Empowerment to Enhance Quality Human Capital through Total Quality Management at MAN 1 Sigli

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Abstract. The objective of this study is to report on research that looked at the empowerment of people's skills via the use of comprehensive quality management at MAN 1 Sigli. Because this school is always evolving and progressing, it is an interesting subject to research. This form of study takes a qualitative approach and collects data by observation and interview. The study findings were presented in the form of a narrative that is descriptive. TQM is a scientific subject concerned with quality, with the objective of enhancing the level of humane capital in academic institute, both for educators and learners, to ensure that educational output is exceptional and competitive. According to the research, MAN 1 Sigli has a planned, long-term management system that is based on the TQM system standard. This makes sure that MAN 1 Sigli will always have quality-driven growth.

Keywords: Empowerment, quality human capital, total quality management.

1   Introduction

Human resource challenges are now considered as crucial to every education policy project globally. Whilst the "hot" topics in education tend to concentrate on student accomplishment and educational financing as well as access and quality, variables relating to worker recruitment and development are critical to comprehending the challenges [1]. The ordinary education system still utilises a lengthy or boring system that is not focused on innovation or creative labour, therefore achieving excellence is distant from the aim of education. Therefore, human capital management and practises play an important role in building the organisational culture [2]. Human resource empowerment is commonly implemented when a programme achieves its goal, but it is not implemented consistently and continually, thus without an empowerment programme, current resources pertaining to human beings tend to be irresponsible and revert to the starting system. To overcome this issue, consistent empowerment actions to increase human resource quality are implemented, for example, complete quality management in schools.

It is a management concept that aims to improve customer happiness and organisational success. TQM ideas have long been used in industry, but their use in services,

particularly education, is new [3]. As a component of the human organisation, human resources must be able to generate knowledge, be imaginative and creative, participate in all organisational activities, develop concepts that are executed professionally and with great quality, and be accountable for the advancement of education. As a result, in order to construct a good compan, it is required to set up high-standard human capital as part of an ongoing means to enhance the level of humane capital. The level of humane capital may be increased by providing continual empowerment in the form of training, workshops, and seminars as well as improving the accuracy of employment placement and assigning work duties until a positive work culture is established.

The performance of TQM involves the buy-in of different units involved in the process of service delivery into the ideology and practises of level management, which should be championed by the leadership of the academic institutions. So, the people who help with service delivery must make sure their work is high-quality [4]. As Total Quality Management (TQM) becomes more widely used, it is becoming more developed progressively. Because of this, academic institutions should prioritise characteristics in the execution of the education system when developing human capital to ensure that their execution is consistent with the goals of the scholastic system. The first aim that must be achieved in schools is to improve the overall quality of education. The availability of a high-quality education will help to earn the confidence of customers. The application of overall level management in academic institutions has been shown to be a significant contributor to the achievement of quality objectives in education.

According to Ejionueme, strengthening education is one of the most crucial challenges confronting every organisation, private or public. Educational institutions have recognised the need to seek excellence and give it to students and learners [5]. The attainment of quality priorities in education will have a beneficial influence on customer satisfaction and will help to earn the confidence of a large number of people. External consumers in the context of education are classified as follows: primary customers (whose primary audience is students); second-hand customers (community, ministry, and parents of pupils who support their children's education); and tertiary customers (other organisations).

In the meanwhile, internal consumers include educators such as instructors, librarians, assistants in the laboratory, leaders, in addition to administrative and technical personnel. For more than a decade since its founding, MAN 1 Sigli has dedicated itself to the development of exceptional and high-quality Islamic-based educational institutions. In MAN 1 Sigli, education is implemented in accordance with Islamic ideals, which is unique among schools in the region. Since its inception as a new school, it has placed a strong emphasis on developing human resources into high-quality professionals, whether via the efforts of the principal of the school himself or in conjunction with specialists from higher education. This devotion was shown by MAN 1 Sigli in the five years from its inception, when it was able to earn the predicate of superior certification, which is the highest level of accreditation available. In the past, there were several shortages and a lack of interest in the MAN-1 Sigli among students before this institution reached its current level of quality and excellence. This school is

particularly fascinating to examine because of the success it has made via the implementation of a designed framework for sustainable management to enhance the overall level of the school's operations.

2   Literature Review

2.1   Stages of Human Capital Empowerment

Human capital management is a field of study and a type of job that has grown in recent years into a wide range of topics. It includes things like personnel management, organisational behaviour, industrial and labour relations, and more. According to Gold [6], human capital

management is a body of knowledge and a set of practises that define the nature of work and regulate the employment relationship. A line manager may also handle human resources. Human resource management is the organisational function that is responsible for concerns involving people, such as remuneration, hiring, performance management, organisational growth, safety, wellness, benefits, employee motivation, communication, administration, and training [7].

The common thread running through all of the discussion of high-appointmen, high- implication, and high-achievement management is the contrast with a Taylorist, control-oriented style of leadership [8]. Human capital Management is one of the most important units of modern firms and organizations. It gains even more importance in times of crisis, because it makes up an important dimension of crisis management [9]. Accordingly, human capital is the set of individuals who make up the workforce of an organization. Human capital is sometimes used synonymously with human resources, although human capital refers to a more narrow view, that is, the knowledge an individual possesses that can contribute to an organization. Other terms sometimes used include manpower, talent, labour, or simply people. The model of human capital development and deployment that we have used to organise the literature review is contained in Figure 1. We think it has both theoretical and empirical support, but it's very hard to figure out how economic resources play a role in causal pathways.
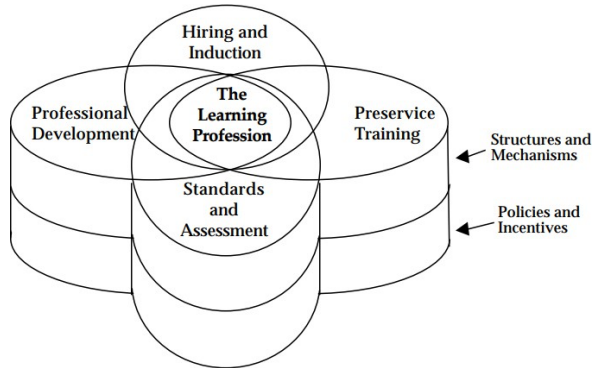
Fig1. The Human Resource Model for the Learning Profession that has been developed [1]

The 'learning profession' lies at the heart of the model. We need a teaching and principal force that can keep up with the pace of change in a knowledge society, where new ideas and issues are continually generated, needing intellectual, financial and social resources. This isn't simply an abstract concept.

2.2   TQM Concept

TQM is a way for management to make sure that everyone in the company is able to help improve and improve the company as a whole. The word TQM, which stands for "total," "quality,"and "management," is used in many different ways by different authors and researchers [10]. Applying the right quality techniques and involving everyone in the process makes it possible for lower quality to rise to higher levels and bring processes to the same or similar quality levels [11] (Luburi 2014). Quality of performance is the work achieved by a person in accordance with the wishes and expectations of customers in achieving organisational goals. One way to make the sales of a company's services superior to those of its competitors is to provide quality and quality services that meet the level of consumer interest. The quality of the company's work is closely linked to the company's ability to compete in the global market.

TQM is not about following someone else's agenda unless your consumers and clients specify it. It is not something that top executives undertake and then delegate their authority down the line. TQM's whole approach emphasises that the enterprise of continuous improvement involves everything and everyone in the organisation [12].

Additionally, several studies and tests have been produced by individual academics and organisations to ascertain the key components of overall quality management, such the Malcolm Baldrige Award, the EFQM (European Foundation for Quality Management), and the Deming Prize Criteria. Numerous management concerns, methodologies, approaches, and systematic empirical investigations have been produced as a result of these research [13]. TQM is founded on three fundamental principles: "customer orientation," "respect for humanity," and "profitability." Various efforts will be made to boost the motivation and awareness of the whole firm based on this viewpoint [10]. For example, Total Quality Management (TQM), a management philosophy and set of practises that includes both an integrated philosophy and set of

practises, emphasises not only continuous improvement and customer satisfaction but also reduction in the amount of work that must be redone, long-term planning as well as an increase in employee involvement and teamwork [14].

3   Method

This study uses a descriptive and qualitative investigation technique in conjunction with a planned field study to get a better understanding of the social phenomena under investigation. Many fields, such as education, psychology, and the social sciences, have relied on qualitative and descriptive research methodologies to perform their investigations in the past [15]. The phenomena of MAN 1 Sigli empowering human resources in the improvement of quality via overall quality management is specifically mentioned. Researchers utilize qualitative methodology to make their work reproducible, repeatable, and adaptable, as well as to choose acceptable research methods based on philosophical opinions, assumptions, postulates, and procedures [16]. MAN 1 Sigli level guarantee, in addition to the instructional staff, were all considered when selecting information to be used as a data source in this study. The principal and Head of the MAN

1 Sigli level assurance, as well as the teaching staff, were all considered when selecting information to be used as a data source in the study. There are many aspects to take into account when selecting a sample method. Thus, these sources are the most knowledgeable in terms of the information we are seeking.

School field observations are used in the study process, which is carried out by the researchers. Participation observation may be done within the larger framework of ethnography or within the more specific setting of participation observation. But one thing that is similar across all of the criteria is the need to study and comprehend people in their natural context [17]. Interviewing is one of the data collection methods which are employed when one adopts the qualitative methodology to conduct research [18]. Interviews were done in order to gather data, and they were conducted face-to-face and online, utilising both structured and unstructured interview approaches. As a result of the COVID-19 pandemic, further data collecting was taken out via the use of an online system. Afterwards, research analysts compiled the outcomes of the interviews and the data they had gathered. Data analysis, according to Miles and Humber, is carried out interactively and continually using three methods: data reduction, data display, and deriving conclusions and verifying the results [19].

4   Result

4.1   Awareness Stages

MAN 1 Sigli has been through many changes and developments in the direction of better quality. This major progress can't be made without being given more and more power. Darwin, the principal of a school, says that empowerment is done mostly by

making people aware of what they can do and how they can do it well, and by setting rules for how work is done.

It's the principal's job to make sure that the awareness stages at MAN 1 Sigli are done right. The first step is to cultivate an internal attitude that is based on one's own feelings. Giving him things to think about at work will make him think about his work and how it affects him. The second step is to foster a sense of responsibility. The third step is to understand where he stands in his job, and the fourth step is to make work a indulgence in his life. There is also awareness from outside of oneself or outside of the person. Human capital at MAN 1 Sigli have their competencies assessed in accordance with administrative norms. Recruitment is done based on their field of work and knowledge of religion, including Al-Qur'an reading skills, monotheism, and knowledge of maral. A review of drill provided by the school and by individuals outside of the school each person's field of work should be taken into account when you look at their planning skills. For example, in schools for teachers, they need to be able to make changes to their lesson plans [20].

Constant awareness of one's abilities, performance skills, and excitement for one's job is carried out constantly to establish a work culture. People at the school's work assessment meetings aren't just told to be aware, but they also learn how to do it themselves (by reprimanding and helping each other).

4.2   Stages of Change in Abilities

During this phase, the basic skills that are already owned will be worked on to show how well the expertise that is owned is at what they do. Darwin said that in human empowerment, which means giving people all the resources they need to make their own decisions about their futures, opportunities, knowledge, and skills are all important. According to Darwin, the head of level assurance, one way to improve abilities is to hold seminars and training sessions. Training at MAN 1 Sigli starts with recruitment and ends with job placement. Seminars and training sessions are typically given by the principal, although specialists from outside the school are sometimes invited to participate as well. MAN 1 Sigli always helps new members get up to speed. The level assurance team and members who are already good at their jobs help. This is done to make sure that teachers and other people in the field of education are of high quality and have good morals. This training programme will help new employees get used to the way things work at MAN 1 Sigli and keep their skills and competencies up-to-date, so they can meet the needs of the school.

4.3   Stages in the Development of Intelligence

Based on research done at MAN 1 Sigli, there are ways to improve intellectual abilities, such as by having regular training and becoming more aware of their work and responsibilities. With the current human resource training at MAN 1 Sigli, it has grown intellectually, in the form of skills that have been used to enhance the level of education at MAN 1 Sigli. Darwin claims that in four years, MAN 1 Sigli would acquire Superior Accreditation as well as the top graduate rating in the sub-district, ena-

bling graduates to be admitted into public and private institutions such as UNIGHA, AL-HILAL and STIKes Jabal Ghafur after finishing their study.

For other schools based on pesantren, as well as schools generally, this is achievable because of the performance of morale carried out by all levels of education, which works hard to establish high-quality education and hopes to become a pilot school for improving the level of education.According to the principal, in order to continue to enhance the quality of the school, the ranks of MAN do not stop working and are pleased with the achievements they have obtained [20]. Regular training activities, workshops, and other activities are held to develop the intellectual quality of educators and educational personnel who work at MAN 1 Sigli. The goal is to increase the capacity to think creatively and innovatively about their subjects and abilities on a consistent basis. In addition to providing chances for educators and education personnel to continue their studies to the next higher level in order to enhance their individual knowledge, competences, and abilities, the school also supports the intellectual growth of human resources. For educators who do not have a certificate, the school will always give them incentives and access to further their education in this situation. As a result of an interview conducted with the school's Quality Assurance Team, the following table provides an overview of quality assurance procedures at the institution [21].

Table 1. Checking for quality in MAN 1 Sigli.

Checking for quality	Human resource empowerment
Plan / make preparations	Through the empowerment stage, long-term planning is accomplished
Doing / Putting into Practice	The culture of the Woark team and the culture of the Woark family
Checking/ evaluating	Greetings between instructors and staff constantly prevents errors
Actions to be taken and follow-up	Implement continuous improvement as a regular Practice

MAN 1 Sigli conducted planning prior to implementing the empowerment process, according to the Head of Human Resources at MAN 1 Sigli [20]. This planning approach involved analysing the institution's needs for instructors and educational employees who met the institution's criteria. This must be done to determine the school's human resource strengths and weaknesses, needs, and areas for improvement.

Human resource empowerment operations are done systematically to get exceptional and level human capital. TQM impacts human resource development. This effect affects an employee's capacity to develop themselves, their confidence, and the advantages of integrated quality management. Human capital management and practises play an important role in building the organisational culture. Many studies highlight the significance of strategic actions related to HRM that could enhance employee trust

and thereby build a culture of trust and innovation [2]. The principle is also active, open, neutral, connected to the organization's members, and possesses leadership skills. As a result, all members of the educational system must feel empowered and have a say in how it is run by following the principles for empowering human resources.

Education institutions' productivity may be increased by empowering their human resources, which can be accomplished via increased contributions from human resources to their organisations [20]. The competent management of human resources may help an organisation realise its vision and purpose more effectively and efficiently, as well as achieve its goals more quickly and efficiently.

5   Conclusion

Human resource empowerment through TQM has always adhered to the principles of continuous repair and client focus. The features of comprehensive level management application in human capital development are centred on continual empowerment. Empowerment is accomplished by organising a ten-member level assurance committee to monitor and supervise the educational process. The quality assurance team also contributes to the empowerment of current human capital, which consists of three stages: awareness, capacity transformation, and intellectual growth. As part of MAN 1 Sigli's comprehensive level management, the empowerment phases are used. This includes planning, doing, checking, then taking action to make sure the work is done right the first time around.

The introduction of this assurance has resulted in a noticeable improvement in quality. Specifically, the success of MAN 1 Sigli in administering education that is capable of obtaining exceptional accreditation, as well as producing great graduates, and the form of level, as shown by the rising number of students enrolled at MAN I Sigli. The success of MAN 1 Sigli is due to the daily engagement between instructors and learners at the Islamic school, which ensures that even when kids are not in school, control over present human capital empowerment. Attachment between students, instructors, and supervisors of MAN 1 Sigli is regulated by the Islamic boarding school. Unlike schools, it is often confined to classroom interactions. The researcher analyses school quality via a planned system in order to enhance school level using current human capital, namely instructors, learners, and management, as a consequence of the findings stated above. Suggestions for other scholars to explore further issues such as school administration or infrastructure management via overall quality management.

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