Total Quality Management in Improving Students' Learning Discipline at SMA Negeri 06 Bombana

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Article Info	Abstract
	This study aims to analyze the implementation of Total Quality Management (TQM) in improving student learning discipline at SMA Negeri 06 Bombana through the application of National Education Standards (SNP), which include process standards, management standards, and educator and education personnel standards. The research employs a qualitative case study approach, with data collected through non-participant observation, in-depth interviews, and documentation. Data validity is ensured through triangulation, while analysis is conducted using Fishbone Analysis, identifying the causes and solutions to student discipline issues. The findings indicate that the implementation of Process Standards through planning, execution, and evaluation of learning contributes positively to enhancing student discipline. Management Standards are applied through student council (OSIS) empowerment, strict teacher supervision, and periodic evaluations to ensure the effectiveness of discipline programs. Meanwhile, Educator and Education Personnel Standards focus on improving teacher competencies in instilling discipline values and serving as role models for students. The application of TQM in school management has proven effective in fostering a sustainable discipline culture among both students and educators. With an approach involving all stakeholders, the school has successfully created an academic environment that is conducive and oriented toward character development.

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1. INTRODUCTION

In the era of globalization, improving the quality of education has become a priority for many countries. Educational institutions are required to produce graduates who are competitive and in line with industry needs. One approach applied is *Total Quality Management* (TQM), which was previously applied in the industrial sector before being adopted into the world of education (Sallis, 2012).

The application of quality management in education began to develop in the 1980s in the United States and spread to Europe in the 1990s. This movement aims to address the gap between industry requirements and academic performance in schools. According to Hasbi Lambe et al., quality education is a major factor in the progress of industrial countries such as Japan and Germany (Lambe et al., 2022).

In improving the quality of education, schools face various challenges. Wardiman Djoyonegoro emphasized that the three main factors in educational development are (1) adequate facilities and infrastructure, (2) quality textbooks, and (3) professional

educational staff (Mulyasa, 2020). The school principal has a strategic role in ensuring these three factors run optimally.

TQM is a strategy that can be applied to answer this challenge. Edward Sallis stated that the principle of continuous improvement in TQM provides tools for educational institutions to meet and exceed the expectations of students and other stakeholders (Sallis, 2012). The Indonesian government has established various policies to ensure the quality of education, one of which is through *National Education Standards* which covers eight main aspects, such as content standards, processes, graduate competencies, educators and education staff, as well as facilities and infrastructure (PP No. 19 of 2005). Law Number 20 of 2003 also emphasizes that education functions to educate the life of the nation and develop dignified character and civilization (Indonesian State Secretariat, 2003).

The application of TQM in education plays a role in creating a system that is more disciplined, quality-oriented, and able to answer the challenges of globalization. The success of TQM in education is very dependent on the leadership of the school principal and the professionalism of teachers. The school principal is responsible for creating a conducive learning environment, establishing a clear vision and mission, and building a culture of discipline in the school.

SMA Negeri 06 Bombana applies TQM principles to improve student discipline. Initial observations on September 18 2024 showed that this school implemented various strategies to increase student motivation and discipline, including providing sanctions for violations of rules. TQM is an effective strategy in improving the quality of education, including aspects of student discipline. Implementing TQM helps schools set high standards, increase the professionalism of teaching staff, and create a disciplined and conducive learning environment. This research aims to examine how the application of TQM can increase student discipline and learning motivation at SMA Negeri 06 Bombana.
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2. RESEARCH METHOD

This research uses a qualitative approach based on the philosophy of post positivism, where data is collected and analyzed descriptively without using numbers or statistics. The researcher acts as the main instrument in the research, with data validity guaranteed through triangulation. The analysis was carried out inductively and prioritized meaning over generalization (Sugiyono, 2017).

This research is a case study with a qualitative descriptive method that focuses on the phenomenon of student learning discipline at SMA Negeri 06 Bombana. This research examines the implementation of Total Quality Management (TQM) in improving student discipline through the National Education Standards framework, including process standards, management standards, as well as standards for educators and education personnel.

The research was conducted at SMA Negeri 06 Bombana, West Poleang District, Bombana Regency, Southeast Sulawesi, with research subjects totaling 272 students in the 2024–2025 academic year. Data collection took place from January to February 2025. Data is collected using three main methods:
a. Non-Participant Observation: The researcher only observes without being directly involved in the activities of the research subject. This observation helps understand student attitudes and behavior as well as the implementation of school policies related to discipline.
b. In-depth Interview: Using a semi-structured format, interviews were conducted with school principals, teachers and students to obtain a deeper perspective regarding strategies for improving learning discipline.

c.   Documentation: Includes collecting photos, written documents, and school archives to support research findings.

Data analysis was carried out using the Fishbone Analysis method (Fishbone Diagram) which helps identify the causes and solutions to student learning discipline problems. This diagram consists of:

1. Fish Head: Representation of the main problem, namely student learning discipline.
2. Spine: The link between the problem and the causal factors.
3. Bone Branch: Factors that influence student discipline, such as the role of educators, school policies, and the learning environment.

Bagan 3.1
Fishbone Analysis
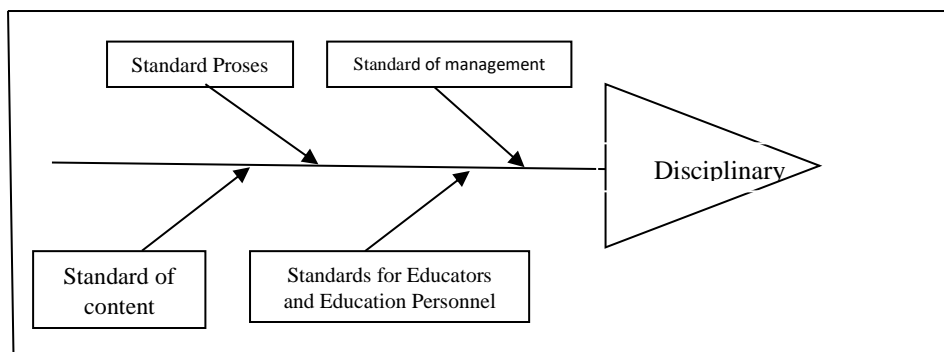
3. RESEARCH RESULTS AND DISCUSSION (12 Pt)
3.1.Research result
1. Process Standards

Implementation *Process Standards* in improving students' learning discipline at SMA Negeri 06 Bombana. *Process Standards* is part of *National Education Standards* which includes planning, implementation and evaluation of learning to ensure the quality of education. The research results show that the implementation of this standard contributes positively to improving student discipline through a systematic approach that involves all school stakeholders.

a. Learning Planning

Educational planning at SMA Negeri 06 Bombana is carried out through internal meeting forums which discuss strategies for improving discipline. The school principal, Mr Naling Emben, emphasized that teachers must be an example of discipline for students before the rules are implemented. By providing examples in everyday life, teachers act as the main role models for students. This planning ensures that all educators understand the importance of their role in building a culture of discipline in schools.

b. Implementation of Learning

The implementation of learning at SMA Negeri 06 Bombana emphasizes discipline in academic activities and student character. Educators are responsible for enforcing school rules and ensuring student compliance with the agreed rules. Close monitoring of student behavior is an integral part of this strategy, while students are required to show discipline in academic activities. Apart from that, the approach applied is also oriented towards character building by instilling disciplinary values in daily life at school.

c. Evaluation and Enforcement of Rules

Routine evaluations of student discipline are carried out periodically, including daily, semester and final exam evaluations. The principal emphasized that assessment does not only focus on academic aspects but also on student compliance with school rules. In addition, the sanctions given to disciplinary violators are based on a points system that has been mutually agreed upon in a committee meeting with the students' parents. This sanction is educational and not just repressive, with a coaching stage before giving punishment.

This collaborative approach shows that enforcing discipline is not only the school's responsibility, but also involves parents in decision making. Socialization of disciplinary rules is carried out regularly, such as in morning assembly, to ensure students understand and comply with applicable regulations.

2. Management Standards

Management Standards in improving students' learning discipline at SMA Negeri 06 Bombana. *Management Standards* is part of *National Education Standards* which aims to ensure that school governance is carried out systematically, effectively and efficiently in accordance with Minister of Education and Culture Regulation Number 19 of 2007. The research results show that the application of this standard through planning, implementation and monitoring of programs contributes to building a culture of discipline in schools.

1. Program Planning

SMA Negeri 06 Bombana involves the OSIS in managing student activity schedules, including extracurriculars and other programs. The OSIS is responsible for scheduling and implementing activities, with direct guidance from teachers. The principal, Mr Naling Emben, stated that empowering the OSIS helped coordinate schedule activities more regularly and ease teachers' duties in managing student activities. This approach reflects the application of participatory principles in management standards, where students are given an active role in making school activities a success.

2. Program Implementation

Collaboration between the OSIS and teachers as supervisors ensures that all school programs run according to predetermined plans. The OSIS organizes the activity schedule outside of class hours, while the teacher acts as a director and supervisor to ensure that activities run according to educational goals. With this system, school activities become more structured, efficient, and able to foster discipline and responsibility among students.

3. Monitoring and Evaluation

Evaluation of student activities is carried out periodically with the direct involvement of teachers and school principals. SMA Negeri 06 Bombana implements a strict supervision system through the OSIS supervisor who is tasked with observing and ensuring student discipline in every activity. In addition, evaluations are carried out through committee meetings that involve parents in determining discipline policies. The principal emphasized that discipline is not only an obligation, but also part of the formation of student character.

This research also highlights implementation *Total Quality Management* (TQM) in education management at SMA Negeri 06 Bombana. The principal explained that the school focuses on establishing a culture of quality through the habit of discipline that is based on individual student awareness. By involving students in the

management of school activities and providing consistent direction, the school has succeeded in creating a conducive and disciplined learning environment.

Implementation *Management Standards* at SMA Negeri 06 Bombana has proven effective in improving student discipline. Through the empowerment of the OSIS, strict supervision from teachers, and the support of the principal in providing motivation, the school succeeded in creating a strong culture of discipline. This approach not only increases compliance with school rules, but also builds the character of students who are responsible and have a high awareness of the importance of discipline in academic and social life.

3. **Standard** Educators and Education Personnel

This research examines implementation *Standards for Educators and Education Personnel* in improving students' learning discipline at SMA Negeri 06 Bombana. This standard is a crucial factor in determining the quality of education because it covers the competencies that educators and education personnel must have in order to carry out their duties professionally. The research results show that the implementation of this standard does not only focus on increasing teacher academic competence, but also in shaping student character and discipline.

1. Teacher Competency

SMA Negeri 06 Bombana routinely evaluates teacher competency every semester to ensure improvement in the quality of teaching staff. The principal, Mr. Naling Emben, emphasized that the active role of teachers in supervising and guiding students, especially regarding discipline, is very important. Therefore, in regular meeting forums, student discipline is one of the main agenda items that is always discussed. Teachers are expected not only to have good pedagogical skills, but also to be able to be role models for students in applying discipline in everyday life.

2. Teacher Professional Competency

The professional competence of teachers at SMA Negeri 06 Bombana involves improving teaching skills, classroom management, as well as developing student character and discipline. Evaluations carried out every semester ensure that teachers continue to develop their competencies. In addition, discussions and coordination between teachers and principals in regular meeting forums emphasize the importance of discipline as the main factor in student academic success. With active supervision from educators, students are more encouraged to comply with school regulations and show a disciplined attitude in learning.

3. The Role of School Principals in Increasing Teacher Competency

School principals have a central role in improving the quality of educators and education personnel. Routine evaluations carried out aim to identify aspects that need improvement and ensure that all educators have the same understanding of the importance of discipline. In the interview, the principal emphasized that educational success really depends on discipline, both from the side of educators and students.

In addition, the results of interviews with teachers show that the motivation provided by the principal, through continuous guidance and direction, is very influential in forming a professional and disciplined work environment. Teachers feel motivated to be more active in developing students' character and discipline, thereby creating a conducive learning atmosphere.

3.2.Discussion

The results of this research show that the application *Total Quality Management (TQM)* in aspects *Process Standards, Management Standards, and Educator and Education Personnel Standards* make a positive contribution to improving students' learning discipline at SMA Negeri 06 Bombana. This finding is in line with research by Bahrani & Ramli (2025), which confirms that the implementation of TQM in educational institutions plays a role in creating a disciplined academic culture and increasing learning efficiency. The same thing was also expressed by Nawawi and La'lang (2020) who revealed that there was an increase in the quality of education by using Total Quality Management (TQM) in Islamic education.

1. Learning Process and Discipline Standards

This research found that systematic planning, implementation and evaluation of learning encourages increased student discipline. This is relevant to the research of Safira et al. (2025), who emphasize that a process standards-based approach increases student participation and the effectiveness of learning activities. Likewise, research (Hidayat and Kosasih, 2019) shows that teachers play an important role in carrying out process standards and improving students' participation.

One of the main strategies in this research is the active involvement of teachers in providing examples of discipline to students, which is in line with the finding that direct interactions between teachers and students play an important role in shaping disciplined academic behavior.

2. Management Standards and School Management Effectiveness

Implementation of management standards at SMA Negeri 06 Bombana is carried out by involving the OSIS in organizing various student activities. This participatory model shows that when students are given responsibility for managing their own activities, they tend to be more disciplined. This was confirmed by research by Oktavia et al. (2025), which states that empowering students in school management increases their sense of ownership of the applicable rules, so that discipline is easier to implement. In addition, school principals play an important role in overseeing this system, ensuring that collaboration between teachers and students is effective.

3. Standards for Educators and Education Personnel in Forming Discipline

The competence of educators and education personnel is a key factor in building student discipline. This research found that regular evaluation of teachers at SMA Negeri 06 Bombana helped improve their professional competence. These results are strengthened by Bahrani & Ramli's (2025) study, which shows that teachers who receive regular training and evaluation are more effective in implementing discipline-based learning methods. In addition, teachers who demonstrate a disciplined attitude in daily activities contribute to the formation of a culture of discipline in schools.

The results of this research have several implications in the development of educational science, especially in the application of TQM as a strategy to improve student learning discipline.

1. Improving the Quality of Learning through Process Standards

The main implication of this research is the need to strengthen process standards in the learning system. Schools must provide training to teachers to implement TQM-based learning methods, which are not only oriented towards academic results, but also towards building student character. With systematic

planning and continuous evaluation, schools can increase the effectiveness of the learning process and instill discipline as part of the academic culture.

2. Strengthening Participatory Based School Management

Findings regarding OSIS involvement in school management indicate that the participation-based management model can be applied more widely. Other schools can adopt this approach to increase student involvement in managing their own activities. In this way, students not only learn discipline, but also develop leadership and responsibility skills.

3. The Role of School Principals in Developing Educator Competence

This research confirms that school principals have a crucial role in guiding teachers and educational staff so that they can be role models of discipline for students. Therefore, education policy must place more emphasis on developing the competence of school principals in terms of educational leadership and management. Leadership training programs for school principals can be a strategic step in increasing the effectiveness of overall school management.

4. Relevance of Research Results to National Education Policy

The results of this research provide recommendations for policy makers to include TQM principles in national education standards. The TQM-based evaluation model applied in this research can be used as a reference in developing policies to improve school quality at the national level. By implementing policies that are more standards-based and continuous evaluation, it is hoped that student learning discipline can improve in various educational institutions in Indonesia.

4. CONCLUSION

The results of this research show that the implementation *Process Standards, Management Standards, and Educator and Education Personnel Standards* based on principles *Total Quality Management* (TQM) plays an important role in improving student learning discipline at SMA Negeri 06 Bombana. These findings are in line with various recent studies which emphasize that systematic educational standards, participatory school management, and increasing teacher competency can create a more disciplined and conducive academic environment. Thus, the implications of this research are not only limited to the school environment, but can also be used as a basis for designing more effective educational policies. If TQM principles are widely implemented in the national education system, the quality of learning and student discipline in Indonesia can improve significantly.

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