TOTAL QUALITY MANAGEMENT OF CHARACTER EDUCATION IN SMA NEGERI 1 PURWAKARTA DURING COVID-19

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ABSTRAK

Penelitian ini bertujuan untuk: 1) Mengetahui karakter peserta didik di SMAN 1 Purwakarta; 2) Mengetahui penarapan manajemen mutu terpadu dalam membina karakter peserta didik; dan 3) Mengetahui evaluasi pendidikan karakter di SMAN 1 Purwakarta. Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data dilakukan dengan cara wawancara, observasi, dan dokumentasi. Teknik analisis data dimulai dengan pengumpulan data, reduksi data, penyajian data, dan verifikasi data dan kesimpulan. Uji keabsahan data melalui perpanjangan waktu, triangulasi, dan bahan referensi. Hasil penelitian menunjukkan bahwa peserta didik SMAN 1 Purwakarta memiliki karakter religius, jujur, toleransi, disiplin, kerja keras, kreatif, mandiri, suka bermusyawarah, rasa ingin tahu, nasionalis, cinta tanah air, menghargai prestasi, komunikatif, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, dan tanggung jawab. Penerapan manajemen mutu dilakukan dengan terlebih dahulu melakukan perencanaan strategis seperti merumuskan visi dan misi, menentukan nilai karakter utama, analisa kebutuhan pasar, dan analisis SWOT. Penerapannya dilakukan dengan merujuk pada prinsip-prinsip TQM dan berjalan dengan baik sekitar 90%. Pelaksanaan monitoring dan evaluasi juga dilakukan dalam beberapa tahap yang terdiri dari evaluasi segera, seperti laporan harian peserta didik dengan sistem penilaian menggunakan pendekatan mainstream; evaluasi jangka pendek seperti melalui rapat rutin setiap pekan; dan evaluasi jangka panjang melalui supervisi klinis dan evaluasi diri.

Kata kunci *:* Manajemen Mutu Terpadu, Pendidikan karakter, SMAN 1 Purwakarta

ABSTRACT

This study aims to: 1) Know the character of students at SMAN 1 Purwakarta; 2) Know the implementation of integrated quality management in fostering the character of students, and 3) Know the evaluation of character education at SMAN 1 Purwakarta. This research uses the qualitative descriptive method. Data collection techniques are carried out using interviews, observations, and documentation. Data analysis techniques begin with data collection, data reduction, data presentation, and data verification and conclusions. Test the validity of the data through time extension, triangulation, and reference materials. The results showed that the students of SMAN 1 Purwakarta have a religious character, honesty, tolerance, discipline, hard work, creative, independent, friendly, curious, nationalist, love of the homeland, value achievements, communicative, peace-loving, fond of reading, environmental care, social care, and responsibility. The application of quality management is carried out by first carrying out strategic planning such as formulating the vision and mission,

determining the value of the main character, analyzing market needs, and SWOT analysis. Its application is carried out by referring to the principles of TQM and goes well by about 90%. The implementation of monitoring and evaluation is also carried out in several stages consisting of immediate evaluation, such as daily reports of students with a grading system using a mainstream approach; short-term evaluations such as through regular meetings every week; and long-term evaluation through clinical supervision and self-evaluation.

Keywords: *Total Quality Management, Character Education, SMAN 1 Purwakarta*

INTRODUCTION

The many character crises that occur in school-age children are one of the factors causing the importance of implementing character education in every educational institution (Bahri, 2015). Data from previous studies said that the younger generation is currently indicated by a decline in character as evidenced by the results of a survey conducted by KPAI in coordination with the Ministry of Health with survey results showing high cases, namely NAPZA (use of narcotics, smoking, and liquor), as well as cases of violence in schools (Sahruli et al., 2017). However, to improve the quality of a program that is carried out, it is necessary to have good management to achieve the goal of the institution. Thus, total quality management is a solution to implementing character education. Based on the results of preliminary observations, the application of character education at SMAN 1 Purwakarta is adjusted to the program from the province itself, namely West Java Masagi Character Education Based on West Java Culture. Then Jabar Masagi was revealed to be Smansa Masagi. However, since the enactment of the zoning system program, the school has received additional tasks and new challenges in educating the character of students from different backgrounds with different academic abilities. Based on the results of preliminary observations, SMAN 1 Purwakarta has good potential in character education management as evidenced by the highest accreditation value at the high school level in Purwakarta.

The formulation of the problem consists of 1) What is the character of the students at SMAN 1 Purwakarta?; 2) How is the application of integrated quality management in fostering the character of students?; and 3) How is the evaluation of character education at SMAN 1 Purwakarta? This research uses qualitative descriptive methods with data collection techniques through interviews, observations, and documentation studies. Data analysis techniques using data collection, data reduction, data presentation, and verification of conclusions.

LITERATUR REVIEW

Quality according to Sallis has a variety of meanings, namely the notion in the concept of absolute and relative (Sallis, 2006). The results of quality education can be seen from the performance or success of a school in achieving a goal that has been planned in each certain period (Ibrahim, 2021). Total quality management according to Lantip Prasojo can be interpreted as

planning accompanied by quality supervision of products and services in a company institution in a structured and detailed manner (Prasojo, 2016).

Lickona mentioned that there are 3 components of good character, namely moral knowing, moral feeling, and moral acting (Lickona, 2013). Muslich emphasized that character education is a process of cultural passion for a person and society that will later make society more civilized (Muslich, 2018). Sa'dun Akbar in his journal Lestari emphasized the importance of character building because basically humans should have traits with human and humanist values (Lestari, 2016). In essence, every school program including programs in character education certainly requires planning, implementation, and evaluation in it so that the desired results can be achieved. (Tabroni & Purnamasari, 2022).

DISCUSSION
Character of Students at SMAN 1 Purwakarta

The following are the characters of students at SMAN 1 Purwakarta based on the results of observations, documentation, and interviews.

a. Religious; According to Nurkholis Majid, religious people are not only those who have characteristics such as prayer, reading the Qur'an, and always praying, but all his behavior reflects a commendable attitude to get the blessings of Allah Almighty (Almu'tasim, 2016). The religious character of students at SMAN 1 Purwakarta can be seen from the activities carried out by students in their daily lives at school such as studying the Qur'an for 15 minutes before KBM starts which is held every Tuesday, Wednesday, Thursday, zuhur congregational prayers, as well as Yasin and tausiah studies on Fridays, carrying out Friday prayers at school. There is an EXTRACurricular IREMA also in fostering religious character in schools as an extracurricular of choice and holding whitish activities for female students.

b. Honest; Honestly have a trustworthy understanding in every word and deed (Purwanto, 2021). This character is formed through a program of honesty canteens, prohibitions on cheating, and the availability of suggestion boxes and complaints.

c. Discipline; The character of discipline can be seen in the majority of students who always come to school on time and do schoolwork on time. The cultivation of disciplinary character is also assisted by the student council where every day the student council is tasked with monitoring the tidiness of other students when entering school, how to dress, completeness of attributes, and others. To implement a disciplined character, the school prepares fingerprints for all school residents so that anyone who arrives late to school will be discovered, be it students, teachers, or other staff.

d. Tolerance; There is a high tolerance seen by the school where when there are PAI learning or activities that intersect with Muslims, non-

Muslim students are not required to follow it.

e. Strive; seen through an earnest attitude in learning, doing assignments, and facing learning difficulties..

f. Curiosity; This character can be seen from learning activities in the classroom, where students ask questions in teaching and learning activities with discussions in class.

g. Rewarding achievements; It can be seen that there is an attitude of mutual respect for achievements in the school, this is evidenced when there are students who have succeeded in making novels, the teachers announce and give appreciation to these students.

h. Nationalist; The nationalist character is developed through ceremonies every Monday and the celebration of national holidays.

i. Love of the motherland; It can be seen from the use of good and correct Indonesian in schools, using domestically made products, displaying photos of the president, vice president, state flag, and state emblem in the classroom and other rooms.

j. Love to be deliberative; Deliberative activities are usually developed through the Student Council and the Class Daily Representative Body (BPHPK). Learning can be developed through discussion methods and various other methods.

k. Self-sufficient; For independent character, its development can be seen from the SKS system in learning, where students can independently manage learning time.

l. Creative; The creative attitude can be seen from the work displayed in the storefront in the form of brooches, knick-knacks, and wall hangings with motivating writing.

m. Peace-Loving; This character can also be seen where this school is a child-friendly school, where there has never been an act of violence or bullying. This is because, during the orientation period, students are always given directions regarding the dangers of bullying.

n. Love to Read; The character of love to read is developed through a literacy culture, namely the literacy corner and the literacy café.

o. Social Care; through the SMANSA Berbagi program.

p. Communicative; This character is developed through learning activities in the classroom, such as students learning to be able to communicate the results of answers to their other friends in front of the class.

q. Care for the environment; It can be seen from the cleanliness of the class, which is always well maintained by the picket attendants. The presence of a vase can also beautify the room to look more pleasing to the eye. In addition, the character of caring for the environment is also developed through the movement to pick up waste in cooperation.

r. Responsibility; This character can be seen in the responsibility of students in doing lesson assignments on time.

Implementation of Total Quality Management of SMAN 1 Purwakarta

Implementing total quality management is not easy, especially in state education because many factors can hinder the process in it, such as obstacles coming from teachers or employees will greatly affect the work culture and performance. It is even undeniable that civil servants in our country have a very low quality of discipline (Arbangi, Dakir, 2016). So that its implementation requires a high work culture, performance, and discipline from all school implementers, both teachers, employees, and principals.

In implementing quality management of character education, SMAN 1 Purwakarta first carried out a strategic plan. The school first formulates a vision and mission and designs several character values that are prioritized for their development. Strategic planning is carried out through market analysis, where market analysis is carried out by mapping new students by conducting specialization tests in the department and collecting data on the ideals and desires of students in continuing to a higher level. SWOT analysis is carried out in character education planning through self-evaluation of schools on all national standards of education, both in learning and in other school activities. This is following what was conveyed by Sallis that in implementing total quality management, strategic planning is needed (Sallis, 2006).

In its application, the character education program at SMAN 1 Purwakarta is strongly supported by very adequate facilities and infrastructure that also involve all school residents ranging from the principal, vice-principal for curriculum, vice-principal for student affairs, all educators and education staff, and assisted by the student council in collaboration in implementing character education programs. There is gradual decision-making that begins at the level of the vice-principal first which is then the draft is socialized to the school residents to be used as material for the next meeting or deliberation to make a decision. On the other hand, the implementation of quality management at SMAN 1 Purwakarta also involves all employees, orientation to quality, provision of supporting resources, awards for achievement, leadership, and customer focus are things that SMAN 1 Purwakarta always strives for (Sarvitri et al., 2020).

In addition, good communication with students and parents of students is always maintained where in every process of student development, the school always coordinates with the homeroom teacher, where the homeroom teacher always conveys it to the parents of students regarding the progress of students or obstacles experienced. There are so many misses of communication in an organization, including an educational institution. Not a few problems occur due to poor or uneven communication. So that establishing good communication is very important, both communication between superiors and subordinates, communication between staff, communication between the school and customers, namely students and parents and communication between the school and the surrounding community.

The commitment built between school residents and parents in the success of character education programs is very good where the moral and material support from parents is very good and appreciates every activity carried out by the school. In addition, the support of school residents in every school activity is very helpful in the smooth running of character education programs. The existence of teamwork can also be seen from each activity, where each activity will have a committee, each of which has a different task, the principal assigns according to his function and position to carry out the functions he carries out by including a job description in each unit. Cooperation is also carried out with school committees as well as horizontal and vertical institutions. The application of quality management should indeed be carried out in accordance with the principles above. This is in line with what Jamaluddin said (Jamaluddin, 2017).

Various kinds of training are prepared by the leadership to improve the competence of teachers and other staff. Such as by holding in-house training every semester. To avoid failures in the quality of education that can occur due to the low quality of human resources training and improvement of human resources, be it top leaders, middle leaders, teachers, and all other staff are necessary to prioritize (Rawis et al., 2021).

Not only that, but character education programs are also integrated into the school curriculum or in learning activities, such as building the character of cooperation through discussion methods in learning. This is in line with what

Fajri said in his journal that the application of class-based character education is very preferable because students spend more time in class. (Fajri & Rivauzi, 2022). The existence of feedback to students is carried out in the form of remedial and enrichment programs, while feedback to parents is in the form of reports on the achievement of learning outcomes and the implementation of school activities. Feedback is also the basis for policies on subsequent programs that are included in school programs through the Annual Work Plan which was previously analyzed through context analysis, School Self-Evaluation by involving the school development team in a coordination meeting and annual work meeting. Human Resource Training is carried out very well, both to improve educators (teachers), other educational staff, and all school residents.

The thing that needs to be underlined in implementing total quality management is related to customer satisfaction. In line with what Sallis has conveyed that a product can be said to be of high quality if it has met customer needs (Sallis, 2006). Based on the results of questionnaires and interviews conducted with 21 students, 15 parents, and several school staff representatives, it showed that there was excellent customer satisfaction (internal and external) for the service and character education program at SMAN 1 Purwakarta.

Evaluation of Character Education at SMAN 1 Purwakarta

Monitoring and evaluation are carried out during the activity in the form of supervision of the continuity of activities, from

scheduling, programs implemented financing and others. The evaluation of character education at SMAN 1 Purwakarta consists of immediate evaluation, such as daily assessment, short-term evaluation through regular meetings every week, and long-term evaluation through clinical supervision and self-evaluation.

CONCLUSION
Based on the explanation above, the following conclusions can be drawn.

Students at SMAN 1 Purwakarta have a religious character, honest, discipline, tolerance, strive, curiosity, rewarding achievement, nationalist, love of the motherland, love to be deliberative, self-sufficient, creative, peace-loving, love to read, social care, communicative, care for the environment, and responsibility.

The application of quality management combined with character education begins with a strategic plan such as compiling the school's vision and mission, designing the main character values, analyzing market needs by mapping new students, conducting a SWOT analysis, and preparing human resources and infrastructure. Customer satisfaction with the policies of character education programs and school services is mostly good and satisfactory.

Monitoring and evaluation of character education at SMAN 1 Purwakarta is carried out during the activity, in the form of supervision of the sustainability of activities both from scheduling, programs implemented, financing, and others. The implementation of monitoring and evaluation is also carried out in several stages consisting of

immediate evaluation, such as daily reports of students with a grading system using a mainstream approach; short-term evaluations such as through regular meetings every week; and long-term evaluation through clinical supervision and self-evaluation.

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