

Analysis of Total Quality Management (TQM) Implementation in Improving Human Resource Performance at Amanah Edu Centre Banyuwangi

**Liana Widasari Parawangsa Sanjaya¹, Windy Ellysa², Adinda Dwi Astuti³,
Fitriatus Soleha⁴, Elok Rosyidah⁵**

^{1,2,3,4,5} Management Study Program, Faculty of Economics, 17 August 1945 University Banyuwangi, Indonesia

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Corresponding Author:

Liana Widasari Parawangsa Sanjaya, Management Study Program, Faculty of Economics, 17 August 1945 University Banyuwangi, Indonesia email: lwliana0612@gmail.com

ABSTRACT

This study aims to analyze the implementation of Total Quality Management (TQM) in improving human resources (HR) performance at Amanah Edu Centre Banyuwangi. The research uses a qualitative approach with a case study method. Data were collected through interviews, observations, and documentation. The results show that the implementation of TQM principles, including customer focus, continuous improvement, education and training, as well as employee involvement and empowerment, can enhance the work quality, knowledge, reliability, initiative, and cooperation of HR. Therefore, TQM plays an important role in improving HR performance and the quality of early childhood education services.

Keywords: Quality Management, Quality Control, Human Resources, Service Quality, Early Childhood Education.

1. INTRODUCTION

Early childhood education (PAUD) is an important foundation in shaping a child's character and basic abilities, which will affect the quality of their life in the future. At this stage, children are in the golden age, a period of very rapid development, so the educational services provided must be managed in a planned and high-quality manner. Therefore, PAUD institutions are required not only to provide learning programs that match the stages of child development but also to implement a quality management system capable of ensuring the sustainability of service quality.

In Indonesia, the implementation of early childhood education (PAUD) is regulated by Law Number 20 of 2003 concerning the National Education System and Government Regulation Number 17 of 2010 concerning the Management and Implementation of Education. These regulations emphasize that PAUD, both formal and non-formal, plays a strategic role in human resource development. However, data from the Ministry of Education, Culture, Research, and Technology shows that despite the increasing number of PAUD institutions, quality challenges remain a major issue, particularly regarding quality management and human resource development at the institutional level.

In the context of non-formal early childhood education, such as daycares and community-based educational institutions, quality management issues are often more complex due to limited resources, non-uniform operational standards, and unstructured performance evaluation

systems. This situation indicates that the success of non-formal early childhood education is determined not only by the teaching methods used but also by the institution's ability to implement a management system that is oriented towards quality and customer satisfaction.

One relevant management approach to address these challenges is Total Quality Management (TQM). TQM is a management approach that focuses on overall quality improvement through continuous improvement, involvement of all members of the organization, and a focus on customer satisfaction. TQM has been widely used in various sectors and has been proven to improve organizational performance, productivity, and competitiveness (Jumady et al., 2021). Since the 1980s, TQM has also received significant attention because it can significantly enhance organizational performance (Jami & Muharam, 2022). With proper implementation of TQM, organizations are expected to be able to build a work culture that is oriented towards quality and continuous improvement.

In its implementation, the success of TQM is highly determined by the quality of human resources. The application of TQM principles such as customer focus, continuous improvement, and teamwork can drive improvements in HR performance as well as the quality of services provided. HR performance itself is defined as the work results achieved by employees according to their duties and responsibilities to effectively and efficiently achieve organizational goals (Rosmaini & Tanjung, 2019). Sendawula et al. (2018) also stated that employee performance is related to an individual's ability to carry out tasks based on the skills they possess.

In Banyuwangi Regency, especially in urban areas, the number of non-formal early childhood education institutions that truly focus on service quality and human resource management is still limited. Amanah Edu Centre Banyuwangi is one of the non-formal early childhood education institutions committed to the quality of early childhood education services by applying the Montessori approach and continuously developing educator competencies. In addition to emphasizing the quality of learning, this institution also strives to build an internal management system that supports the improvement of human resource performance.

Nonetheless, empirical studies that specifically analyze the implementation of Total Quality Management (TQM) in non-formal early childhood education institutions (PAUD), especially in local contexts such as Banyuwangi, are still relatively limited. Most TQM research continues to focus on the business sector or formal educational institutions, thus providing little insight into TQM practices in human resource management within locally scaled non-formal PAUD. Therefore, there is a research gap that needs to be further explored. Based on this description, this study focuses on analyzing the implementation of Total Quality Management (TQM) in improving human resource performance at Amanah Edu Centre Banyuwangi. This research is expected to provide theoretical contributions to the development of TQM studies in the non-formal education sector, as well as practical contributions for PAUD managers in applying a contextual, effective, and sustainable quality management system.

Several previous studies have shown that the implementation of Total Quality Management (TQM) has a positive impact on improving performance and service quality. Research by Jumady et al. (2021) demonstrated that TQM can enhance organizational productivity and competitiveness, while Jami and Muharam (2022) confirmed that TQM plays a significant role in improving organizational performance through the establishment of a quality culture. In the context of education, several studies also indicate that the application of quality management principles can improve the performance of educators and the quality of educational services. However, most of these studies still focus on formal educational institutions or the business sector, so research on the implementation of TQM in non-formal early childhood education institutions, particularly in local contexts such as Banyuwangi, is still very limited. This condition indicates a research gap regarding how TQM is practically applied in HR management in locally scaled non-formal early childhood education institutions.

Based on the description above, this study focuses on analyzing the implementation of Total Quality Management (TQM) in improving human resource performance at Amanah Edu Centre

Banyuwangi. Operationally, the objectives of this study are: (1) to analyze the application of TQM principles, which include customer focus, continuous improvement, education and training, as well as employee involvement and empowerment at Amanah Edu Centre Banyuwangi; and (2) to analyze the impact of TQM implementation on human resource performance in terms of work quality, knowledge, reliability, initiative, and teamwork among educators. The results of this study are expected to provide theoretical contributions to the development of TQM studies in non-formal education as well as practical contributions for PAUD managers in implementing a contextual and sustainable quality management system.

2. LITERATURE REVIEW

Total Quality Management (TQM)

Quality management or total quality management (TQM) according to Vincent Gaspersz (Wahyudi, 2019) is defined as a way to continuously improve management performance at every level of operation, in every functional area of an organization, by utilizing all available human and capital resources. Total Quality Management (TQM) is an approach to running a business that seeks to maximize an organization's competitiveness through continuous improvement of its products, services, people, processes, and environment (Wahyudi, 2019).

Meanwhile, Santosa in (Wahyudi, 2019) stated that Total Quality Management (TQM) is a management system that elevates quality as a business strategy that concentrates on customer satisfaction by involving all members of the organization. According to Juharni (Dione Livia Hondro, Novi Budiarsa, 2021) Total Quality Management or integrated quality management is an approach to running a business that tries to maximize the competitiveness of the organization through continuous improvement of its products, services, people, processes, and environment. According to Nasution in (Pristiyono & Sahputra, 2019) Total Quality Management (TQM) is: "A management system that is focused on all people or workers, which has a part to increase customer satisfaction by providing quality in accordance with company standards, but at the cost of achieving value lower than the value of a product or service.

According to Lamato, Jan, and Karutu (Pristiyono & Sahputra, 2019), it is emphasized that Total Quality Management (TQM) is measured by the following indicators: Customer Focus, Continuous Improvement, Education and Training, Employee Involvement and Empowerment. Meanwhile, according to Wahyudi (2019), it is emphasized that Total Quality Management (TQM) is measured by the following indicators: Focus on customers, both internal and external, Having a high obsession with quality, Using a scientific approach in decision-making and problem-solving, Requiring teamwork, Continuously improving processes, Conducting education and training, providing controlled freedom, Employee involvement and empowerment.

Based on the indicators above, the indicators that align with the author's research as proposed by (Pristiyono & Sahputra, 2019) are: Customer Focus, Continuous Improvement, Education and Training, Employee Involvement and Empowerment.

Human Resource Performance

Human resources (HR) are the most crucial element in running organizational activities, as the success of an institution is largely determined by the abilities, commitment, and quality of the people within it. Without competent and integrity-driven HR, all other resources such as capital, technology, and strategies cannot function optimally. Therefore, effective HR management becomes the key to achieving organizational goals sustainably. Human resources play a significant role in realizing the company's vision, mission, and established objectives, and can determine the tangible achievements of the company with the available resources (Budiasa, 2020).

According to Mangkunegara (Budiasa, 2020), employee performance (work achievement) is defined as the work results in terms of quality and quantity achieved by an employee in carrying out their tasks according to the responsibilities given to them. Employee performance emphasizes maximizing quality and quantity in achieving targets. According to Marwansyah (Samsuni, 2017),

management is the utilization of human resources within an organization carried out through the functions of human resource planning, recruitment and selection, human resource development, career planning and development, providing compensation and welfare, occupational safety and health, as well as industrial relations. Meanwhile, according to (Samsuni, 2017), Human Resource Management is the process of planning, organizing, implementing, and controlling human resources within an organization to achieve goals effectively and efficiently.

Measuring the performance of an organization can be done through various methods and indicators. Akob (Budiasa, 2020) as follows: Work quantity, the volume of work that can be completed in a certain period of time; Work quality produced by a worker; Employee understanding of procedures and information regarding their work; Creativity, the ability to adapt to conditions and to sustain performance under work conditions; Ability to collaborate with colleagues within an organization; Independence, the ability to work without reliance on others; Initiative, the ability to generate ideas and concepts in work; Reliability, the ability to handle various conditions and problems at work. According to Campbell (Nugroho & Paradifa, 2020), HR Performance Indicators include: Quality, Quantity, Timeliness, Effectiveness, Independence.

Based on the indicators above, the indicators that are relevant to the author's research are: Work quality, Knowledge, Reliability, Initiative, Cooperation.

3. RESEARCH METHOD

The research method used in this study is a qualitative approach with a descriptive nature and a case study design. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the implementation process of Total Quality Management (TQM) and its impact on human resource (HR) performance in the natural context of non-formal early childhood education institutions. A case study design is used because the research focuses on a single unit of analysis, namely Amanah Edu Centre Banyuwangi, which has specific characteristics in the implementation of quality management and HR management.

The research was conducted at Amanah Edu Centre Banyuwangi, located at Jalan Kepiting No. 19, Tukangkayu, Banyuwangi, East Java, in 2025. The research subjects were human resources directly involved in the management and implementation of educational services at the institution. The sampling technique used was purposive sampling, which involves deliberately selecting informants based on certain considerations relevant to the research objectives.

The criteria for selecting informants in this study include:

- a. having a strategic role in decision-making and institutional management, particularly related to quality policies and human resource development
- b. being directly involved in the implementation of Total Quality Management (TQM) principles in the institution's operational activities
- c. having sufficient work experience to provide in-depth and comprehensive information regarding quality management practices and HR performance.

Based on these criteria, the research informants consisted of two people, comprising a leader/HRD and one educator. This limited number of informants was chosen with consideration for data depth and richness, in accordance with the characteristics of qualitative case study research. In the context of small-scale non-formal early childhood education institutions, two key informants were considered to represent both managerial and operational perspectives, thus able to provide a comprehensive picture of TQM implementation and human resource performance.

To maintain the credibility and validity of the data, this study applies data validation techniques through triangulation. The triangulation used includes source triangulation and method triangulation. Source triangulation is conducted by comparing information obtained from leaders/HR personnel and educators, while method triangulation is carried out by combining data collection techniques such as in-depth interviews, direct observation, and documentation. Thus, the data obtained can complement each other and strengthen the validity of the research findings.

The interview data were transcribed and then coded by grouping the informants' statements

into themes corresponding to the research indicators. The coding process was conducted based on the Total Quality Management indicators, which include customer focus, continuous improvement, education and training, as well as employee involvement and empowerment, and HR performance indicators, which include work quality, knowledge, reliability, initiative, and cooperation. Observational and documentation data were used as supporting data to strengthen and verify the findings from the interviews. The next stage is data interpretation, which involves interpreting the results of data grouping by linking them to the TQM theoretical framework and HR performance used in the study. The data analysis process is carried out through stages of data reduction, data presentation, and drawing conclusions and verification, so that the research results obtained have consistency, credibility, and relevance to the research objectives.

4. RESULTS AND ANALYSIS

The research results show that Amanah Edu Centre implements the principles of TQM through four main indicators, namely customer focus, continuous improvement, education and training, and employee involvement and empowerment. In terms of customer focus, educational services are provided through a responsive approach to the needs of children and parents, including a complaint-handling mechanism based on evidence using CCTV and regular communication regarding children's development. In terms of continuous improvement, the institution implements weekly and monthly performance evaluations, school principal supervision, and an employee rotation system to maintain standard compliance.

From the perspective of education and training, Amanah Edu Centre conducts internal development every Saturday. These activities include Montessori method training, lesson plan preparation, and technical mentoring to enhance employee capacity. Structured training makes teachers more skilled in implementing hands-on learning, in accordance with the characteristics of Montessori education. Meanwhile, employee involvement and empowerment are reflected through reward mechanisms such as educational assistance, as well as punishments including reprimands and warning letters for disciplinary violations, creating a more productive and responsible work environment.

From the HR performance perspective, research findings show that the implementation of TQM has a tangible impact on improving work quality, knowledge, initiative, reliability, and teamwork skills among employees. Employees demonstrate better abilities in handling children, planning lessons, collaborating with classroom partners, and adapting to daily operational needs. Interactions between teachers, caregivers, and parents also show an improvement in service quality, marked by communicative, empathetic attitudes and attention to the individual needs of children.

Improving human resource competencies has become a central element that connects the entire implementation of TQM. Through regular training, supervision, and continuous evaluation, the HR at Amanah Edu Centre gain a deeper understanding of caregiving, Montessori education, and professional work ethics. These continuously developing competencies contribute directly to the improvement of the quality of educational services and the effectiveness of the learning process at the institution.

Overall, the research results indicate that Amanah Edu Centre has successfully implemented TQM principles comprehensively and integratively. Through strengthening human resource competencies and commitment to quality, this institution is able to provide early childhood education services that are high-quality, consistent, and customer-oriented. The TQM practices carried out have proven to play an important role in improving human resource performance and supporting Amanah Edu Centre as an excellent, competitive, and sustainable educational institution.

5. CONCLUSION

Based on the results of the research, it can be concluded that the implementation of Total Quality Management (TQM) at Amanah Edu Centre Banyuwangi has been effective through the application of a focus on customers, continuous improvement, training, and employee involvement,

thereby enhancing the quality of early childhood education services based on the Montessori method. Work quality and human resource competencies are maintained through regular evaluations, continuous training, and reward systems that encourage professional performance. The quality of services provided meets aspects of reliability, responsiveness, assurance, and empathy, oriented towards the satisfaction of parents and students. The integration between work quality, human resource competencies, and services forms a management system that strengthens each other and contributes to the competitiveness of Amanah Edu Centre in Banyuwangi.\

Amanah Edu Centre Banyuwangi is advised to strengthen Montessori training through the involvement of external experts, improve the evaluation system by incorporating quantitative feedback from parents, and expand the implementation of TQM through employee engagement and performance-based reward systems. In addition, the development of non-monetary rewards such as competency certifications should be considered to maintain work motivation. Future research is recommended to use a mixed-methods approach, broaden the research subjects, and develop a non-formal education TQM model that is adaptive to the local context and oriented toward long-term sustainability.

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