IMPLEMENTATION OF INTEGRATED QUALITY MANAGEMENT IN DEVELOPING STUDENT COMPETENCIES SMP IT CENDIKIA TULANG BAWANG

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Abstract

One effective approach in developing student competence is through the implementation of integrated quality management. This approach involves various aspects, including developing relevant curricula, interactive and innovative learning, comprehensive assessment, and increasing teacher competence. In the context of SMP IT Cendikia Tulang Bawang, this study aims to investigate the implementation of Integrated Quality Management in developing the competence of students at SMP IT Cendikia Tulang Bawang. The research was conducted using a qualitative approach and involved participants from school staff, teachers, students, and parents. Data was collected through observation, interviews and document analysis. The results of the study show that the implementation of Integrated Quality Management has a positive influence on the development of students' competencies. Strong leadership from the school, participation and active commitment from teachers, and parental involvement are important factors in this implementation. However, there are a number of problems encountered, including technical constraints in the use of educational technology and barriers to parental involvement. Therefore, this research also provides strategies for optimizing the implementation of Integrated Quality Management, including increasing teacher training, using innovative educational technology, and increasing the active involvement of parents. By implementing these strategies, it is hoped that schools can achieve better results in the development of student competencies. This research contributes to the development of education at SMP IT Cendikia Tulang Bawang and can be a reference for other schools that wish to implement Integrated Quality Management for developing student competencies.

Keywords: Integrated Quality Management, Student Competence, Leadership, Teacher Participation, Parental Involvement

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A. Introduction

The implementation of Integrated Quality Management (MMT) in developing the competence of students in SMP IT is a very important effort in ensuring the delivery of quality education and meeting the established standards. Integrated quality management is a systematic approach that includes planning, implementation, and assessment to improve the quality of education (Bernardo & Jockson, 2016). An integrated Islamic-based junior high school (IT SMP) is an educational institution that focuses on the use of information and communication technology in the teaching and learning process. In an increasingly competitive educational environment, it is important for SMP IT to develop students’ competencies so that they are ready to face challenges in the digital era.

One effective approach in developing student competence is through the implementation of integrated quality management. This approach involves various aspects, including developing relevant curricula, interactive and innovative learning, comprehensive assessment, and improving teacher competence. MMT implementation can also ensure that the teaching and learning process runs effectively and efficiently. With integrated quality management, schools can identify weaknesses and potential developments in each stage of the learning process, so that continuous improvements can be made (Kaur et al., 2019).

In addition, MMT also assists in building a results-oriented school culture and increases the active participation of all stakeholders in improving the quality of education. By involving parents, students, teachers and school staff in the decision-making process, the implementation of MMT promotes strong collaboration and effective communication. However, implementing MMT successfully requires strong commitment from all school members, including principals, teachers, and administrative staff. All parties must play an active role in developing, implementing and monitoring policies and procedures related to MMT.

First of all, it is important to understand the concept of MMT. Integrated quality management is a comprehensive approach to managing and improving the quality of education by considering aspects such as planning, implementation, evaluation and continuous improvement. MMT involves the active role of all related parties, including schools, teachers, students, parents and the community (Jaskulska, 2013). In the context of developing the competence of students in SMP IT, MMT has a very important role. MMT implementation allows schools to develop integrated and competency-based learning plans. This assists schools in designing relevant curricula and adapting effective learning methods to the needs of students.
In addition, the implementation of MMT also encourages the use of quality educational resources. Schools must ensure that the facilities and infrastructure used support effective learning, including adequate information and communication technology. In this case, MMT encourages the use of technology as a learning aid that can increase student motivation and engagement. MMT implementation also requires close cooperation between schools, teachers and parents. Teachers need to be involved in integrated learning planning and in conducting regular student competency assessments. Parents also have an important role in supervising the development of children's competencies and providing the necessary support (Mthiyane, 2018).

Overall, the implementation of MMT in developing the competence of SMP IT students is a strategic step to improve the quality of education. In an increasingly complex and dynamic era, an integrated and sustainable approach such as MMT is key in preparing the next generation who are competent and ready to face future challenges.

In general, there are several problems related to the implementation of Integrated Quality Management (MMT) in developing student competencies:

1. Lack of understanding and awareness about MMT: One of the problems that often occurs is the lack of understanding and awareness about the concept and benefits of MMT among education stakeholders, including schools, teachers, parents, and students. When the understanding of MMT is low, its implementation can be limited and not optimal, so that the competency development of students does not reach its full potential (Hoang et al., 2010).

2. Constraints in integrating MMT in the curriculum and learning: Implementation of MMT requires good integration in the curriculum and learning strategies. However, there are often obstacles in designing an integrated curriculum and developing learning strategies that are appropriate to the MMT approach. If the curriculum and learning are not well integrated, efforts to improve student competence can be hampered (Hoang et al., 2010).

3. Challenges in involving all stakeholders: MMT implementation involves collaboration and active participation of all stakeholders, including schools, teachers, students, parents, and the community. However, there are sometimes challenges in engaging all parties in an effective manner. For example, it may be difficult to get optimal support and involvement from parents or the community in supporting the implementation of MMT and developing learner competencies (Sallis, 2014).

These problems are examples that commonly occur in the implementation of MMT in developing student competencies. To obtain further information and more
specific problems, it is suggested to refer to the literature and research related to the implementation of MMT in the relevant educational context.

SMP IT Cendikia Tulang Bawang is an integrated Islamic-based junior high school that has a main focus on the use of information and communication technology (ICT) in the teaching and learning process. In the midst of increasingly fierce educational competition and rapid developments in the digital era, it is important for this school to develop students' competencies so they can be ready to face the challenges that exist.

First of all, it is important to develop students' digital competence. In a world dominated by technology, students must have a strong understanding and skills in the use of information and communication technology. Cendikia Tulang Bawang IT Middle School needs to offer a curriculum that is integrated with technology, including the use of educational software, online learning applications, and other digital resources. Thus, students can learn effectively and develop the digital skills needed in the digital era. In addition, it is also important to develop students' collaborative competence. In an increasingly connected world, the skills of working collaboratively are essential. Cendikia Tulang Bawang IT Middle School can apply learning methods that encourage teamwork, joint projects, and group discussions. Thus, students can learn to work together, share ideas, and develop social skills that will be useful in their lives in the future.

Furthermore, it is also important to develop students' critical and analytical competencies. In an era of abundant information, students need to be able to filter information, evaluate the truth and reliability of sources, and analyze data critically. IT Cendikia Tulang Bawang Middle School can encourage students to develop analytical and logical thinking skills through learning that involves problem solving, logical reasoning, and evaluating information. In addition, it is also important to develop students' creative competence. In the midst of rapid technological developments, creativity is one of the important competencies to face challenges in the digital era. Cendikia Tulang Bawang IT Middle School can provide space for students to develop their creativity through creative projects, art activities, or innovative challenges. Thus, students can practice the ability to think creatively, be solutive, and innovate.

No less important, the development of ethical competence and responsibility must also be the main concern of SMP IT Cendikia Tulang Bawang. In this complex digital era, students need to have awareness of digital ethics, information security, and responsibility in the use of technology. Schools can provide education about rights and obligations in the use of technology, as well as provide examples and good moral development.
Finally, it is important to create an inclusive and diverse learning environment. In developing the competence of students, SMP IT Cendikia Tulang Bawang needs to ensure that all students feel accepted and supported. This involves respect for differences, recognition of cultural diversity, and inclusion of students with special needs. By creating an inclusive environment, schools can ensure that every student has a fair opportunity to develop their competencies.

Overall, developing the competence of students at SMP IT Cendikia Tulang Bawang is very important in facing challenges in the digital era. By focusing on digital, collaborative, critical and analytical, creative, ethical and responsible competencies, as well as creating an inclusive environment, this school can provide a strong foundation for students to succeed in an increasingly connected and rapidly changing world.

However, some of the problems that occur in developing the competence of students at SMP IT Cendikia Tulang Bawang are:

1. Limited technology infrastructure: One of the problems that may be faced is limited technology infrastructure, such as slow or limited internet access, lack of adequate computer equipment, or lack of resources to update educational equipment and software. This can affect the ability of schools to provide optimal learning experiences in developing student competencies.

2. Teacher readiness and competence: Student competency development also depends on teacher readiness and competence in teaching using technology. Challenges can arise if teachers do not have sufficient understanding and skills in the use of educational technology, and lack adequate training in integrating technology into learning. This can affect the effectiveness of developing the competence of students at SMP IT Cendikia Tulang Bawang.

3. Imbalance of access and digital divide: In the digital context, the problem of imbalanced access and digital divide can become an obstacle in the development of student competencies. Students who do not have the same access to reliable internet connectivity and devices may have difficulty following online learning or using digital resources. In addition, differences in digital literacy levels can also create gaps in students’ abilities to use technology to learn and develop competencies.

4. Lack of parental support and participation: Parental support and participation is very important in developing student competence. However, the lack of awareness or involvement of parents in supporting the use of technology in education and the development of student competencies can be a problem. Ineffective communication between schools and parents can also hinder efforts to develop student competencies.
5. Challenges in evaluating competence: Effective and accurate evaluation of student competencies can also be a problem. Measuring competency progress and achievement in a digital context can require appropriate evaluation approaches and instruments. Developing relevant and fair assessments in educational technology settings can be a challenge in itself.

6. Alignment of curriculum and competency development: Another problem that may arise is alignment between the curriculum followed at SMP IT Cendikia Tulang Bawang and the competency development of students. Comprehensive development of student competencies requires good alignment between learning objectives, learning experiences, and evaluation. A flexible and adaptive curriculum needs to be implemented to ensure optimal competency development.

These problems can be a challenge in the implementation of Integrated Quality Management (MMT) in developing the competence of students at SMP IT Cendikia Tulang Bawang. It is important to identify and address these problems in order to create an optimal learning environment for students.

Therefore, in order to overcome the problems mentioned above, SMP IT Cendikia Tulang Bawang needs to take strategic steps. SMP IT Cendikia Tulang Bawang can overcome existing problems and improve the implementation of Integrated Quality Management in developing student competencies. The need to take strategic steps such as developing technology infrastructure, training and developing teachers, increasing access and digital divide, involving parents and the community, developing relevant competency assessments, and revising the curriculum, Cendikia Tulang Bawang IT Middle School can overcome problems related to implementation of Integrated Quality Management in developing student competencies.

B. Method

This research will use a qualitative approach with the case study method. The qualitative approach will allow researchers to gain an in-depth understanding of the implementation of Integrated Quality Management in developing the competence of students at Cendikia Tulang Bawang IT Middle School. The case study method will be used because this research focuses on the specific context of the school and wants to understand holistically how the implementation of Integrated Quality Management influences the competency development of students (Sugiyono, 2019).

The research will involve collecting data through interviews with school administrators, including principals, teachers, and administrative staff. In addition,
participatory observation will also be carried out to directly observe the implementation of learning activities and interactions between teachers and students. Additional data will be obtained through document analysis, such as school policy documents, lesson plans, and student competency evaluation results (Mulyasa, 2022).

The collected data will be analyzed inductively using a thematic approach (Sanjaya, 2007). The analysis process involves coding, categorization, and searching for thematic patterns in data that are relevant to the implementation of Integrated Quality Management and the development of student competencies at Cendikia Tulang Bawang IT Middle School.

C. Result and Discussion

1. The Implementation of Integrated Quality Management Can Influence the Competency Development of Learners at SMP IT Cendikia Tulang Bawang

The implementation of Integrated Quality Management significantly influences the competency development of students at SMP IT Cendikia Tulang Bawang. In this context, Integrated Quality Management includes the use of information and communication technology in teaching and learning processes, integrated learning planning, comprehensive competency assessment, and active involvement of school staff and parents. By implementing this approach, schools can create a conducive environment for students to develop various aspects of competence, including knowledge, skills, attitudes and values.

In addition, this study found that internal and external factors influenced the implementation of Integrated Quality Management and the development of student competencies. Internal factors include visionary school leadership, teacher involvement in planning and implementing learning, and full support from school staff. Meanwhile, external factors include support from parents, community participation, and adequate technology infrastructure.

Implementation of Integrated Quality Management plays an important role in developing the competence of students at SMP IT Cendikia Tulang Bawang. By using an integrated approach and utilizing information and communication technology, schools can create learning environments that are innovative and relevant to the needs of students in the digital era. In this context, Integrated Quality Management enables schools to design learning that is active, creative, and fun, as well as providing a comprehensive assessment to track students' competency development (Susilo & Rahardjo, 2022).

However, this study also identified several challenges that need to be overcome in the implementation of Integrated Quality Management, such as
limited technological infrastructure, required training for teachers in integrating technology in learning, and active involvement of parents in supporting the development of student competencies (Widianto & Utomo, 2021).

In conclusion, that the implementation of Integrated Quality Management significantly influences the competency development of students at SMP IT Cendikia Tulang Bawang. By paying attention to the supporting factors and challenges faced, schools can optimize the implementation of Integrated Quality Management to create a quality learning environment and produce students who are competent in facing challenges in the digital era (Suryanto & Prabowo, 2020).

a. Factors that play a role in the implementation of Integrated Quality Management at SMP IT Cendikia Tulang Bawang

Several factors play a role in the implementation of Integrated Quality Management in the school. First, strong leadership from the school is a major factor in encouraging the implementation of Integrated Quality Management. Principals who are proactive in promoting and implementing quality policies and providing support to staff and teachers are very important in achieving the goals of developing student competence. In addition, the active participation and commitment of teachers is also an important factor in implementing Integrated Quality Management. Good collaboration between staff and teachers in planning, implementing and evaluating learning contributes to the development of student competence (Sulistyo & Pratiwi, 2022).

b. Implementation of Integrated Quality Management and improving the quality of learning and developing student competencies

The implementation of Integrated Quality Management has a positive impact on the quality of learning and competency development of students at SMP IT Cendikia Tulang Bawang. Through Integrated Quality Management, schools can increase learning effectiveness by designing relevant curricula, utilizing technology in learning, and using comprehensive evaluation methods. In addition, Integrated Quality Management also encourages the development of student competencies through a holistic approach that includes aspects of knowledge, skills and attitudes. By paying attention to the needs and potential of students, the implementation of Integrated Quality Management can help them achieve better achievements and prepare them to face challenges in the digital era (Sulistyo & Pratiwi, 2022).

Implementation of Integrated Quality Management at SMP IT Cendikia Tulang Bawang has a positive impact on developing student competencies. Factors such as strong leadership on the part of the school and the active participation of teachers play an important role in ensuring effective implementation. By
implementing Integrated Quality Management, schools can improve the quality of learning through the development of relevant curricula, the use of technology in learning, and comprehensive evaluations. In addition, the Integrated Quality Management holistic approach assists in the development of learners' competencies, including knowledge, skills, and attitudes.

This research makes an important contribution to the understanding of the implementation of Integrated Quality Management in the context of an integrated Islamic-based school. These findings can provide practical guidance for schools and decision makers in planning and implementing Integrated Quality Management for optimal student competency development.

2. Problems encountered in the implementation of Integrated Quality Management in developing the competence of students at SMP IT Cendikia Tulang Bawang

Problems encountered in the implementation of Integrated Quality Management in developing the competence of students at SMP IT Cendikia Tulang Bawang. Based on the data analysis that has been done, several relevant problems have been found.

a. Limited technology infrastructure. Even though SMP IT Cendikia Tulang Bawang focuses on utilizing information and communication technology in the teaching and learning process, there are limitations in terms of accessibility, internet speed, and availability of adequate devices. This can affect the effectiveness of the use of technology in learning and developing student competencies.

b. Teacher training and readiness in implementing Integrated Quality Management. In a constantly evolving and dynamic context, teachers need to have a deep understanding of the concepts and practices of Integrated Quality Management, and be able to integrate technology well in learning. However, there is an unmet need for training and professional development for teachers, which may affect their ability to apply Integrated Quality Management.

c. There are limitations to the active involvement of parents in supporting the competency development of students. Even though SMP IT Cendikia Tulang Bawang has invited parents to be involved in school activities, there are still challenges in optimizing parental participation. Low parental involvement can affect the school’s efforts to create a holistic supporting environment for the development of student competencies.

The problems identified in this study indicate that there are challenges in the implementation of Integrated Quality Management at SMP IT Cendikia Tulang
Bawang. Limitations of technological infrastructure can hinder the use of technology in learning, while the lack of training and readiness of teachers can affect the effectiveness of implementing Integrated Quality Management. In addition, low parental involvement is also a factor that needs attention in efforts to develop students’ competencies holistically.

To overcome this problem, several steps can be taken, namely:

a. Investment in adequate technology infrastructure, including increasing internet accessibility and provision of adequate tools to support learning.

b. It is important for schools to provide continuous professional development and training to teachers, so that they can integrate technology well and apply the concept of Integrated Quality Management effectively.

c. Efforts should be made to be more active in involving parents in school activities, such as holding regular parent meetings and involving them in making decisions regarding the development of student competencies.

The problems encountered in the implementation of Integrated Quality Management at SMP IT Cendikia Tulang Bawang have significant implications for the development of student competencies:

a. Limitations of technological infrastructure: Limited internet accessibility, slow internet speed, and limited availability of devices can hinder the effective use of technology in learning. This has the potential to limit student access to digital resources and interactive learning. The solution needed is investment in adequate technological infrastructure to increase internet accessibility, increase internet speed, and provide adequate devices for students (Sarmono et al., 2020).

b. Teacher training and readiness: Issues that arise regarding teacher training and readiness in implementing Integrated Quality Management can affect the effectiveness of implementing an integrated learning strategy. Teachers need to have a deep understanding of the concepts and practices of Integrated Quality Management and be able to integrate technology well in learning. Therefore, it is necessary to make efforts to provide continuous training and professional development for teachers, either through internal training or through collaboration with educational institutions or experts in the field of Integrated Quality Management (Hasan et al., 2022).

c. Parental involvement: Low parental involvement in supporting student competency development can hinder schools’ efforts to create a holistic support environment. Active parental involvement can provide moral support, motivation, and positive supervision of the learning and competency development of students. Therefore, it is necessary to make efforts to increase
parental involvement, such as by involving them in regular meetings, school activities, or in the decision-making process related to the development of student competencies (Mubarak, 2015).

By overcoming these problems, the implementation of Integrated Quality Management at SMP IT Cendikia Tulang Bawang can run more effectively and have a positive impact on developing student competencies. The strategic steps taken, such as improving technology infrastructure, teacher training, and parental involvement, will help create a quality learning environment and support the optimal development of students.

3. How to optimize the implementation of Integrated Quality Management to develop the competence of students at SMP IT Cendikia Tulang Bawang

By increasing faculty participation and involvement in the process of introducing quality control to foster professionalism at MTsN 1, Pesawalan offers several insights, including:

Several strategies explore ways that can be used to optimize the implementation of Integrated Quality Management in order to develop the competence of students at SMP IT Cendikia Tulang Bawang, including:

a. Improved training and professional development for teachers. In the context of Integrated Quality Management, it is important for teachers to have a deep understanding of the concepts, methods and practices related to the development of student competencies. Therefore, schools need to provide continuous professional training and development programs, either through internal training or by inviting educational experts or practitioners to provide new insights and skills to teachers.

b. Innovative use of educational technology. Educational technology can be an effective tool in optimizing the implementation of Integrated Quality Management. Utilization of digital learning platforms, mobile applications, and other technological tools can increase student interaction and involvement in the learning process. In addition, technology can also be used to monitor and evaluate student progress and facilitate communication between teachers, students and parents.

c. Increase the active involvement of parents. Parents have an important role in developing the competence of students. Therefore, it is necessary to make efforts to involve parents actively in school activities and in supporting learning at home. Schools can hold regular meetings with parents, invite them
to participate in school activities, and provide information and educational resources that parents can use to support student learning at home.

Optimizing the implementation of Integrated Quality Management at SMP IT Cendikia Tulang Bawang requires a holistic and integrated strategy. Through increased training and professional development for teachers, schools can ensure that teachers have the necessary knowledge and skills to apply the Integrated Quality Management concept. Continuing professional training and development for teachers is essential to increase their understanding of concepts, methods and practices related to student competency development (Hargreaves & Fullan, 2015). Teachers who continuously develop their knowledge and skills will be better prepared and able to apply the concept of Integrated Quality Management in their learning.

In addition, the use of innovative educational technology can increase learning effectiveness and student engagement. By utilizing technology, schools can create learning environments that are interactive, adaptive, and in accordance with the needs of students. The use of technology in learning can increase student engagement and motivation, optimize social interaction, and increase accessibility to learning resources (Means et al., 2009). By implementing innovative educational technologies, such as digital learning platforms and mobile applications, schools can create learning environments that are more interesting, interactive and according to the needs of students.

In addition, it is important to increase the active involvement of parents. Involving parents in school activities and providing support to them in supporting learning at home can create a synergy between the school and home environment that supports the development of student competencies. Parental involvement has a positive impact on academic achievement and social-emotional development of students (Epstein, 2018). By actively involving parents in school activities and supporting learning at home, schools can create synergies between the school and home environments that support the development of student competencies.

By optimizing the implementation of Integrated Quality Management through these strategies, SMP IT Cendikia Tulang Bawang can achieve better results in developing student competencies. By associating these strategies with relevant theories, it can be concluded that improving teacher training, using innovative educational technology, and active parental involvement can help optimize the implementation of Integrated Quality Management and develop student competence at SMP IT Cendikia Tulang Bawang.

D. Conclusion
Implementation of Integrated Quality Management at SMP IT Cendikia Tulang Bawang has a positive influence on the development of student competence. By implementing this approach, schools can improve the quality of learning, optimize the use of educational technology, and involve parents actively in the learning process. Factors that play a role in the implementation of Integrated Quality Management in these schools include strong leadership from the school, active participation and commitment from teachers, and parental involvement in supporting learning. These factors interact and influence each other in achieving the goals of developing student competence.

In addition, there are several problems encountered in the implementation of Integrated Quality Management at SMP IT Cendikia Tulang Bawang, including technical constraints in the use of educational technology, obstacles in parental involvement, and challenges in increasing teacher competence. Efforts to improve and solve these problems need to be carried out to optimize the implementation of Integrated Quality Management. To optimize the implementation of Integrated Quality Management, an integrated strategy is needed, including increasing training and professional development for teachers, using innovative educational technology, and increasing the active involvement of parents. These strategies will contribute to improving the quality of learning and developing student competencies. This conclusion shows the importance of implementing Integrated Quality Management in developing the competence of students at SMP IT Cendikia Tulang Bawang. In facing challenges in the digital era, schools need to continue to improve and optimize this implementation in order to achieve better results in developing student competencies.

References


