



## Strategic Quality Management in Education: the Roles of Principal and Deputy Principals

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### ABSTRACT

It is qualitative research which is framed as a case study. This study aims to analyze the roles of Principal and Deputy Principals in strategic quality management (SQM) at school. Data were collected through semi structured interviews, passive-participant observation, and study of documents. The document analysis and inductive method were used in analyzing the data. Previous research proved there is a significant relationship between total quality management and strategic management. SQM model by Juran at school was used in this research to convey the leader roles at school. Results show that Principal and Deputy Principals play important roles in strategic quality management. Setting out a shared vision statement is crucial to build high commitment to reach the common goals. Setting out priorities and policies While effective team coordination brings good atmosphere to synergy and unity in the pursuit of common goals. Systematically checking of effectiveness through periodical monitoring and evaluation is for ensuring the process meet the quality standard. Transmitting the results of monitoring both to staff and to Principal- Top management is to bring better improvement.



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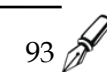
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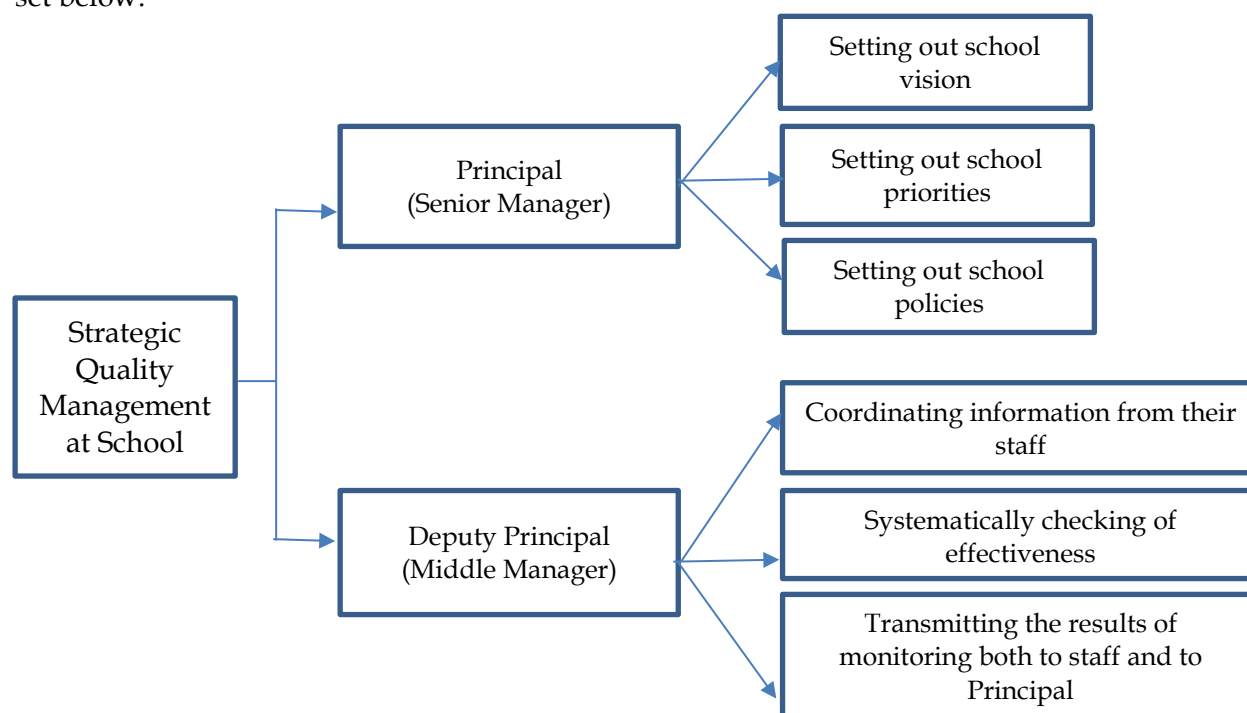
## INTRODUCTION

Recently, in a progressively knowledge-driven society, people seek education which is the bridge to the bright future as the hope for better life. Then, quality education is needed for facing the competitive future. Schools has to provide quality education for students to develop them into lifelong learners as global competitiveness has become very tight. However, the fact showed that in 2019, Indonesia's HDI value in Human Development Index was 0,718 which put Indonesia in 107th rank (Human Development Report, 2019). It means that Indonesia has to offer a generally high standard of living, including high quality education. Furthermore, ASEAN Economic Community (AEC) is a challenge that opens free flow skill labor among ASEAN countries. It is required a serious concern of the government of Republic Indonesia for education development.

To bring out the best for students, improving quality education should be prioritized. High quality education is leading to good learning outcomes. For improving quality in education services, Total Quality Management (TQM) can be applied at school. TQM was originated in 1950s and successfully used in Japan for manufacturing sector. However, its principles can be applied to a variety of industries, including education sector. Several studies mostly bought up the issues of positive impact of TQM applied in education (Militaru, et al, 2013; Dahil & Karabulut, 2013). Hasan, at al. (2018), Terzić (2017) highlight TQM issues dealing with the excellent quality and continuous improvement which affect to customer satisfaction. Strategic management is the development, deployment, and execution of strategic plans. It involves the development of organizational mission, vision, values and goals; the development of policies and plans, their execution and evaluation (Knowles, 2011).



Juran as one the Gurus of TQM introduced and developed an approach called Strategic Quality Management (SQM). Juran in Sallis (2005) developed an approach which is called Strategic Quality Management which consists of a three-part process based on staff at different levels making their own unique contributions to quality improvement. Senior management has the strategic view of organization, middle managers take an operational view of quality, while the workforce is responsible for quality control. The conceptual framework (SQM based on Juran) which shapes the roles of Principal-senior manager and Deputy Principals-middle managers is set below.



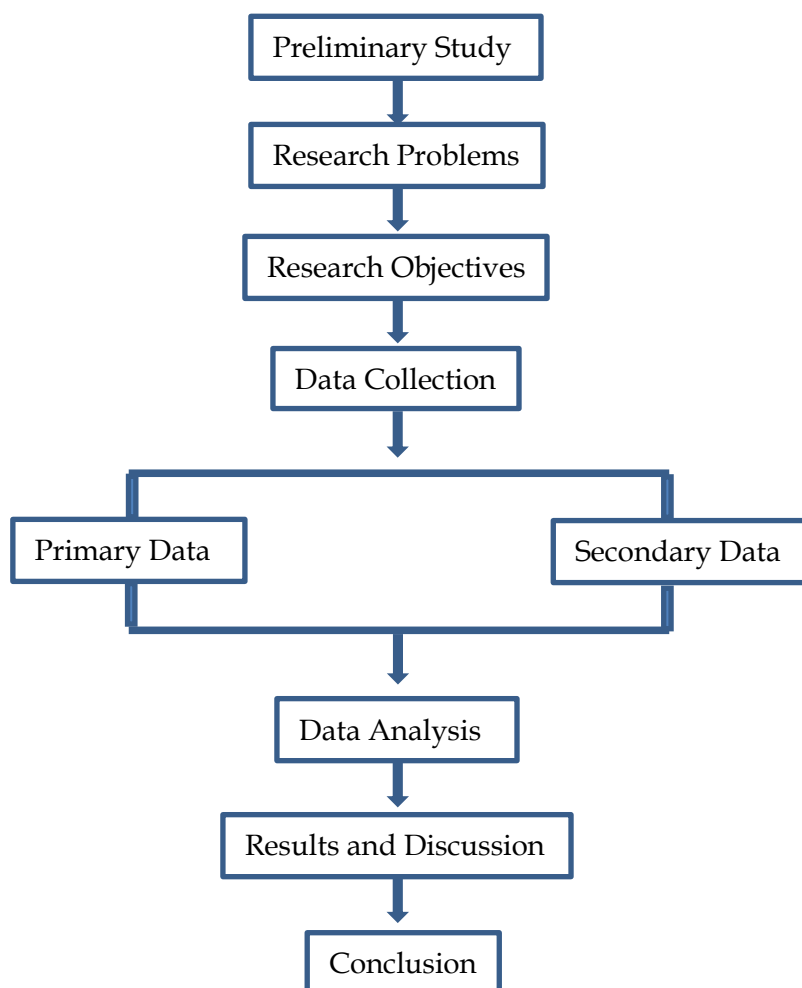
**Figure 1.** Conceptual Framework  
 (Roles of Principal and Deputy Principals in SQM at School)

Figure 1 shows that Principal as a senior manager takes important roles which are setting out school vision, priorities, and policies. While Deputy Principals as middle managers take responsibility for quality assurance. Their roles are coordinating information from their staffs, systematically checking of effectiveness, and transmitting the results of monitoring both to staffs and to Principal. Strategic quality management focuses on customer oriented, leadership, and continuous improvement. Education services attributes that contribute to students and lead to students' satisfaction need to be addressed. Principal- senior manager and deputy principals-middle manager must give their high personal commitment and involvement in strategic quality management at school.

Several studies mostly brought up the issues of quality management. Maganga & Taifa (2022) focuses on a modern quality management approach that uses Industry 4.0 technologies, integration and digitalization. While Bolatan, et al. (2022) finds out that leadership is positively associated with SQM. Previous studies show that Principal as school leader plays important role in quality management for improving education quality (Saeed & Kayani (2018); Kaso, N. (2021). However, in Indonesia, few studies conducted regarding to the issue connected to middle managers' role in quality management, This study reveals roles both Principal- senior manager and Deputy Principals- middle managers especially on Strategic Quality Management.. Therefore, this study aims to roles of Principal and Deputy Principal in Strategic Quality Management (SQM) at SMA Khadijah.

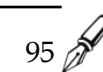
## RESEARCH METHOD

This qualitative study is framed as a case study which is for analyzing the roles of principal and deputy principals in strategic quality management at school. Data were collected through in-depth interview, observation, and study of document (Creswell, 2017). Data were gained from participants and sources. The research flowchart below shows the steps taken in this study.



**Figure 2.** Research flowchart

This study was conducted at SMA Khadijah, Surabaya, Indonesia. It is a private school that was established in 1954. Research participants from SMA Khadijah were selected using purposive sampling for gaining more insights to the issues brought in this study. Semi structured interviews were used to collect open-ended data. By giving open-ended questions in the interviews, participants can explore their thoughts, feelings and beliefs about particular issues. Data were gathered from the participants; such as Principal, Deputy Principal of academic, Deputy Principal of students' affairs, Deputy Principal of facilities, and Deputy Principal of public relations. Passive participant observation method was used for observing and recording participants' behavior without interacting with the participants or involving himself in the situation. Field notes was taken for gaining contextual information by providing written record of what was experienced at the field. Study of document is for analyzing the documents that contain information to the issues. The document research method was used for collecting the secondary data; such as vision and mission of school, the goals of schools, and other related information needed. It was taken mostly from written documents, or documents in school website.

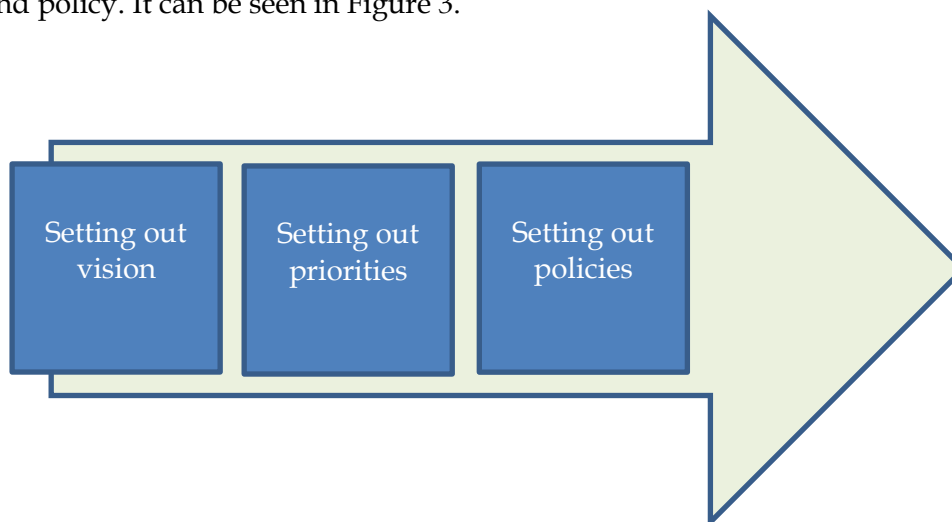


The selection of relevant data was carried out according to the research for presenting accurate and reliable research results. In data condensation, there are processes of selecting, focusing, simplifying, abstracting, and transforming data (Miles, et al., 2014). In data analysis, data gained were transcribed manually, then codified, and divided into specific themes presented. To apprise trustworthiness of this study, for criteria consisting of the credibility, transferability, dependability, and conformability were used. Validity of data were test by cross-checking the data from the informants using triangulation techniques to seek the fitness of data. Transferability is established by making detail and systematically repots which provides readers with evidence. This study needs to be accurate and consistent, so dependability is carried out by an audit from management expert. Documenting the procedures of check and re-check data throughout the study was done in order to enhance conformability.

## RESULTS AND DISCUSSION

### Roles of Principal in SQM at School

This section highlights the roles of principal and deputy principals of SMA Khadijah in Strategic Quality Management (SQM). Principal of SMA Khadijah takes role in setting out school vision, priorities, and policy. It can be seen in Figure 3.



**Figure 3.** Principal's roles in SQM

#### *Setting out school vision*

Principal set out a school vision that serves as a guide to achieve the aims. It was stated in a concise statement which shows where school aspires to go. Principal of SMA Khadijah shaped a school wide vision of commitment to meet high standards and success of all students. School vision states that SMA Khadijah focusing on creating competitive and well behaved students. Vision of SMA Khadijah is shared and communicated to teachers, staff, students, parents, and stakeholders as sharing vision statement openly is important. To implement the strong vision made, mission was also set out which consists of overview of the steps planned to reach its vision. From the finding, SMA Khadijah shaped nine points of mission. A vision statement of SMA Khadijah is shared on school board, and school's website which is to be a great reminder to keep focusing on what's important goal in the future

According to one the five key responsibility of Principal which is shaping a vision of academic success for all students (Wallace, 2011), school vision plays important role to motivate entire school community and build on core educational values. As a vision statement of SMA Khadijah takes important role in effective school leadership (Mombourquette, 2017). Principal of SMA Khadijah can share a dream and path to them through school vision. Moreover, sharing a vision statement will help entire school community connected and bound together in their school's efforts for reaching the common goals.



A share vision give beneficial effects to school. It is to motivate students, staff, teachers, and entire school community to feel responsible, then develop a sense of unity based on a common goal. It helps to inspire entire school community with clear pictures of what the common goal. Besides, it also helps to create a supportive learning environment in organization. The achievements shows SMA Khadijah improvement in positive change, growth, and improvement. It is relevant to the study conducted by Martin, et al. (2014) who find out that a vision gives positive effects to leaders and their teams for having commitment in reaching a shared goal and leads for ongoing and systematic practice development.

### **Setting out school priorities**

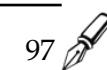
Based on the interview with Principal of SMA Khadijah, there are prioritized programs at SMA Khadijah Surabaya such as improving educational outcomes, and improving educators' competences. Program priorities for students are concerning issues about curriculum, character building, and teaching learning process. For teachers, professional development is the priority. SMA Khadijah also provides programs such as IGCSE, ICAS, and Tartil Certification as added values of SMA Khadijah. In process-centered, there are series of steps to take the students and transform them into competitive and well behaved students. SMA Khadijah focuses on becoming Sekolah Aman with No Bullying program. It deals with setting good atmosphere for learning activities and building good students' character. For professional development, SMA Khadijah provides in house trainings, seminars, and workshops to support teachers for developing their competencies. For improving the quality of educators' competences, SMA Khadijah provides the scholarship for master degree and doctoral degree.

By determining the students need and identifying the desired performance outcomes, school Principal is able to establish and prioritize effective programs. It helps principal to make a good decision for the budget to support school program priorities. It stimulate students, teachers, and staff to remain productive and feel less on overwhelmed in using the energy efficiently to pursuit the common goals. Prioritization will help school Principal as a senior manager to lead teachers, staff, and students for allocating their time and focusing their energy. Bozbura & Beskese (2007) state that by using the priorities, managers can define their roadmap in using their scarce resources in potential investments. Priorities made help Principal to assign resources to work effectively.

Based on the findings, it can be concluded that Principal prioritizes two main issues related to quality education which are good educational outcomes and high competency of teachers. The study of Kilag & Sasan (2023) revealed that teacher professional development is a continuous and ongoing process that requires sustained support from school leaders. Thus, prioritizing teacher professional development is needed while schools set good programs for students in order to provide high quality education services.

### **Setting out school policies**

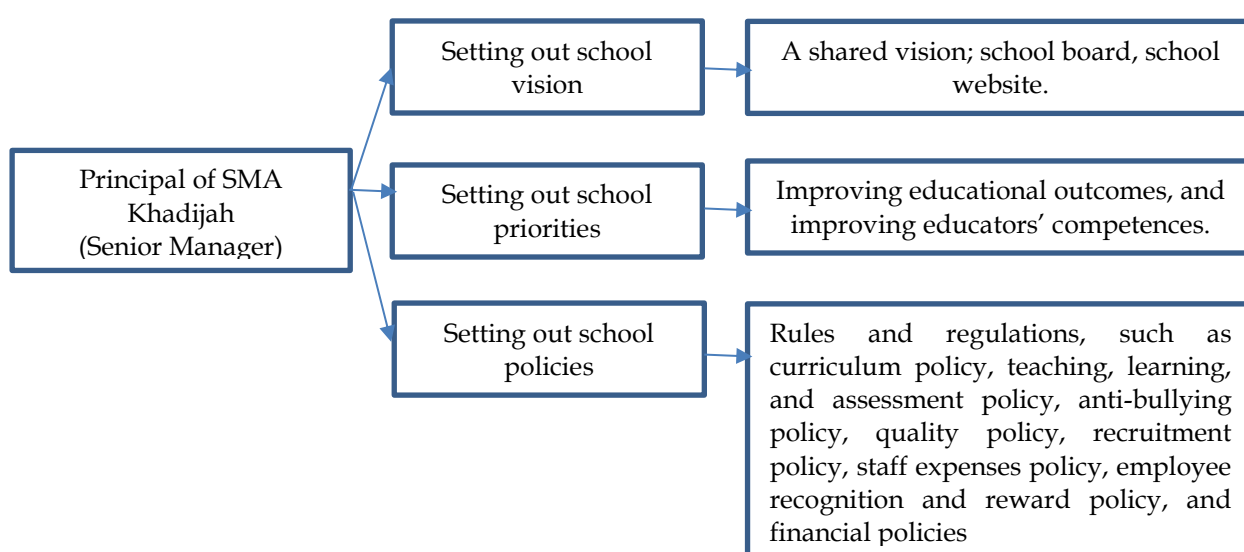
Policies at SMA Khadijah establish rules and regulations consisting of curriculum policy, teaching, learning, and assessment policy, anti-bullying policy, quality policy, recruitment policy, staff expenses policy, employee recognition and reward policy, and financial policies. SMA Khadijah provides three curriculums containing national curriculum, religion curriculum, and Cambridge curriculum. SMA Khadijah belongs to CIE Center ID 260, Sekolah Khadijah. Policies of teaching, learning, and assessment are for establishing qualified outcomes. Anti-bullying policy is to set supportive and caring learning environment at SMA Khadijah, so students can learn without fear of being bullied. As focusing on the customer satisfaction, ISO 9001.2015 is applied at SMA Khadijah for assuring its quality. It has been since 2008, getting URS Certification which was certified by AKAS. An integrated system which connects to improvement elements in attempt to continually improve and exceed the expectation of students, parents, and entire school community at SMA Khadijah will achieve excellent in its services. SMA Khadijah also has a quality assurance department named UPM (Unit Penjaminan Mutu). Besides, supervision is





taken to endure the teaching quality. SMA Khadijah has its recruitment policy as selecting and recruiting process are conducting in effective and efficient manners at SMA Khadijah and YTTSPNU Khadijah, the foundation. Then, rewarding the employees based on their performance appraisal is given as positive reinforcement for their work like going Hajj and Umroh.

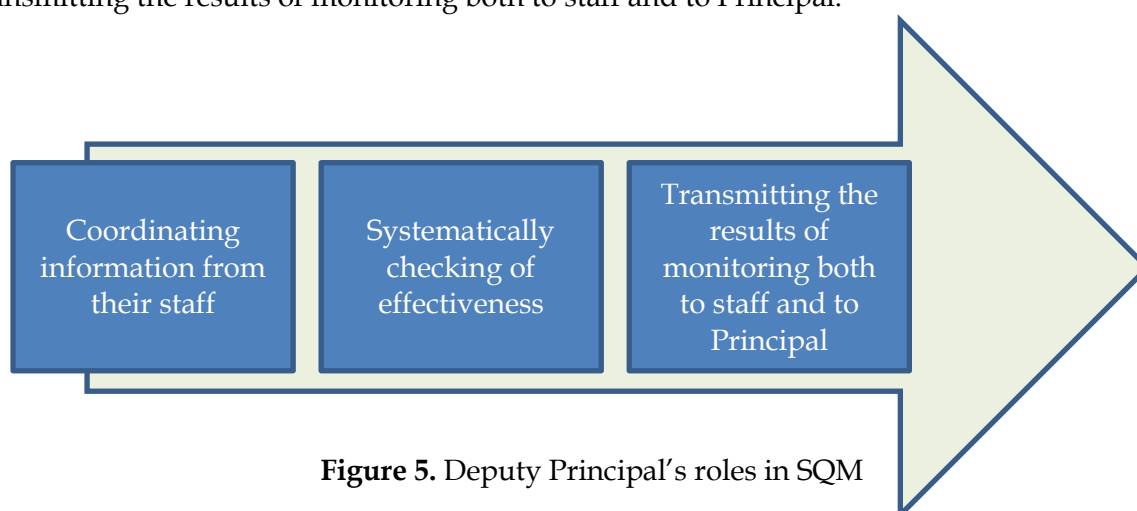
Regarding spelling out management support and direction, Principal establishes school policies. Policies will help school leaders in running the organization well and creating a conducive atmosphere for learning environment. Policy which involves a variety of both human and nonhuman actors (Williamson, et al., 2019) should be effective for its implementation. In conclusion, Principal at SMA Khadijah has to set informative and concise policies that convey values of school and effectiveness in its implementation. From the findings above, school policies support school vision by ensuring the understanding teachers, staff, students, and parents of school performance standards. The roles of Principal at SMA Khadijah in Strategic Quality Management can be seen in Figure 4.



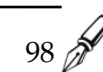
**Figure 4.** Principal's roles in SQM at SMA Khadijah

### Roles of Deputy of Principals in SQM at School

While four Deputy Principals at SMA Khadijah; Deputy Principal of academic, Deputy Principal of students' affair, Deputy Principal of public relation, and Deputy Principal of facilities, take roles in coordinating information from their staff, systematically checking of effectiveness, and transmitting the results of monitoring both to staff and to Principal.



**Figure 5.** Deputy Principal's roles in SQM



### ***Coordinating information from their staff***

Coordination in each areas; academic, students' affair, public relation, and facilities, is for integrating action which demand the team involvement to achieve common goals. Deputy Principals of SMA Khadijah lead team coordination in order to minimize the conflicts, delays, indifferences and miscommunication among them. Effective coordination meetings; formal or informal, are held to maximize impact and achieve synergy to achieve the targets of quality objectives. To bring integrating and synchronization the action of team members, deputy of principals of SMA Khadijah give equal opportunities for staff to share ideas and advices

Regular coordinating meeting is held for coordinating information within team. For producing better outcomes of teamwork in academic area, student affairs area, public relation area, and facilities area, coordinating meetings are scheduled. In coordinating meeting, Deputy Principals and their team are able to coordinate and strengthen their efforts effectively in achieve the team targets. Collaborative teamwork also improve the work in a team in efficient process. It leads not only assigning the individual task but also improving problem-solve together. Deputy Principals in academic area, student affairs area, public relation area, and facilities area, help the teams to increase success through listening and learning from staff.

Regarding the findings, staff get involved in some decision making process of programs. When Deputy Principals at Khadijah involve the team in decision making process, it leads employee involvement. Employee involvement will increase productivity. The statement is in line with the finding of the study by Amah & Ahiauzu (2013) that shows positive impact of employee involvement to productivity in organization. Good coordination helps deputy of principals at SMA Khadijah to set positive working environment and positive team relationship. Highly engaged staff will develop their strengths, and give maximal contributes to the area overall success. It deals with the finding of the research conducted by Anitha (2014) that shows significant impact of employee engagement on employee performance. Gorman (2014) states that working in team accomplishes more than working alone. As a consequence, in good coordination, high commitment within team will increase contribution of efforts in reaching the team targets for school programs. To collaborate effectively at work, deputy of principals trust their teams to do the best by keeping everyone focused on individual tasks and developing their teamwork.

### **Systematically checking of effectiveness**

Each area has its own quality objectives with targets that need to be achieved. Staff works together in a team, and Deputy Principals of SMA Khadijah, as head of department, gather the information on all aspects of the team programs. Monitoring is done regularly to check the effectiveness of actions. Deputy Principals of SMA Khadijah observe the progress and give feedback on the implementation of programs. It involves evaluating the effectiveness by doing internal control. To measure, the parameter is used in measuring the effectiveness implementation to reach the targets. Periodical measurement is done by using different methods of measurement. It is beneficial for ensuring good results dealing with standard achievements. Next, the result of measurement is reporting for making decision to improve program performance.

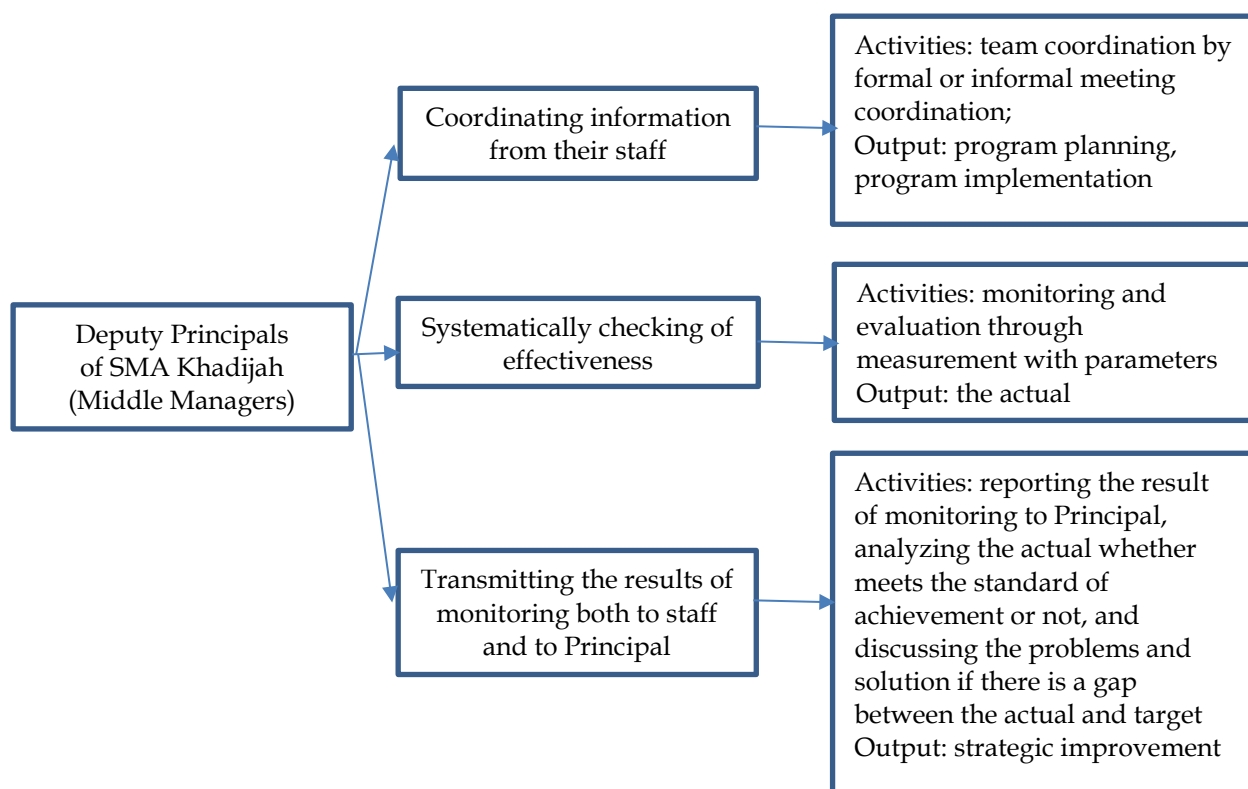
Monitoring plays important role in program planning and implementation. It deals with the study conducted by Callistus & Clinton (2018) that revealed monitoring and evaluation of the project beginning with the initiation of the project until project closure. Problems can be detected before becoming serious through monitoring. In this case, SMA Khadijah does regular monitoring in checking the effectiveness of the programs. The results of monitoring shows the actual. If there is a gap between actual and standard achievement, then it can be analyzed.

### **Transmitting the results of monitoring both to staff and to Principal**

Deputy Principals at SMA Khadijah play their role to keep lines of communication open between Principal and their staff. Deputy Principals of SMA Khadijah as middle managers serve a liaison between Top Management and low-level management at school. Principal of SMA Khadijah give

board strategic plan to Deputy Principals, then Deputy Principals turn them into quality objectives and programs in areas; academic area, student affairs area, public relation area, and facilities area. Each quality objective with its target needs to be control through monitoring. Implementation of programs is monitored and evaluated.

According to the role of Deputy Principal as a head department which has its programs, it is important to do monitoring and evaluation of programs from the whole process. Kabeyi, M. J. B. (2019) states that project monitoring and evaluation is one of the most important processes within project management cycle. To establish actual of implementations, measurement was carried using different parameters. Deputy Principal and staff will analyze the result of measurement whether the actual meets the target or not. If there is a gap between the actual and the target, Deputy Principals and staff will discussed about what the causes and the solution to overcome the problems. The report will transmit to Principal as Top Management. Thus, Deputy Principals as middle managers report monitoring of programs implementation; both positive program performance and obstacles to meet the standard achievement of each quality objectives. Deputy Principals also analyze and discuss the result of measurement with their teams to get strategy improvement. Figure 6 below shows the roles of Deputy Principals at SMA Khadijah in Strategic Quality Management (SQM).



**Figure 6.** Deputy Principals' roles in SQM at SMA Khadijah

## CONCLUSION

Results show that principal and deputy principals of SMA Khadijah play important roles in strategic quality management. Principal of SMA Khadijah sets vision, priorities, and policies. To create out a shared vision statement is for building high commitment in contributing efforts. Setting out priorities helps entire school community to achieve its vision through prioritized tasks. To determine policies is important to provide guidance with rules and procedures at school. While Deputy of Principals take roles in coordinating information from their staff, systematically checking of effectiveness, and transmitting the results of monitoring both to staff and to Principal. An effective team coordination helps team to synergize the work in achieving common goals. Periodical monitoring is essential to ensure the process meet the standard





achievement. Reporting the results of monitoring both to Principal- Top management and staff will help increasing improvement of the process.

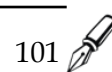
As a consequence, from this conclusion, this study has several implications. The first is to emphasize strong leadership at any levels at school organization for effective quality management as it provide guidance and lead motivation to school quality improvement efforts. The second is to ensure high quality of educational services that meet students' needs resulting in customer satisfaction through the strategic view of organization by Principal and an operational view of quality by Deputy Principals. In addition, this study is to contribute to the improvement of education quality through quality management especially Strategic Quality Management (SQM) in education. This study is limited to analyze the roles of school leaders in SQM. Thus, for further research, it is recommended to investigate the workforce' role in SQM which is responsible for quality control of programs implementation at school.

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