrasah.

As a teacher in classroom management: a) Must understand the dimensions of learning planning. b) Must master learning planning methods. c) Must understand the principles and steps of learning tool development. d) Every teacher must be able to make learning tools based on the applicable curriculum. e) Able to understand the class management plan.

Classroom management planning based on TQM MTsN I Serang City: a) The head of the madrasah forms a team to form classes in the new school year. b) The class planning team identifies students to be mapped in a specific class. c) Classroom mapping is based on the superior abilities of each student (MIPA, IPS, PAI and Language classes). d) Each class is guided by one homeroom teacher who is responsible for the class. e) The number of students in one class does not exceed the limit of the applicable rules. f) Classroom management refers to the vision and mission of the madrasah.

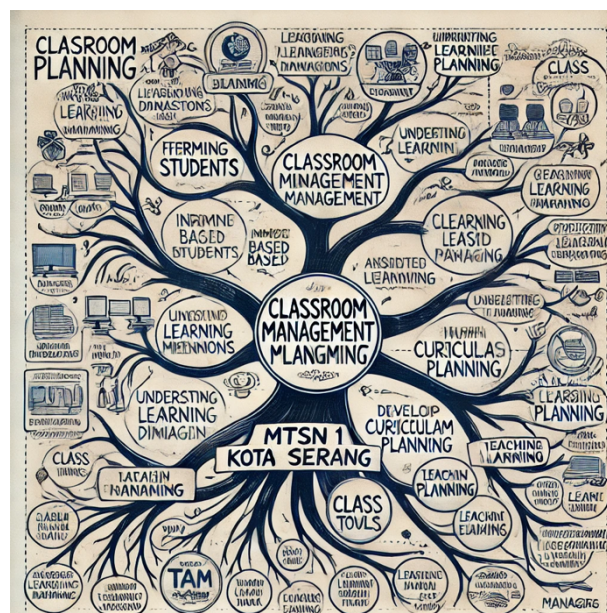


Fig. 1. TQM-based Classroom Management Planning at MTsN 1 Serang City

Implementation of TQM-based classroom management at MTsN 1 Serang City

The management of TQM-based classes at MTsN 1 Serang City is as follows: a) Students enter class at 07.00 and end at 15.30. b) Before entering the classroom, students check the neatness, completeness, attributes and health. c) 30 minutes before starting KBM, students do *tadarus*, read daily prayers and carry out *dhuha* prayers and guidance from homeroom teachers. d) The teacher checks the

The team is not compact because they still do not have the same understanding, and there has been no change in the new work culture. c) The approach used regarding TQM is still limited. d) Excessive and unrealistic expectations. e) Employees, after receiving training, have not produced positive things.

How to overcome problems in TQM-based classroom management at MTsN 1 Serang City

How to overcome problems in TQM-based classroom management at MTsN 1 Serang City: a) Leaders provide guidance and motivation to teachers and TU staff. b) The formation of a quality control task force team. c) The quality control task force team provides direction and motivation. d) Work according to the mandate effectively and efficiently.

Overcoming problems in TQM-based classroom management include: a) For individual problems, teachers should be able to recognize and understand the right direction of student behaviour so that teachers can handle student problems appropriately. b) Regarding group problems, several ways include: teachers are warm in fostering student friendships, respecting them, being fair, objective towards student mistakes, avoiding confirming students in front of their friends, creating an optimistic attitude, and creating a more pleasant atmosphere of life at school/madrasah.

How to overcome problems in TQM-based classroom management at MTsN 1 Serang City: a) Leaders who are consistent and always motivate all employees. b) The cohesiveness of the team and all human resources must be and care about TQM, so it is necessary to be given the same understanding and view. c) The quality control group team works by motivating teachers. d) Instilling a mental attitude to work efficiently and effectively in a positive direction. e) The quality control team provides views and directions regarding the new paradigm so that it does not think dogmatically.

Results of TQM-based classroom management at MTsN 1 Serang City

The results of TQM-based classroom management at MTsN 1 Serang City: a) The KBM process is running well. b) The relationship between teachers, staff, students, and parents is harmonious. c) Help each other and cooperate. d) Producing graduates who are accepted into their favourite schools. e) MTsN 1 Serang City is a school in great demand, and the community's interest is considerable. f) Improving the quality of education.

The results obtained in managing TQM-based classes at MTsN 1 Serang City: a) effective teaching and learning process. b) there is harmonious emotional guidance between teachers, students and parents. c) students' enthusiasm for learning increases. d) Madrasah's achievements are due to the teaching-learning process and madrasah management. e) improving the quality of education in a sustainable and integrated manner.

Results in TQM-based classroom management at MTsN 1 Serang City: a) Habituation in the classroom occurred and ran as expected. b) The KBM process is running well. c) The relationship between students is hurt, and parents of students are responsible for harmony. d) The formation of mutual assistance and cooperation between teachers in improving the quality of education. e) The mindset and addition of insights into the management of teachers and employees continue to develop. f) Producing graduates who are accepted into their favourite advanced schools. g) Improving the quality of education in a sustainable and integrated manner and continuously evaluating.

Discussion

Implementing Total Quality Management (TQM)--based classroom management at MTsN 1 Serang City highlights several critical components in the planning, execution, and outcomes of educational management to enhance the quality of education. This approach aligns with the principles of continuous improvement, focusing on student-centred learning and teacher accountability. Several critical aspects emerge when analyzing TQM-based classroom management at MTsN 1 Serang City.

Classroom Management Planning Based on TQM

The classroom management process at MTsN 1 Serang City begins with a structured plan that involves collaboration between school leadership and teachers. The head of the madrasah forms a dedicated team to handle student class placement at the start of the academic year. This team conducts student assessments and assigns them to classes based on performance and academic potential, thus implementing a form of classroom differentiation (Double et al., 2020; Ziernwald et al., 2022). Each class is supervised by a homeroom teacher responsible for the student's academic progress and social development. This approach mirrors TQM's emphasis on leadership and collaborative planning (Ghosh et al., 2022).

The class size is limited to a maximum of 36 students, adhering to educational standards that promote more personalized attention, which is crucial for effective teaching and learning (Molavi, 2024). Planning also incorporates the institution's vision and mission, emphasizing students' holistic development and reflecting the TQM goal of aligning operational processes with organizational objectives (Jasti et al., 2022).

Execution of TQM-Based Classroom Management

The execution of TQM-based classroom management at MTsN 1 Serang City follows a structured daily routine. The school day starts at 07:00 and ends at 15:30, with students beginning their day with tadarus, daily prayers, and motivational guidance from their homeroom teacher. These activities align with spiritual development, reflecting the broader objectives of character education (Anggyana & Komalasari, 2023; Denar, 2021). Teachers play a pivotal role in the success of this system. They are responsible for tracking student attendance, delivering lessons according to pre-established lesson plans (RPP), and conducting daily evaluations of student understanding through regular assessments. This aligns with TQM's continuous improvement principle, where feedback loops—such as daily quizzes and formative assessments—are used to improve student learning outcomes (Borter, 2024).

Furthermore, TQM emphasizes the importance of satisfying stakeholder expectations. Regular meetings with parents, homeroom teachers, and guidance counsellors help gauge parent satisfaction and monitor students' holistic development. This process helps ensure that the school not only meets educational objectives but also aligns with the aspirations of parents, a key stakeholder in the education process (Fischer et al., 2019).

Challenges in TQM-Based Classroom Management

Despite the straightforward structure and intentions, implementing TQM-based classroom management has several challenges. One major issue is inconsistent leadership and a lack of cohesive teamwork among teachers. This mirrors findings in the TQM literature, where leadership inconsistencies can significantly hinder the effective implementation of quality initiatives (Okon et al., 2024). Additionally, teacher training has not been fully implemented, suggesting a gap between theoretical knowledge and practical application (Limbong et al., 2024). Behavioural issues among students, both at an individual and group level, also present challenges. Some students exhibit disruptive Behavior as a means of seeking attention, asserting power, or displaying resistance, which complicates classroom management. At the group level, a lack of cohesion can lead to interpersonal conflicts that affect the classroom environment (Riwayadi, 2024).

Addressing Challenges and Enhancing TQM Implementation

To address these challenges, the school leadership must adopt a more consistent and hands-on approach, ensuring that all staff members are aligned with the principles of TQM. Regular motivational sessions and training can help foster a shared understanding of TQM's objectives among the faculty. Forming a quality control team tasked with monitoring and guiding teachers also supports the goal of continuous improvement (Ikhsan et al., 2023).

In dealing with student behavioural issues, teachers should adopt more individualized approaches that account for the psychological needs of each student. Teachers can create more harmonious classroom environments by understanding and addressing the root causes of disruptive Behavior (Nasution & Ani, 2023). Additionally, fostering a positive group dynamic through team-building activities can mitigate group-level conflicts, promoting a more supportive classroom community.

Outcomes of TQM-Based Classroom Management

Implementing TQM-based classroom management at MTsN 1 Serang City has yielded several positive outcomes. The teaching and learning process (KBM) runs smoothly, and the relationship between students, teachers, and parents is harmonious. This partnership is critical in promoting a supportive learning environment (Gerzina, 2020). Students show improved engagement in learning, and the school has gained recognition for its academic achievements, with many graduates being accepted into prestigious schools. Furthermore, the madrasah has become a preferred choice for many parents,

which reflects the positive impact of TQM on institutional reputation and the overall quality of education (Jamil, 2023).

In conclusion, the TQM-based classroom management system at MTsN 1 Serang City has proven effective in enhancing students' academic and social outcomes. However, addressing the challenges of leadership, teamwork, and behavioural management is essential for sustaining these improvements and fostering a culture of continuous quality enhancement.

5. Conclusion

Based on the research results, class management planning based on Total Quality Management (TQM) at MTsN 1 Serang City was carried out by forming a team tasked with dividing classes in the new school year. The team identifies students to map based on their ability to excel, with each class guided by a homeroom teacher responsible for monitoring students' learning and social activities. The implementation of this classroom management also follows strict SOPs, where students are checked for cleanliness and neatness before entering class. Teachers also play an essential role in motivating students to increase enthusiasm and concentration in learning.

However, several challenges in the management of TQM-based classes at MTsN 1 Serang City were identified, such as inconsistent programs, less compact teams, and the implementation of training results that were not optimal. To overcome this problem, madrasah leaders play an active role in providing guidance and motivation and forming a quality control group team that works according to the mandate effectively and efficiently. The results of this implementation show that the KBM process is running well, the relationship between teachers, staff, students, and parents is harmonious, and student achievement increases, resulting in graduates who are accepted into their favourite schools and sustainably improving the quality of education.

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